

DEVELOPMENT STUDIES



GRADE 9



MOHLOLI OA THUTO

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	i
INTRODUCTION.....	ii
SYLLABUS AIMS.....	iii
ASSESSMENT OBJECTIVES.....	v
SCHEME OF ASSESSMENT.....	vi
SPECIFICATION GRID.....	vi
GRADE DESCRIPTORS.....	vii
GRADE 9 DEVELOPMENT STUDIES SYLLABUS OVERVIEW.....	1
GRADE 9 DEVELOPMENT STUDIES ACTIVITY PLAN.....	3

1. ACKNOWLEDGEMENTS

The National Curriculum Development Centre (NCDC) and the Examination Council of Lesotho (ECOL) would like to express their heartfelt appreciation to the following members of the national Development Studies panel for their hard work, commitment, and invaluable contribution towards the design and development of this syllabus. The members of the National Geography Panel are:

1. MS BOLELE MONYAU: LESOTHO COLLEGE OF EDUCATION.
2. MR OSIAH KOKOSI: NATIONAL CURRICULUM DEVELOPMENT CENTRE (NCDC).
3. MS LIPUO LELALA: EXAMINATION COUNCIL OF LESOTHO (ECOL).
4. MR JOBO MATSORA: INSPECTORATE
5. MRS MATSELISO MOTSU: ST JAMES HIGH SCHOOL (MASERU).
6. MRS MASEISA MAJORO: MAKHAOLA HIGH SCHOOL.
7. MS MATHELELE KHAHLOE: MAFETENG HIGH SCHOOL.
8. MRS MAFOBOLANE TSUINYANE: MAPHOLANENG HIGH SCHOOL.
9. MS 'MANAPO NAPO: SEEISO HIGH SCHOOL.
10. MR JONE KHOOE: LIKUENA HIGH SCHOOL.

2. INTRODUCTION

Development Studies as a subject looks at the changes in society that encourage or hamper human development. It emphasizes the interaction between economic, geographic, social and political processes. Learners gain a greater awareness of local, regional and international issues that affect development. As a result, learners will become more informed about their own local context, and can participate positively in the shaping of their own society.

The Development Studies Syllabus deals with changes in how society works and how these changes support or encourage greater realisation of human potential or human development. This is in response to the emerging need to address the faculties within human beings that remain undeveloped despite having gone through formal education. Development Studies strives to expose learners to issues of human life that conscientize them on the roles they have to play in order to become effectively participating human resources.

It concentrates on issues which have impacts on the growth of less developed countries, and how economic, environmental, social and political processes interact. It recognises that the development in human beings happens through their interaction with the environment and all systems within it.

It is aimed at making learners aware of local, national, regional and international issues that affect development, so that they will have a more informed and positive role in shaping the societies in which they live. Development Studies trains learners to participate in almost all tasks. This is due to analytical and critical thinking that it exposes learners to. In the development of the syllabus consideration was given to issues of Sustainable Development Goals (SDG's). The subject content is drawn from the following subjects: Geography, Sesotho, History, Anthropology, Sociology, Economics, Financial Religious Studies and Political Science.

3. SYLLABUS AIMS

The overall aims of the Development Studies Syllabus is to:

1. enable learners to develop a critical understanding of conventional and non-conventional measures and indices of development.
2. help learners comprehend core concepts pertaining to Development Studies which are part of larger social scientific traditions and analysis (state, market, civil society).
3. give learners an understanding of the genealogy of particular theoretical traditions of development that are both rooted in and cross cut the disciplines.
4. enable learners grasp the complex relations between development as a series of planned interventions (at various levels) and the dynamics, conflicts and rhythms of historical change and social transformation.
5. enable learners to analyse development both as a concept and in practice within the socio-economic, political and resource contexts of a given society.
6. develop learners' understanding of the ways in which social, economic, political and environmental systems relate to each other.
7. give learners the analytical skills which they need to understand development;
8. develop learners' understanding of the interrelationship of development at local, national, regional and international levels;
9. develop learners' self-awareness and their understanding of the attitudes, values and beliefs of others, and encourage them to have respect for human rights; and
10. assist learners develop an understanding of the Sustainable Development Goals (SDGs) and their significance.

