

NAMIBIA SENIOR SECONDARY CERTIFICATE

DEVELOPMENT STUDIES ORDINARY LEVEL

4331/2

PAPER 2

2 hours

Marks 60

2017

Additional Materials: Answer Book

INSTRUCTIONS AND INFORMATION TO CANDIDATES

- Write your answers in the Answer Book provided.
- Write your Centre Number, Candidate Number and Name in the spaces on the Answer Book.
- Write in dark blue or black pen.
- Do not use correction fluid.

- Answer **all** questions.
- Answer each question on a separate page.

- The number of marks is given in brackets [] at the end of each question or part question.

This document consists of **5** printed pages and **3** blank pages.



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

1 (a) Study the extract about population statistics.

There are many ways in which a government can collect data on population. One reliable way is through conducting a census. In Namibia, a census is done every ten years.

(Mweti, I & Van Wyk, H. 2009. *Development studies Module 2.*)

- (i) What is meant by *census*? [1]
- (ii) Explain why it is important for a country to collect population statistics. [5]

(b) Study Fig. 1, which shows a population pyramid.

Population Pyramid for a Developing Country

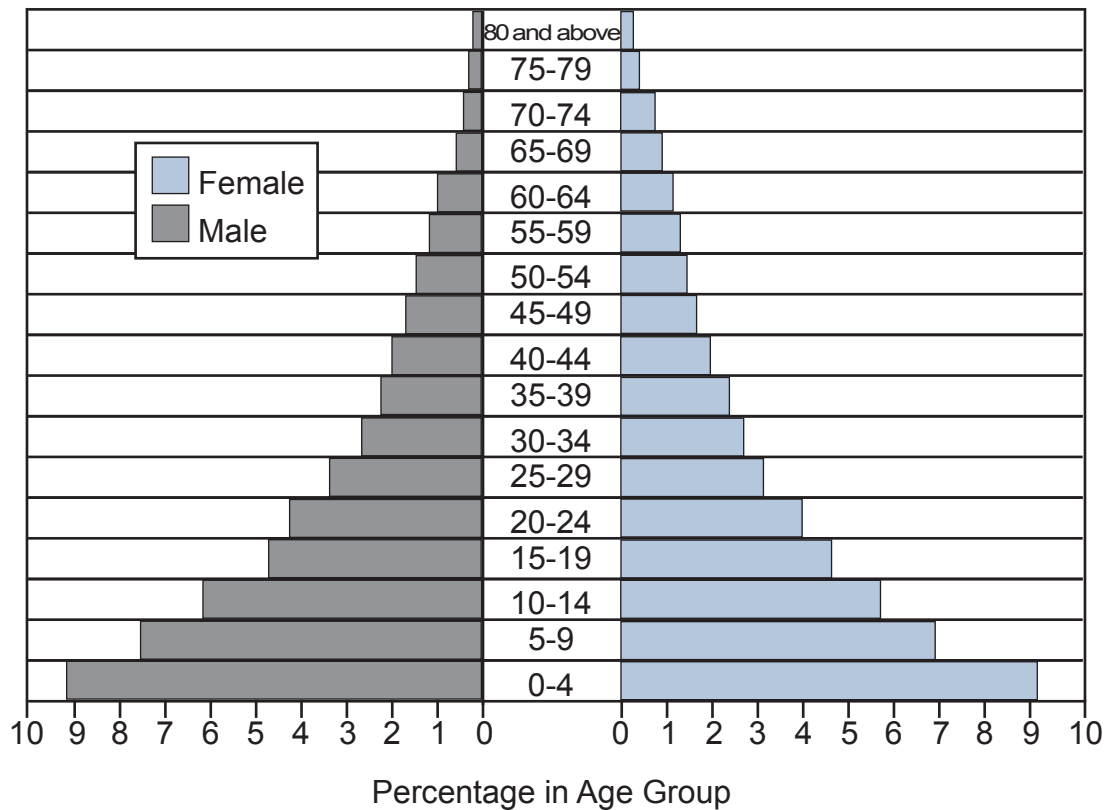


Fig. 1

- (i) What is a *population pyramid*? [1]
- (ii) Describe the shape of the population pyramid shown in Fig. 1. [2]
- (iii) Suggest reasons for the population structure of the country shown in Fig. 1. [4]
- (iv) Describe the economic consequences of the developing country's population structure. [4]

(c) Study the extract about one type of education.

