



Ministry of Education and Training



Mohloli oa Thuto



**GRADE 10 AND 11
DEVELOPMENT STUDIES
SYLLABUS
PILOT 2020**

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INTRODUCTION

Development Studies is a subject that 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 on 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 conscientise them on the roles they have to play in order to become effectively participating human resources.

It concentrates on issues which have impact 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 system 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.

SYLLABUS AIMS:

The overall aims of the Development Studies Grade 10 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 one another.
7. give learners the analytical skills 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 understanding of attitudes, values and beliefs of others, and encourage them to have respect for human rights.
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.
- c) integrate understanding 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.
- 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.
- e) gain some practical experience through internships.

ASSESSMENT OBJECTIVES

The following assessment objectives have been identified for this subject:

AO1 Knowledge with Understanding.

AO2 Analysis and Evaluation.

AO3 Investigation and Decision-making.

AO1 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 on how they have been applied.
- d) show an understanding of how social, economic, political and environmental processes interact.

AO2 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 workout relationships.
 - draw conclusions based on logical consideration of the evidence.
- c) analyse and evaluate alternative approaches to development problems.

AO3 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.
- c) use their knowledge, understanding and skills along with a range of resources, to make informed decisions and justify them.

SCHEME OF ASSESSMENT

All candidates will take Papers 1 and 2 which are equally weighted.

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%

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 on 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>		

GRADE 10 DEVELOPMENT STUDIES SYLLABUS

OVERVIEW

Learning Outcomes: at the end of Grade 10 , learners should be able to:

POVERTY AND DEVELOPMENT

1. explain levels of development and global patterns.
2. explain the different development theories.
3. analyse social issues in relation to poverty and development.
4. evaluate the role of women in poverty alleviation and development.
5. explain the different forms of governance and their influence on development.

INDUSTRIAL DEVELOPMENT, TRADE AND GLOBALISATION

6. explain the concepts of industrialisation and the processes of production.
7. explain the growth and role of trade to development.
8. explain the function and the impact of foreign aid and investment on development.
9. explain the reasons for and impact of global environmental problems and investigate strategies to reduce them.

POPULATION AND DEVELOPMENT

10. explain the reasons for, and the impact of population change.

ENVIRONMENT AND DEVELOPMENT

11. describe the nature of the relationship between environment and development.
12. describe the growth and the importance of world market for agricultural products.

RESEARCH AND INVESTIGATIVE SKILLS

13. explore the basic components of research.

**LGCSE 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 Grade 10, learners should be able to:				
1. explain levels of development and global patterns.	POVERTY AND DEVELOPMENT			
	<p>Concepts Levels of development</p> <p>Indicators of development: - Economic GNP GDP and Energy use: Inflation Exchange rates Interest rates (Understanding social, moral,</p>	<ul style="list-style-type: none"> • Teacher and learners discuss different indicators of development. • Under the guidance of the teacher, learners undertake a study in which they compare levels of development of different of countries. • Teacher and learners describe different indicators of development to compare SADC countries' levels of development. • Teacher and learners discuss the safe ways of using energy. • Teacher and learners discuss 	<p>describe indicators of development.</p> <p>explain levels of development.</p> <p>undertake a mini-research to compare levels of development of different countries.</p> <p>use different indicators of development to compare SADC countries' levels of development.</p> <p>explain the energy</p>	<p>Textbooks</p> <p>Charts/Posters</p> <p>Research Articles</p> <p>Newspapers</p> <p>Internet (Relevant websites)</p> <p>World map</p> <p>Climate change documents</p>