Learners are also helped to do the following:

1. apply an interdisciplinary Approach to the Analysis of International Development Theory and Practice.

- a) recognize how differing concepts and ideas are translated into development practice;
- b) identify the multiple forms of state and non-state interventions – and the map of multilateral, bilateral and local development institutions – associated with contemporary international development; and
- c) integrate understandings of market, state and civil society, and grasp how they are deployed in development theory and practice.

2. acquire Historical and Geographical Knowledge and Language Skills.

- a) develop a comparative understanding of major world regions and their interrelations;

- b) gain a substantive knowledge of cultural, political, economic, and historical development of one particular region of the developing world; and
- c) acquire language skills relevant to regional expertise.

3. demonstrate Research, Critical Reading and Writing Skills.

- a) formulate well-organized arguments supported by evidence;
- b) write clearly and effectively;
- c) apply basic quantitative skills;
- d) critically evaluate arguments in professional, public and advocacy literatures;
and
- e) gain some practical experience through internships.

4. ASSESSMENT OBJECTIVES

The following assessment objectives have been identified for this subject:

A01 Knowledge with Understanding.

A02 Analysis and Evaluation.

A03 Investigation and Decision Making.

A01 Knowledge with Understanding

Candidates are expected to:

- a) remember and choose relevant factual information;
- b) demonstrate knowledge and understanding of development terms and issues;
- c) show awareness of development strategies and give examples of how they have been applied; and
- d) show an understanding of how social, economic, political and environmental processes interact.

A02 Analysis and Evaluation

Candidates are expected to:

- a) present and interpret relevant data in written, statistical, diagrammatic, pictorial, cartographic and graphical form;
- b) analyse and evaluate information to:
 - recognise patterns and work out relationships; and
 - draw conclusions based on logical consideration of the evidence.
- c) analyse and evaluate alternative approaches to development problems.

A03 Investigation and Decision Making

Candidates are expected to:

- a) extract relevant information from primary and secondary sources;
- b) understand how a simple research exercise is planned and carried out; and
- c) use their knowledge, understanding and skills along with a range of resources, to make informed decisions and justify them.

5. SCHEME OF ASSESSMENT

All candidates will take paper 1 and 2 which are equally weighed.

6. SPECIFICATION GRID

The Grid shows the relationship between the assessment objectives and the components of the scheme of assessment and indicates how the marks will be allocated.

2.2.1 SPECIFICATION GRID

The Grid shows the relationship between the assessment objectives and components of the scheme of assessment and indicates how the marks will be allocated.

ASSESSMENT OBJECTIVES			
Paper	Knowledge Understanding	with Skills and Evaluation	Investigation and Decision Making
1	30%	20%	-
2	12.5%	18.5%	18.75%
Overall	32.5%	38.5%	18.75%

Examination	Duration	Weighting
Paper 1 Written	2 hours	Marks 80

This paper will consist of four structured questions based upon a variety of resource materials. (4 x 20 marks).

Candidates will be expected to answer all questions, set from the sections 3.1 to 3.4 of the curriculum.

Examination	Duration	Weighting
Paper 2 Written	2 hours	Marks 80
<p>This paper will consist of three structured questions based upon a variety of resource materials. (2 x 25 and 1 x 30 marks). Candidates will be expected to answer all questions.</p> <p>The first two questions will be set from any part of the curriculum, however the third question will be set on Section 3, Research and Investigative Skills.</p>		

7. GRADE DESCRIPTORS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives.

Candidates will be graded on a scale of A*-E.

The descriptions for Grade A, C and E are given below.

At Grade A, candidates are expected to:

- understand at a detailed level a wide range of development issues, terms, concepts and strategies;
- identify and evaluate local, national, regional and international development issues;
- understand how to plan and carry out a research investigation focused on a issue, using a wide range of techniques of data collection, analysis and presentation with a high degree of accuracy and clarity; and
- apply extensive skills in making reasoned and balanced judgements on development issues; and appreciate different values and circumstances of people and show awareness of his or her own potential for participating in development.

