

NAMIBIA SENIOR SECONDARY CERTIFICATE

DEVELOPMENT STUDIES ORDINARY LEVEL

4331/1

PAPER 1

2 hours 15 minutes

Marks 75

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.

ORDINARY LEVEL

This document consists of **6** printed pages and **2** blank pages.



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

1 Study Fig. 1, which is about aspects of development.



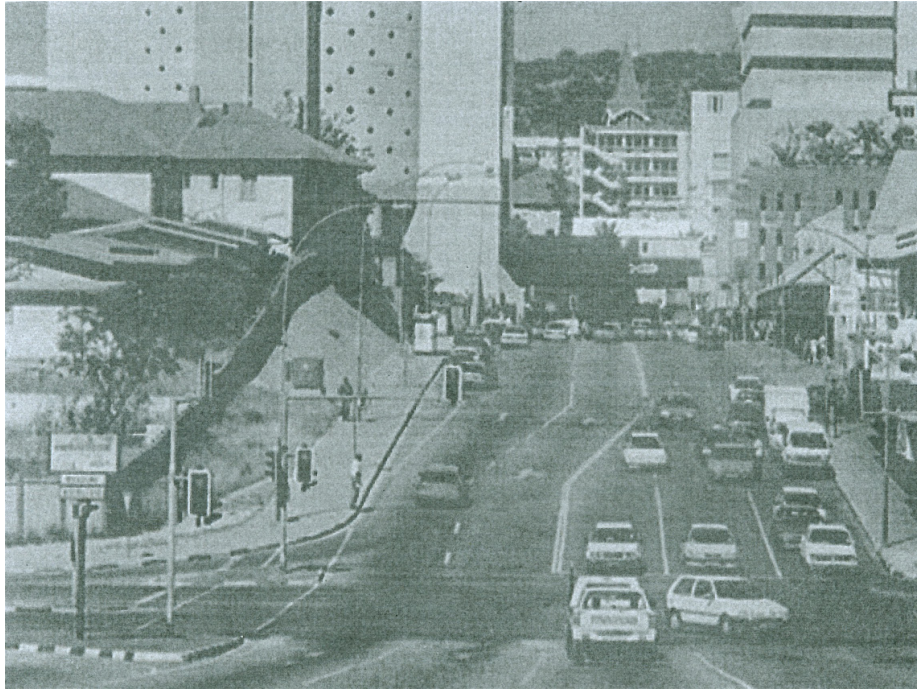
(2005, NSSC Development Studies, Module 1, Namcol.)

Fig. 1

- (a) What is meant by *development*? [1]
- (b) State **two** indicators of social development. [2]
- (c) (i) What is meant by *GNP* per capita? [1]
(ii) Explain why *GNP* per capita is **not** a good indicator of development. [3]
- (d) Suggest **three** reasons why life expectancy is low in developing countries. [3]
- (e) (i) Define *sustainable development*. [1]
(ii) Describe **two** ways to reduce deforestation. [4]

[15]

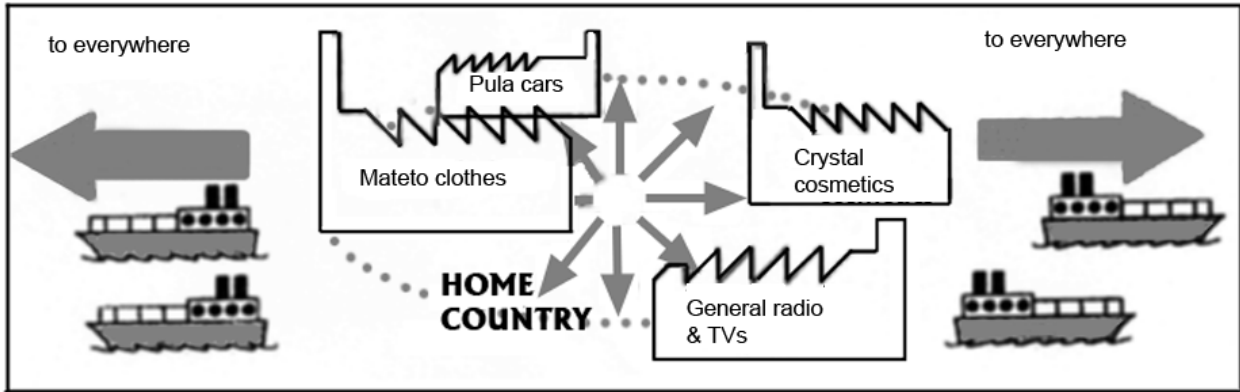
2 Study the photograph about life in urban areas.



(The Namibian, 28 July 2014, page 16.)

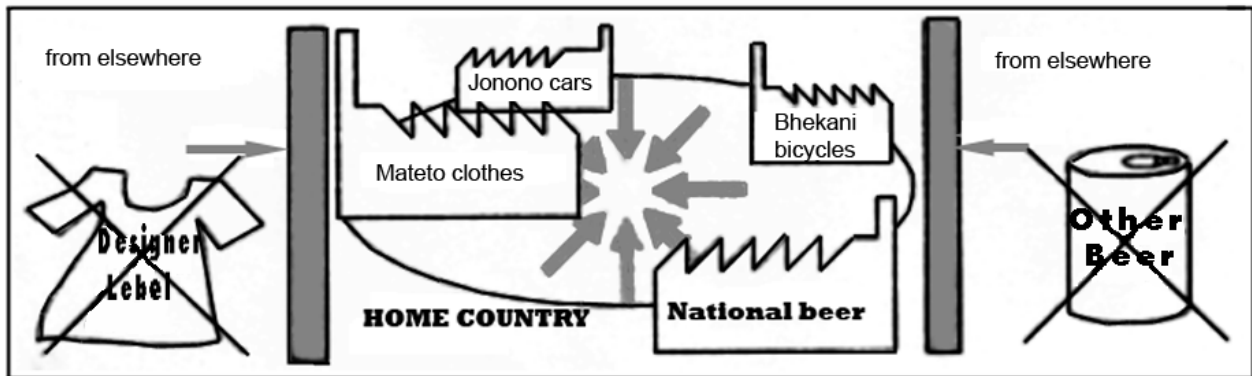
- (a) Identify **one** type of infrastructure shown in the photograph. [1]
- (b) (i) Define *urbanisation*. [1]
- (ii) Suggest **three** reasons why people move from rural areas to urban areas. [3]
- (iii) State **four** problems caused by rapid urbanisation. [4]
- (c) Describe **three** ways to reduce rural-urban migration. [3]
- (d) State **three** reasons why most governments spend more money on infrastructure in urban areas than in rural areas. [3]
- [15]**