	<p>environmental consequences of financial decisions we make)</p> <ul style="list-style-type: none"> - Social: life expectancy health data education data - Environmental: biodiversity loss pollution climate change <p>Global patterns: - existing global patterns of development:</p> <p>developed developing capitalism socialism NICs OPEC SADC CMA SACU</p>	<p>how economic indicators influence individual financial decisions (choice about spending and saving).</p> <ul style="list-style-type: none"> • Teacher and learners differentiate between various global patterns of development. 	<p>conservation methods.</p> <p>explain how economic indicators influence individual financial decisions.</p> <p>describe global patterns of development.</p> <p>NB Demonstrate the attainment of values and attributes</p>	
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	<p>Skills</p> <p>Observation Analysis Interpretation Problem-solving Categorising</p> <p>Values and Attitudes</p> <p>Patience Corporation Responsibility Humility Respect Honesty Love</p>			
2. explain the different development theories.	<p>Concepts</p> <p>Modernisation theory</p> <p>Dependency theory</p> <p>Neo-colonialism</p> <p>New theories: Globalisation/Economic liberalisation</p> <p>Financial inclusion -financial education -financial literacy -financial capability</p>	<ul style="list-style-type: none"> • The teacher introduces the concept of modernization theory and its stages to the learners. • Teacher and learners describe and evaluate the stages of modernization theory. • Teacher and learners describe dependency theory and Neo-colonialism. • Learners describe and evaluate dependency theory and Neo-colonialism in terms of evidence for exploitation 	<p>describe the concept modernisation theory and its stages.</p> <p>evaluate the stages of the modernisation theory.</p> <p>describe dependency theory and Neo-colonialism.</p> <p>evaluate dependency theory and Neo-colonialism in terms of</p>	<p>Textbooks</p> <p>Articles</p> <p>Pamphlets</p> <p>Newspapers</p> <p>Internet(relevant websites)</p> <p>Financial documents</p>

	<p>Skills Identification Appreciation Discussion Evaluation Decision making</p> <p>Values and Attitudes Appreciation Responsibility Co-operation Confidence Honesty Acceptance</p>	<p>and the underemployment of the poor by the rich.</p> <ul style="list-style-type: none"> • Teacher explains the term globalization. • Teacher explains financial inclusion and its terms. 	<p>exploitation and the underdevelopment of the poor by the rich.</p> <p>describe the term globalisation.</p> <p>explain financial inclusion and its terms.</p> <p>NB: Demonstrate the attainment of values and attributes</p>	
3. analyse social issues in relation to poverty and development .	<p>Concepts</p> <p>Social issues</p> <p>Core values of development: -self-esteem -sustenance -freedom from servitude</p> <p>Types of education systems: - traditional</p>	<ul style="list-style-type: none"> • Teacher explains social issues. • Learners mention social issues related to development. • Teacher and learners describe social issues related to development. • Learners give social issues related to poverty. • Teacher and learners describe social issues related to poverty. • Teacher introduces the 	<p>describe social issues related to development.</p> <p>describe social issues related to poverty.</p> <p>describe the different types of education system.</p> <p>assess the advantages and disadvantages of traditional education, modern education and</p>	<p>Textbooks</p> <p>Internet</p> <p>Newspapers</p> <p>Journals</p> <p>Articles</p>

	<p>education - modern education (formal and informal) Advantages and disadvantages of traditional and modern education.</p> <p>The role of education in improving living standards and addressing emerging issues.</p> <p>Skills Identification Team work Decision-making Judgement Analysis Observation Synthesis Matching Evaluation</p> <p>Values and</p>	<p>concept of education systems.</p> <ul style="list-style-type: none"> • Teacher and learners describe and assess the advantages of traditional education, modern education and formal education systems. • Teacher and learners interpret and analyze data for measuring a country's education provision based on levels of literacy, number of learners in primary, secondary schools and tertiary institutions. • Learners explain the important role education plays in improving living standards and addressing the problems of HIV and AIDS in Lesotho and other SADC countries. 	<p>formal education systems.</p> <p>explain, analyse and interpret data used to measure a country's education provision based on levels of literacy, number of learners in primary, secondary schools and tertiary institutions.</p> <p>explain the important role education plays in improving living standards and addressing the problems of HIV and AIDS in Lesotho.</p> <p>describe the impact of HIV/AIDS on Lesotho and other SADC countries economy.</p> <p>explain how the health</p>	
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	<p>Attitudes</p> <p>Responsibility Honesty Empathy Patriotism Love Accountability Diligence Tolerance Humility</p>		<p>systems in Lesotho address HIV/AIDs.</p> <p>evaluate the role of education in improving the living standards and addressing the emerging issues.</p> <p>NB Demonstrate the attainment of values and attributes</p>	
<p>4. evaluate the role of women in poverty alleviation and development.</p>	<p>Concepts</p> <p>The impact of traditional life style, inequality, discrimination, deprivation and ethnic/cultural issues on development</p> <p>Women economic activities: -stockvels -community co-</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the impact of traditional life style, inequality, discrimination, deprivation and ethnic/cultural issues on development. • Teacher and learners discuss the contribution of women in alleviating poverty. • Learners brainstorm the efforts taken by Lesotho government to reduce 	<p>explain how traditional life styles, inequality, discrimination, deprivation and ethnic/cultural issues affect development and cause difficulties for poverty alleviation.</p> <p>describe the role and contribution of women in poverty alleviation.</p>	<p>Textbooks</p> <p>Journals</p> <p>Research Articles</p> <p>Internet</p> <p>Financial documents</p>