At Grade C, candidates are expected to:

- understand at a sound level development issues, terms, concepts and strategies and strategies;
- identify and describe local, national, regional and international development issues;

- understand how to plan and carry out a research investigation focused on a development issue, using suitable techniques of data collection, and presentation with a moderate degree of accuracy and clarity.
- apply moderate skills in making reasoned judgements on development issues; and
- appreciate some values and circumstances of people and show some awareness of his or her own potential for participating in development.

At Grade E, candidates are expected to:

- understand at a limited level simple development issues, concepts and strategies;
- identify local, national, regional and international development issues;
- plan and carry out a simple research investigation focused on development issue, using some basic techniques of data collection, analysis and presentation with a limited level of accuracy and clarity;
- apply basic skills in making judgements on development issues; and
- show a simple appreciation of some values and circumstances of people and limited awareness of his or her own potential for participating in development.

GRADE 9 DEVELOPMENT STUDIES SYLLABUS OVERVIEW.

Learning Outcomes: at the end of Grade 9, learners should be able to:

POVERTY AND DEVELOPMENT

1. Explain the concepts of poverty and development.
2. analyze social issues in relation to poverty and development.
3. analyze the role of women in poverty alleviation and promoting development.
4. explain different forms of governance and their influence on development.

INDUSTRIAL DEVELOPMENT, TRADE AND GLOBALISATION

5. explain the concept of industrialisation and process of production.
6. describe the growth and the rate of trade to development.
7. describe the functions and the impacts of foreign aid and investment on development.
8. explain the process of globalization and evaluate its impact.

POPULATION AND DEVELOPMENT

9. explain the reasons for and the impacts of population change.
10. explain the reasons for and the impacts of international migration.

ENVIRONMENT AND DEVELOPMENT

11. describe the nature of the relationship between environment and development.
12. analyse the growth and the importance of the world market for agricultural products.
13. explain the reasons for an impacts of global environmental problems and investigate strategies to reduce them.
14. describe how natural and man-made disasters affect development.

RESEARCH AND INVESTIGATION SKILLS

15. explore the basic components of research.

**GRADE 9 DEVELOPMENT STUDIES SYLLABUS
ACTIVITY PLAN.**

Learning outcomes:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	Assessment Criteria: the teacher should assess learners' ability to:	Resources
at the end of the syllabus, learners should be able to:				
1. explain the concepts of poverty and development.	<p>POVERTY AND DEVELOPMENT.</p> <p>Main content:</p> <p>Poverty:</p> <ul style="list-style-type: none"> -individual poverty; -family poverty; -national poverty; -poverty trap; -vicious circle; -absolute poverty; -relative poverty; and -poverty line. <p>Development:</p> <p>Human development:</p> <ul style="list-style-type: none"> -personal (physical and mental); -spiritual; and -social 	<ul style="list-style-type: none"> • Teacher and learners discuss poverty concepts (individual poverty, family, national poverty, poverty trap, vicious circle, absolute poverty, relative poverty, poverty line). • Teacher and learners discuss terms development and human development. • Teacher and learners describe the following aspects of development: <ul style="list-style-type: none"> -social(having humanness): -economic, -political, and -environmental development. 	<p>describe poverty concepts.</p> <p>describe the importance of human development.</p> <p>explain the aspects of development.</p> <p>relate the concepts of development.</p> <p>explain sustainable development.</p> <p>explain the importance of conditions for sustainable</p>	<p>Charts.</p> <p>Prescribed Textbooks.</p> <p>Journals.</p> <p>Research articles.</p> <p>Newspapers.</p> <p>Pamphlets.</p> <p>Internet.</p>