Traditional education

- Children are educated to take their place in the traditional society.
- Children learn by doing.
- This education preserves values and customs.

(i) Explain how traditional education preserves values and customs. [2]

(ii) Explain how traditional education differs from formal education. [4]

(d) Study the extract about international literacy data in 2013.

INTERNATIONAL LITERACY DATA in 2013

Literacy rates are rising, but women and girls continue to lag behind.

According to new data, literacy rates for adults and youth continue to rise. Young women aged 15-24 are making the strongest gains, but still lag behind young men. In 2011, 87% of female youth had basic literacy skills, compared to 92% of males. Overall, more than half of countries with data have youth literacy rates of 95% or higher.

Despite these gains, 774 million adults (15 years and older) still cannot read or write and approximately two thirds of them (493 million) are women. Among youth, 123 million are illiterate of which 76 million are female. Even though the size of the global illiterate population is shrinking, the female proportion has remained steady at 63% to 64%.

(www.UIS/Unesco.org/literacy/pages/data-realease-map-2013.aspx.)

(i) What is meant by *literacy rate*? [1]

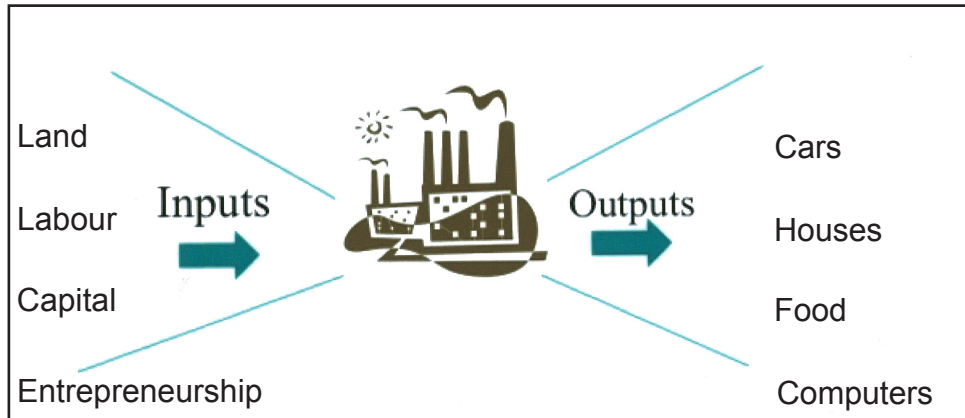
(ii) Calculate the difference in the percentages of males and females with literacy skills in 2011. [1]

(iii) Using the extract, state how many adult men are illiterate. [1]

(iv) Explain why an illiterate population can be a disadvantage for a country's economic development. [4]

[30]

2 Study Fig. 2, which shows information about production.



([jatinchhabra.wordpress.com/2013/04/20/production-function.](http://jatinchhabra.wordpress.com/2013/04/20/production-function/))

Fig. 2

- (a) (i) What is meant by *production*? [1]
 (ii) Explain why production is important. [1]
 (iii) Using Fig. 2, identify **three** factors of production. [1]
- (b) (i) Give **two** ways in which land is used in the production process. [2]
 (ii) Describe the difference between private and communal land ownership. [2]
- (c) (i) What is meant by labour? [1]
 (ii) In the production process, specialisation and division of labour can be used. Define the terms *specialisation* and *division of labour*. [2]
 (iii) Describe **three** advantages and **three** disadvantages of division of labour. [6]
- (d) (i) Using Fig. 2, identify **two** examples of capital goods. [2]
 (ii) Describe the difference between *capital goods* and *money capital*. [2]

(e) The photograph shows intermediate technology.



(New Era Monday, 18 August, 2014.)

- (i) What is meant by *intermediate technology*? [1]
- (ii) Suggest **three** advantages of intermediate technology. [3]
- (iii) State and define **two** types of technology which could be used to produce goods, other than intermediate technology. [4]
- (f) (i) What is meant by *economies of scale*? [1]
- (ii) Which type of technology can lead to economies of scale? [1]

[30]

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