	<p>operations (awareness of legally registered financial institutions)</p> <p>Rights & responsibilities</p> <p>Importance of:</p> <ul style="list-style-type: none"> -Insurance -tax -business licences -loans <p>Skills</p> <p>Identification</p> <p>Discussion</p> <p>Evaluation</p> <p>Effective communication</p> <p>Team work</p> <p>Analysis</p> <p>Information-finding</p> <p>Research skills</p> <p>Interpretation</p> <p>Decision-making</p> <p>Judgement</p> <p>Values and Attitudes</p> <p>Responsibility</p> <p>Co-operation</p> <p>Appreciation</p> <p>Honesty</p>	<p>inequality and discrimination.</p> <ul style="list-style-type: none"> • Teacher and learners brainstorm the importance of insurance, tax, business licences and loans. 	<p>outline the efforts taken by Lesotho government to reduce inequality and discrimination.</p> <p>explain the importance of insurance, tax, business licences and loans.</p> <p>NB Demonstrate the attainment of values and attributes</p>	
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	Efficiency Confidence Concern of common good Love Tolerance Humility Empathy			
5. explain the different forms of governance and their influence on development.	Concepts Organs of government Functions of organs of government Layers of government: - central government - local government (BUDGETING FOR COMMUNITY DEVELOPMENT-repair of: taps, roads) General function of government Control and ownership of resources	<ul style="list-style-type: none"> • Teacher and learners reflect on the different forms of governance. • Teacher and learners discuss the functions of organs of government. • Teacher and learners discuss the layers of government which are central and local government. • Teacher and learners discuss importance of using community resources sustainably (budgeting for resources). • Teacher and learners discuss the general functions of government. • under the guidance of the teacher, learners undertake a study on control and 	describe different organs of government. explain the functions of organs of government. explain the characteristics of layers of government. explain the importance of using community resources sustainably. describe the general functions of government. undertake a mini-research on control and ownership of resources. explain characteristics of different approaches to	Textbooks Journals Research articles Internet Lesotho government constitution: -Vision 2020 -Education sector plan etc