	<p>Aspects of development: -social (having humanness); -economic; -political and -environmental</p> <p>Concepts of development: -developed; -developing; and -underdeveloped</p> <p>Sustainable development Conditions for sustainable development: -democracy; -fairness; -autonomy; -responsibility; -accountability; and -interdependence.</p> <p>Sustainable Development Goals (Millennium Development Goals).</p> <p>Skills Observation. Analysis.</p>	<ul style="list-style-type: none"> • Teacher and learner describe sustainable development. • Teacher and learners discuss conditions for sustainable development. • Teacher and learners discuss the five Ps (people, planet, peace, prosperity and partnership) of sustainable development and their relation to Sustainable Development Goals. • Teacher and learners describe and analyse the Sustainable Development (Millennium) Goals, their targets and indicators for monitoring progress and to take into account any reviews by the United Nations. 	<p>development.</p> <p>describe the relationship between five Ps and sustainable development.</p> <p>describe the Sustainable Development (Millennium) Goals in relation to their targets and indicators for monitoring progress.</p> <p>explain the poverty reduction strategies in Lesotho.</p> <p>describe the concepts of development.</p> <p>explain aspects of development.</p> <p>NB: Demonstrate the attainment of values and attributes.</p>	
--	---	---	--	--

	<p>Interpretation. Problem solving. Categorising.</p> <p>Values and Attitudes Patience. Cooperation. Responsibility. Humidity. Respect. Honesty. Love.</p>			
2. analyse social issues in relation to poverty and development	<p>Main content:</p> <p>Basic Human Needs: -material; and -non-material needs</p> <p>Factors determining good health and life expectancy: -clean water and hygiene; -nutritionally adequate diet; -freedom from diseases; -poverty eradication; -stress management.</p>	<ul style="list-style-type: none"> Teacher and learners discuss the concepts of basic human needs (material; clean water, decent housing, adequate food and clothing, non-material; primary health care, and quality education, love, security, peace and freedom). Teacher and learners analyse the main factors which determine good health and life expectancy. 	<p>explain the concept of basic human needs.</p> <p>explain and analyse factors determining good health and life expectancy.</p> <p>NB Demonstrate the attainment of values and attributes.</p>	<p>Journals</p> <p>Research Articles</p> <p>Newspapers</p> <p>Pamphlets</p> <p>Textbooks</p>

	<p>Skills</p> <p>Observation. Analysis. Synthesis. Decision making. Matching. Evaluation.</p> <p>Values and Attitudes</p> <p>Responsibility. Honesty. Empathy. Patriotism. Love. Accountability. Diligence. Tolerance. Humility.</p>			
3. analyse the role of women in poverty alleviation and promoting development	<p>Main content</p> <p>The role of women in traditional societies:</p> <p>-labour; -food production; -arable farming; -animal husbandry; -family welfare; and child rearing /up-bringing.</p> <p>The role of women in</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the role and contribution of women in development of Lesotho and other SADC countries. • Teacher and learners discuss the role of women in traditional societies with reference to: <ul style="list-style-type: none"> -labour, -food production, 	<p>describe the role of women in development activities and politics in Lesotho and other SADC countries.</p> <p>discuss the role of women since the coming of missionaries.</p> <p>assess the role played</p>	<p>Journals</p> <p>Internet</p> <p>Research articles</p> <p>Newspapers</p> <p>Pamphlets</p> <p>Textbooks</p> <p>NB: (A teacher</p>

	<p>modern societies; -political roles; -economic roles; -social roles; and -environmental roles</p> <p>Women empowerment: -efforts by individuals -efforts by civil societies (churches, schools, NGOs, Associations).</p> <p>Skills Identification Analysis Effective communication Information finding Research skills Interpretation Decision making Judgement Teamwork</p> <p>Values and Attitudes Appreciation Honesty Co-operation Efficiency Responsibility</p>	<p>-arable farming, -animal husbandry, -and family welfare</p> <ul style="list-style-type: none"> • Teacher and learners discuss the role of women in modern society. • Teacher and learners discuss measures to empower women. 	<p>by women in the politics of Lesotho and other SADC countries: -in independence and liberation movements, -their integration into national development, -formal equality versus factual inequality, -the promotion of women's rights, -rural women as target groups, -the contribution of women's organisations and local female self-help groups, -examples of women's</p>	<p>should be aware of command word discuss-different levels)</p>
--	--	---	--	--