3 Study Fig. 2A and Fig. 2B on industrialisation strategies.



(1994, *Development in Context Revised edition Book 1, Longman, page 115.*)

Fig. 2A



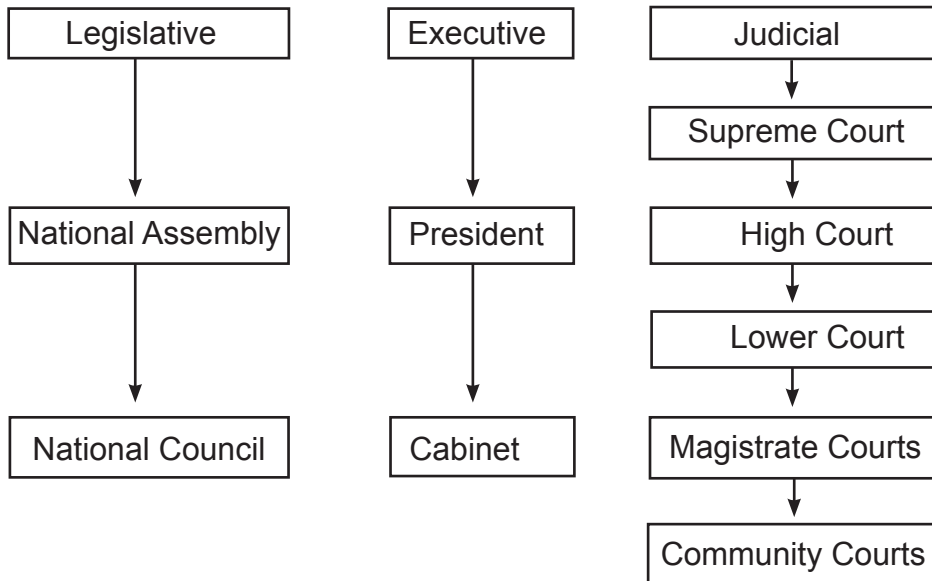
(1994, *Development in Context Revised edition Book 1, Longman, page 115.*)

Fig. 2B

- (a) Identify the industrialisation strategies in Fig. 2A and Fig. 2B. [2]
- (b) Describe the advantages of the industrialisation strategy shown in Fig. 2A. [3]
- (c) (i) What is meant by *industrialisation*? [1]
(ii) Explain **two** characteristics of modern industrial production. [4]
- (d) (i) Define the term *multinational company*. [1]
(ii) State **one** example of a multinational company. [1]
(iii) Describe **three** benefits of multinational companies for developing countries. [3]

[15]

4 Study Fig. 3, which is the structure of the Namibian government.



- (a) (i) What is meant by *constitution*? [1]
- (ii) Using Fig. 3, identify **two** houses of parliament where laws are made. [2]
- (b) Explain why the judiciary should be an independent body. [2]
- (c) Namibia is a parliamentary democracy. [1]
- (i) Define *democracy*. [1]
- (ii) Describe **two** characteristics of democracy. [2]
- (d) How is the *Executive* appointed in Namibia? [1]
- (e) (i) What is *capitalism*? [1]
- (ii) Describe **four** characteristics of capitalism. [4]

[15]

5 Study the article on gender strategy.

GENDER STRATEGY FOR LOCAL GOVERNMENT IN NAMIBIA**Women and men in Namibia**

Women constitute 51% of the population in Namibia. Approximately 35% of the population live in urban areas with the remaining 65% living in rural areas. While gender equality is represented in the Constitution which takes priority to Customary and Common law practices, the daily lives of the vast majority of women continue to be determined by Customary law. This relegates women to being minors most of their lives; under their fathers, husbands, sons or male relatives. Women own only a tiny fraction of land and property and widows are often disinherited of family property.

In Namibia, unlike many other African countries, more girls access primary and secondary education than boys but more young men receive tertiary education than young women. There is a high dropout rate of young women from secondary education as a result of teenage pregnancies.

Men generally go into the more technical and better paid professions while women predominate in care-related work such as domestic work, nursing and teaching.

(Legal Assistance Centre (2000) Namibian men against violence against women. Report on the national conference in Windhoek in February 2000.)

- (a) (i) What is meant by *gender*? [1]
- (ii) In Namibia, 51% of the population are women.
What percentage of the population are men? [1]
- (b) State **three** reasons why many girls drop out of secondary schools. [3]
- (c) (i) Explain why most women are likely to be employed in the informal sector. [2]
- (ii) State **two** jobs in the formal sector that are regarded as women's work. [2]
- (d) (i) Explain why men and women should be treated equally. [3]
- (ii) Describe **three** advantages of having educated mothers. [3]
- [15]

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