	<p>Approaches to government:</p> <ul style="list-style-type: none"> - socialist - capitalist - mixed <p>The need for international co-operation to solve global issues and illustrate Lesotho's membership of international organisations</p> <p>Skills Identification Discussion Evaluation Effective Communication Team work</p> <p>Values and Attitudes Appreciation Responsibility Co-operation Patriotism Love Accountability Honesty Respect</p>	<p>ownership of resources.</p> <ul style="list-style-type: none"> • Teacher and learners discuss the characteristics of different approaches to government. • Teacher and learners identify the international organizations in which Lesotho is a member. • Teacher and learners evaluate the importance of Lesotho's membership of international organizations. 	<p>government.</p> <p>state the international organisations in which Lesotho is a member.</p> <p>evaluate the importance of Lesotho's membership of international organisations.</p> <p>NB Demonstrate the attainment of values and attributes</p>	
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	Tolerance			
6. explain the concepts of industrialization and the processes of production.	INDUSTRIAL DEVELOPMENT, TRADE AND GLOBALISATION			
	<p>Concepts</p> <p>Economies of scale</p> <p>Characteristics of employment in the formal and informal sector</p> <p>Impact of industrialisation</p> <p>Role of consumers in promoting sustainable development</p> <p>Skills</p> <p>Identification</p> <p>Decision-making</p> <p>Judgement</p> <p>Creativity</p> <p>Values and Attitudes</p> <p>Appreciation</p> <p>Respect</p>	<ul style="list-style-type: none"> • Teacher and learners discuss economies of scale. • Teacher and learners reflect on the concept of industrialization. • Teacher describes the characteristics of employment in the formal and informal sectors of the economy. • Teacher and learners discuss the impact of industrialization on development of the country. • Teacher and learners discuss the role of consumers in promoting sustainable development. • Teacher guides learners to undertake a mini-research on sections and methods of production and identify advantages and disadvantages of each method of production. 	<p>explain economies of scale.</p> <p>state a correct historical background to industrial development.</p> <p>differentiate between employment in the formal and informal sectors of the economy.</p> <p>explain the impact of industrialisation on the development of the country.</p> <p>explain the role of consumers in promoting sustainable development.</p> <p>undertake a mini-research on sections and methods of production and identify advantages and</p>	<p>Textbooks</p> <p>Internet</p> <p>Pictures/posters</p> <p>Articles</p> <p>Newspapers</p> <p>Pamphlets</p> <p>Financial documents</p>

	Confidence Collaboration Compassion Self-discipline Confidence Loyalty Accountability Responsibility Fairness Honesty Love Dedication Patriotism		disadvantages of each method of production. NB Demonstrate the attainment of values and attributes	
7. explain the growth and role of trade to development.	Concepts Balance of trade and terms (conditions/agreements) of trade and their relationships to development Ways in which developing countries can improve their balance of trade (ISSUES OF INTERNATIONAL AGREEMENTS- tax holidays, free trade)	<ul style="list-style-type: none"> Teacher and learners reflect on the concept of trade. Teacher and learners discuss balance of trade and terms of trade and their relationships to development. Teacher and learners discuss ways through which developing countries can improve their balance of trade. 	define the concept of trade. describe balance of trade. explain balance of trade in relation to development. explain ways through which developing countries can improve their balance of trade. NB Demonstrate the attainment of values	Textbooks Internet Posters Newspapers Pamphlets Financial documents

	<p>Skills Identification Analysis Judgement Decision-making Information-finding Research skills Team work</p> <p>Values and Attitudes Appreciation Co-operation Respect Confidence Loyalty Tolerance</p>		and attributes	
8. explain the function and impact of foreign aid and investment on development.	<p>Concepts Impact of foreign aid on recipient countries Foreign aid and its effectiveness (TNCs) The role of IMF, World Bank, and Regional development Banks and other legally registered</p>	<ul style="list-style-type: none"> • Teacher and learners revise foreign aid. • Teacher and learners discuss the advantages and disadvantages of types of foreign aid. • Learners discuss foreign investment and its effectiveness on development of Lesotho. • Teacher and learners discuss the role of direct investment 	<p>describe the terms investment and foreign aid.</p> <p>discuss advantages and disadvantages of types of foreign aid.</p> <p>evaluate the effectiveness of foreign aid on development of Lesotho.</p>	<p>Textbooks</p> <p>Internet</p> <p>Pictures/posters</p> <p>Articles</p> <p>Newspapers</p> <p>Pamphlets</p>