	<p>Confidence Concern for common good Love Tolerance Humility Empathy</p>		<p>schemes in the programmes of aid agencies, and -urban women and urban projects.</p> <p>explain measures to empower.</p> <p>NB demonstrate the attainment of values and attributes.</p>	
<p>4. explain different forms of governance and their influence on development.</p>	<p>Main content:</p> <p>Concepts: -constitution; and -state government: -authority; -power; -representation; -delegation; -election; and voting.</p> <p>Types of government: -monarchy</p>	<ul style="list-style-type: none"> • Teacher explains the concepts used in politics. • Learners analyse types of governments. • Teacher explains elements of Lesotho's constitution. • Teacher highlights the relationship between constitution, rights and responsibilities. 	<p>describe concepts used in politics.</p> <p>evaluate different forms of governments common in the SADC region.</p> <p>state elements of Lesotho's constitution.</p> <p>explain the relationship between Lesotho's constitution, rights and</p>	<p>Research articles</p> <p>Journals</p> <p>Textbooks</p> <p>Media</p> <p>Internet</p> <p>Lesotho constitution</p> <p>Transformation Resource Centre</p>

	<ul style="list-style-type: none"> -parliamentary -democracy -republic -one party state -dictatorship <p>Constitution and Human rights</p> <p>Skills</p> <ul style="list-style-type: none"> Identification Discussion Evaluation Effective communication Team work <p>Values and attitudes</p> <ul style="list-style-type: none"> Appreciation Responsibility Co-operation Patriotism Love Accountability Honesty Respect Tolerance 		<p>responsibilities.</p> <p>NB demonstrate the attainment of values and attributes.</p>	<p>(TRC).</p>
--	---	--	--	---------------

Learning outcomes:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	Assessment Criteria: the teacher should assess learners' ability to:	Resources
at the end of the syllabus, learners should be able to:				
5. explain the concepts of industrialization and the processes of production.	INDUSTRIAL DEVELOPMENT, TRADE AND GLOBALISATION.			
	<p>Main Content:</p> <p>Inputs (factors of production) and outputs.</p> <p>Methods of Production: -labour intensive; -capital intensive;</p> <p>Sectors of production: -primary -secondary -tertiary</p> <p>Linkages of sectors of production.</p> <p>Demand and supply (consumers);</p> <p>Types of technology</p>	<ul style="list-style-type: none"> • Teacher explains factors of production. • Teacher guides learners to carry out the study on methods of production and establish their advantages and disadvantages. • Teacher and learners describe the terms inputs, processes and outputs of production. • Teacher and learners describe sectors of production. • Under the guidance of a teacher, learners undertake a study to find sectors of production and illustrate the linkages between the sectors as well as identifying how goods and services are used/ (for home use, for exchange within a country export). • Teacher and learners explain 	<p>explain factors of production.</p> <p>explain the importance of educated/skilled workforce for industrialisation.</p> <p>differentiate between Labour intensive and capital intensive methods of production.</p> <p>differentiate among inputs, processes and outputs of production.</p> <p>describe sectors of production.</p> <p>illustrate links between sectors of production.</p>	<p>Internet.</p> <p>Photos.</p> <p>Pictures.</p> <p>Reference books.</p> <p>Leaflets.</p> <p>Flyers.</p>

	<p>Skills Identification Decision making Judgement Creativity Innovation</p> <p>Values and Attitudes Compassion Self-discipline Confidence Loyalty Accountability Responsibility Fairness Honesty Love Dedication Patriotism</p>	<p>how demand and supply affect the market.</p> <ul style="list-style-type: none"> Teacher and learners discuss different types of technology (simple, intermediate, complex, high technology) and explain their appropriateness in different contexts. 	<p>describe different types of technologies and their appropriateness to different contexts.</p> <p>NB demonstrate the attainment of values and attributes.</p>	
6. describe the growth and role of trade to development.	<p>Main content:</p> <p>Trade: -importance of trade; -types and value of Lesotho's imports and exports</p> <p>Skills Identification Analysis Judgement Decision making Information finding</p>	<ul style="list-style-type: none"> Teacher explains what is meant by trade. Teacher describes the reasons for trade and the need for integration into the world economy. Teacher and learners brainstorm the Lesotho's imports and exports and discuss their relationship to development. Under the guidance of a teacher, learners carry out mini-research to identify the 	<p>define trade.</p> <p>describe the reasons for trade and its integration into the world economy.</p> <p>identify Lesotho's imports and exports and describe their relationship to development.</p> <p>state countries with which Lesotho trades.</p>	<p>Internet.</p> <p>Photos.</p> <p>Pictures.</p> <p>Texts.</p> <p>Reference books.</p> <p>Pamphlets.</p> <p>Flyers.</p>

	<p>Research skills Teamwork Observation Synthesis</p> <p>Values and attitudes Appreciation Co-operation Respect Confidence Love Patriotism Honesty Loyalty Patience Tolerance Humility Diligence Perseverance</p>	types and value of Lesotho's exports and imports and the countries it exchanges with.	NB demonstrate the attainment of values and attributes.	
7. describe the functions and the impact of foreign aid and investment on development.	<p>Main content: Aid : -types of aid -sources of aid -foreign aid</p> <p>Foreign Investment</p> <p>Skills Identification Brainstorming Effective communication Analysis Judgement Decision making</p>	<ul style="list-style-type: none"> • Teacher and learners brainstorm what is meant by investment and aid. • Teacher and learners describe types of aid. • Teacher and learners discuss sources of aid. • Teacher and learners discuss the importance of foreign aid. • Teacher and learners discuss the importance of foreign investment. 	<p>describe investment and aid.</p> <p>describe types of aid.</p> <p>explain sources of aid.</p> <p>explain the importance of foreign aid.</p> <p>NB demonstrate the attainment of values and attributes.</p>	<p>Reference books.</p> <p>Internet.</p> <p>Newspapers.</p> <p>Pamphlets.</p> <p>Pictures.</p>

	<p>Synthesis</p> <p>Values and attitudes</p> <p>Teamwork Appreciation Respect Love Loyalty Patience Honesty Tolerance Humility Diligence</p>			
8. explain the process of globalization and evaluate its impact.	<p>Main content:</p> <p>Relationship between tourism and environment. -impact of mass tourism on the environment.</p> <p>Potential for Lesotho's travel and tourism industry</p> <p>Skills</p> <p>Identification Effective communication Creativity Brainstorming Teamwork Decision making Judgement Synthesis Innovation</p>	<ul style="list-style-type: none"> • Teacher defines terms tourism and environment. • Teacher and learners discuss the impacts of mass tourism on the environment. • Teacher and learners discuss the importance for travel and tourism industry. 	<p>define tourism and environment.</p> <p>explain the impacts of mass tourism on the environment.</p> <p>explain the importance of travel and tourism industry.</p> <p>NB Demonstrate the attainment of values and attributes</p>	<p>Textbooks.</p> <p>Internet (online books).</p> <p>Leaflets.</p> <p>Reference books.</p> <p>Videos.</p> <p>Photos.</p> <p>Pictures.</p>

	Values and attitudes Appreciation Responsibility Confidence Patriotism Love Humility Tolerance Cooperation Perseverance			
--	---	--	--	--

Learning outcomes: at the end of the syllabus, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	Assessment Criteria: the teacher should assess learners' ability to:	Resources
9. explain the reasons for and the impact of population change.	<p>POPULATION AND DEVELOPMENT.</p> <p>Main content:</p> <p>Population term:</p> <ul style="list-style-type: none"> -density; -overpopulation; -under population; -population growth; -crude birth and death rates; -natural increase; -natural increase; -infant, child and maternal mortality; -immigration; and <p>-immigration</p> <p>Reasons for population change: (Positive; improved sanitation, access to clean water, education, government</p>	<ul style="list-style-type: none"> • Learners define the population terms. • Teacher and learners brainstorm different factors that changes in population. • Teacher and learners discuss how population puts pressure on resources. 	<p>define population terms.</p> <p>describe the factors that affect changes in population.</p> <p>explain how population puts pressure on resources.</p> <p>NB Demonstrate the attainment of values and attributes</p>	<p>Charts</p> <p>Internet</p> <p>Reference books</p> <p>Newspapers</p> <p>pamphlets</p>