	<p>financial institutions in promoting development</p> <p>Skills Identification Brainstorming Effective communication Analysis Evaluation Judgement Decision-making Information finding Research skills Team work</p> <p>Values and Attitudes Appreciation Respect Confidence Collaboration Compassion Self-discipline Loyalty Accountability Responsibility Fairness Honesty Love Dedication Patriotism</p>	<p>and multinational companies in the development process in Lesotho and SADC region.</p> <ul style="list-style-type: none"> Teacher and learners discuss the problems of direct foreign investment and multinational companies in the development process in Lesotho and SADC region. 	<p>assess the role of direct investment and MNCs in the development process in Lesotho and SADC region.</p> <p>explain the problems of direct foreign investment and MNCs in the development process in Lesotho and SADC region.</p> <p>NB Demonstrate the attainment of values and attributes</p>	<p>Financial documents</p>
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<p>9. explain the reasons for, and the impact of population change.</p>	. POPULATION AND DEVELOPMENT			
	<p>Concepts The impact of changes in the crude and death rates on the population structure and growth rate</p> <p>The impact of changes in population structure and size on development: - demographic Transition Model</p> <p>Skills Identification Decision-making Judgement Demonstration Analysis Interpretation Evaluation</p> <p>Values and Attitudes Appreciation Respect Tolerance Collaboration</p>	<ul style="list-style-type: none"> • Teacher reflects on the difference between population and development. • Teacher and learners brainstorm the difference between crude birth and death rates. • Teacher and learners discuss reasons for population change, both positive and negative. • Learners describe the impact of changes in the crude birth and death rates on the population structure. • Under guidance of the teacher, learners analyse and interpret the Demographic Transition Model in relation to countries at different levels of development. 	<p>define the terms population and development.</p> <p>differentiate between crude birth and death rates.</p> <p>explain reasons for population change.</p> <p>explain the impact of changes in crude birth and death rates on the population growth and structure.</p> <p>analyse and interpret the Demographic Transition Model in relation to countries at different levels of development.</p> <p>NB Demonstrate the attainment of values and attributes</p>	<p>Textbooks</p> <p>Internet</p> <p>Pictures/Posters</p> <p>Articles</p> <p>Newspapers</p> <p>Journals</p>

	Honesty Responsibility			
10. describe the nature of the relationship between environment and development.	ENVIRONMENT AND DEVELOPMENT.			
	<p>Concepts</p> <p>The nature of traditional societies:</p> <ul style="list-style-type: none"> - use of ownership of land; - division of labour and types of tools; - seasonal agriculture; - types of social and cultural and dependence on local environment; <p>The impact of historical events on environment</p> <p>Types of farming</p> <ul style="list-style-type: none"> - peasant or subsistence farming - cash cropping - seasonal farming - commercial farming: <ul style="list-style-type: none"> ➤ tools and technology 	<ul style="list-style-type: none"> • Teacher reminds learners revises the concept of environment. • Teacher and learners analyse the Lesotho environmental policy and suggest implications for its implementation. • Teacher and learners describe the nature of traditional societies. • Learners describe and illustrate examples of commercial farming in Lesotho. 	<p>clearly describe the concept of environment.</p> <p>analyse the Lesotho Environmental Policy and highlight its implications for its implementation.</p> <p>describe the nature of traditional societies.</p> <p>describe commercial farming in Lesotho.</p> <p>NB Demonstrate the attainment of values and attributes</p>	<p>Journals</p> <p>Articles</p> <p>Reference books</p> <p>Media</p> <p>Internet</p>