	<p>policies and negative; HIV and AIDs, other pandemics, drought, war ;).</p> <p>Pressure of population on resources:</p> <ul style="list-style-type: none"> -food; -land; -water; -minerals; and -energy, etc. <p>Skills</p> <ul style="list-style-type: none"> Identification Decision making Judgement Analysis Information finding Synthesis Observation Coordination Demonstration Evaluation <p>Values and Attitudes</p> <ul style="list-style-type: none"> Collaboration Respect Love Humility 			
--	---	--	--	--

	Responsibility Accountability Patriotism Diligence Cooperation Patience Tolerance Perseverance Acceptance Honesty Loyalty			
10. explain reasons for and the impacts of international migration.	Main content: migration. causes of migration. forms of migration: -forced migration; -voluntary migration; -refugee; -asylum seeker; -economic migration; -humanitarian urbanisation; -causes of urbanization -effects of urbanisation on	<ul style="list-style-type: none"> • Teacher and learners define migration. • Teacher and learners discuss the factors that lead to migration. • Teacher and learners discuss forms of migration. • Teacher and learners define urbanisation and urban growth. • Teacher and learners explain factors that lead to urbanisation. • Teacher and learners discuss the effects of urbanisation on rural and urban areas. • Teacher and learners discuss the relationship between migration and urbanisation. 	define migration. explain the causes of migration. explain forms of migration. define urbanisation explain causes of urbanisation. describe the effects of urbanisation on rural and urban areas. explain the relationship between migration and urbanisation. NB Demonstrate the	Internet Pamphlets Newspapers Research articles

	<p>both rural and urban areas; and relationship between migration and urbanization.</p> <p>Skills Identification Demonstration Judgement Analysis Information finding Synthesis Observation Coordination Demonstration Evaluation</p> <p>Values and attitudes Tolerance Collaboration Appreciation Respect Love Humility Responsibility Accountability Patriotism Diligence Cooperation Patience</p>		<p>attainment of values and attributes</p>	
--	--	--	---	--

Learning outcomes: at the end of the syllabus, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	Assessment Criteria: the teacher should assess learners' ability to:	Resources
11. describe the nature of the relationship between environment and development.	<p>ENVIRONMENT AND DEVELOPMENT.</p> <p>Main content:</p> <p>Definitions of environment:</p> <ul style="list-style-type: none"> -social; -political; and -economic. <p>The relationship between environment and development.</p> <p>Skills</p> <ul style="list-style-type: none"> Identification Judgement Decision making Demonstration Analysis Critical thinking <p>Values and Attitudes</p> <ul style="list-style-type: none"> Awareness 	<ul style="list-style-type: none"> • Teacher and learners discuss the alternative definitions of environment. • Teacher and learners discuss the relationship between environment and development. 	<p>give different definitions of environment.</p> <p>describe the relationship between environment and development.</p> <p>NB Demonstrate the attainment of values and attributes</p>	<p>Textbooks</p> <p>Environmental health office</p> <p>Newspapers</p> <p>Pamphlets</p> <p>Internet</p> <p>journals</p> <p>Media</p> <p>Reference books</p> <p>Transformation Resource Centre (TRC)</p>

	<p>Appreciation Stewardship of resources Environmental concern Cooperation Caring Loyalty Responsibility Collaboration Respect Love</p>			
<p>12. analyze the growth and importance of the world market for agricultural products.</p>	<p>Main content: population growth.</p> <p>Skills Interpretation Analysis Problem solving Information finding</p> <p>Values and Attitudes Cooperation Patience Responsibility Collaboration</p>	<ul style="list-style-type: none"> Teacher describes the impact of population growth and demand for food suppliers. 	<p>describe the impact of population growth on demand for food suppliers.</p> <p>NB Demonstrate the attainment of values and attributes</p>	<p>Textbooks. Research articles. Newspapers. Pamphlets. Internet. Resource person.</p>
<p>13. examine the reasons for an impact of global environmental problems and investigate strategies</p>	<p>Main content: climate change; causes of climate change; impacts of climate change; and</p>	<ul style="list-style-type: none"> Learners define climate change. Teacher and learners discuss the causes of climate change. Teacher and learners discuss the impacts of climate. Teacher and learners discuss the 	<p>define climate change. describe causes of climate change. relate the impacts of</p>	<p>Textbooks. Reference books. Internet (online</p>

<p>to reduce them.</p>	<p>Lesotho policies and efforts related to climate change.</p> <p>Pollution: types of pollution:</p> <ul style="list-style-type: none"> -land; -water; -air; and -noise. <p>Skills Observation Judgement Analysis Co-operation</p> <p>Values and Attitudes Tolerance Patience Responsibility Humility Patriotism Love Honesty Accountability</p>	<p>Lesotho policies and efforts related to climate change.</p> <ul style="list-style-type: none"> • Learners define pollution • Learners explain types of pollution. 	<p>climate change.</p> <p>state Lesotho policies and efforts related to climate change.</p> <p>define pollution.</p> <p>explain types of pollution.</p> <p>NB Demonstrate the attainment of values and attributes</p>	<p>books).</p> <p>Leaflets.</p> <p>Pictures/photos.</p> <p>Videos.</p> <p>Environmentalists.</p> <p>Newspapers.</p>
<p>14. Describe how natural and man-made disasters affect development.</p>	<p>Main content: disasters.</p> <p>types of disasters:</p> <ul style="list-style-type: none"> -natural; and 	<ul style="list-style-type: none"> • Teacher and learners define the term disasters. • Teacher and learners describe types of disasters. 	<p>Define the term disasters.</p> <p>Describe the types of disasters.</p> <p>NB Demonstrate the</p>	<p>Textbooks</p> <p>Environmental health office</p> <p>Newspapers</p>

	<p>-man-made</p> <p>Skills Decision making Information finding Analysis Observation Judgement Synthesis Coordination Appreciation Analysis</p> <p>Values and attitudes Co-operation Empathy Responsibility</p>		<p>attainment of values and attributes</p>	Pamphlets Internet journals Media Reference books Transformation Resource Centre (TRC)
--	--	--	---	---

Learning outcomes:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	Assessment Criteria: The teacher should assess learners' ability to:	Resources
at the end of the syllabus, learners should be able to:	RESEARCH AND INVESTIGATIVE SKILLS			
15. explore the basic components of research.	<p>Main content: research.</p> <p>types of research:</p> <ul style="list-style-type: none"> -basic (enhance knowledge); -applied; and -problem oriented <p>Components of research:</p> <ul style="list-style-type: none"> -research topic; -background (description of the area of study); -statement of the problem; -objectives/research questions or hypothesis; -purpose of the study 	<ul style="list-style-type: none"> • Teacher introduces the concept of research. • Teacher describes types of research. • Teacher helps learners to formulate different topics on development related issues. • Teacher and learners discuss how to describe the area of the study. • Teacher describes an issue for investigation (statement of the problem). • Teacher helps learners to formulate hypothesis/research questions/objectives. • Teacher explains purpose of the study. 	<p>describe the term 'research'.</p> <p>describe the types of research.</p> <p>formulate a topic or title for a research.</p> <p>provide the evidence that informed a research.</p> <p>describe an issue for investigation.</p> <p>formulate the objectives and research questions or hypothesis.</p> <p>state the purpose of the study.</p> <p>NB Demonstrate the attainment of values</p>	<p>Resources</p> <p>Reference books</p> <p>Research documents</p> <p>Articles</p> <p>Journals</p>

	<p>Skills</p> <ul style="list-style-type: none"> Inquiry skills Reporting Decision making Critical thinking Teamwork Analysis Evaluation Identification Judgement <p>Values and attitudes</p> <ul style="list-style-type: none"> Awareness Cooperation Confidence Loyalty Love Honesty Diligence Patriotism Trustworthiness Respect 		<p>and attributes</p>	
--	--	--	------------------------------	--