	<ul style="list-style-type: none"> ➤ development of monoculture ➤ large projects and plantations ➤ crop rotation <p>Skills</p> <p>Identification Judgement Decision-making Evaluation Demonstration Analysis Critical thinking</p> <p>Values and Attitudes</p> <p>Awareness Appreciation Stewardship of resources Environmental concern Cooperation Caring Responsibility Loyalty Collaboration Respect Love</p>			
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<p>11. describe the growth and the importance of the world market for agricultural products.</p>	<p>Concepts</p> <p>Ways in which agriculture can be modernised to increase output:</p> <ul style="list-style-type: none"> - pesticides; - fertilizers; - irrigation; - land reform; - plant breeding; - genetically modified crops (GMOs); - hydroponics; - animal breeding; and <p>production programmes.</p> <p>Impact of transportation, preservation and freezing on the world market for agricultural products</p> <p>Skills</p> <p>Demonstration Evaluation</p>	<ul style="list-style-type: none"> • Teacher describes the impact of population growth and demand for food suppliers. • Learners investigate ways in which agriculture can be modernized to increase output. • Learners examine the impact of transportation, preservation and freezing on the world market for agricultural products. 	<p>describe the impact of population growth on demand for food suppliers.</p> <p>describe the ways in which agriculture can be modernised to increase output.</p> <p>examine the impact of transportation, preservation and freezing on the world market for agricultural products.</p> <p>NB Demonstrate the attainment of values and attributes</p>	<p>Textbooks</p> <p>Research articles</p> <p>Newspapers</p> <p>Pamphlets</p> <p>Internet</p> <p>Resource person</p>
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	<p>Identification Decision-making Analysis Research skills</p> <p>Values and Attitudes Cooperation Confidence Awareness Appreciation Loyalty Responsibility</p>			
<p>12. explain the reasons for and impact of global environmental problems and investigate strategies to reduce them.</p>	<p>Concepts Causes of urban air pollution Types of pollutants Water pollution from industrial production and sewage as an environmental problem.</p> <p>Skills Identification Brainstorming Effective communication Analysis Evaluation Judgement</p>	<ul style="list-style-type: none"> • Teacher and learners revise the concept of pollution. • Teacher and learners brainstorm causes of urban air pollution. • Teacher and learners discuss water pollution from industrial production and sewage as an environmental problem. • Teacher guides learners to undertake a mini-research on strategies to be employed to solve environmental problems. 	<p>define the term "pollution".</p> <p>explain the possible causes of urban air pollution.</p> <p>explain how water pollution from industrial production becomes an environmental problem.</p> <p>undertake a mini-research on strategies to be employed to solve environmental problems.</p>	<p>Textbooks.</p> <p>Internet.</p> <p>Pictures/posters.</p> <p>Articles.</p> <p>Newspapers.</p> <p>Journals.</p>

	Decision making Values and Attitudes Appreciation Respect Confidence Collaboration Environmental concern Cooperation Caring Responsibility Loyalty		NB Demonstrate the attainment of values and attributes	
13. explore the basic components of Research.	RESEARCH AND INVESTIGATIVE SKILLS.			
	Concepts Population Methods of data collection Sources of data: - primary: questionnaire interview observation - secondary: books internet	<ul style="list-style-type: none"> • Teacher and learners discuss how to select population and sample. • Teacher and learners discuss relevant sources of information. • Teacher describes different research methods in detail. • Learners give examples of different methods. • Learners select and use suitable primary or secondary methods of data collection. • Under the guidance of a teacher, learners collect data 	explain how to select population and sample. explain relevant sources of information. describe different research methods. collect data using appropriate research techniques. organise and display data in charts, tables,	Resources. Reference books. Research Documents. Articles. Journals.

	<p>journals news articles</p> <p>sampling techniques: - probability sampling: simple random systematic stratified</p> <p>- non-probability: quota purposeful convenience (Accidental).</p> <p>Data Presentation Techniques: - pie chart - bar chart - histogram - tables - coupleth - map - flow chart - line graph - scatter graphs</p>	<p>using different population and sampling techniques.</p>	<p>graphs, maps.</p> <p>NB Demonstrate the attainment of values and attributes</p>	
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	<p>Skills</p> <ul style="list-style-type: none"> Inquiry skills Reporting Identification Judgement Decision-making Critical thinking Team work Analysis Evaluation <p>Values and Attitudes</p> <ul style="list-style-type: none"> Awareness Cooperation Confidence Loyalty Love Honesty Diligence Patriotism Trustworthiness Respect 			
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GRADE 11 DEVELOPMENT STUDIES SYLLABUS OVERVIEW.

Learning Outcomes: at the end of Grade 11, 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. describe the growth and the rate of trade to development.
6. describe the functions and the impacts of foreign aid and investment on development.
7. explain the process of globalization and evaluate its impact.

POPULATION AND DEVELOPMENT

8. explain the reasons for and the impacts of population change.
9. investigate the implications of rapid population growth on a country or area and analyse strategies for dealing with the issue.

ENVIRONMENT AND DEVELOPMENT

10. describe the nature of the relationship between environment and development.
11. analyse the growth and the importance of the world market for agricultural products.
12. explain the impacts of changes in agriculture and investigate the strategies to ensure sustainable development.
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 11 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 grade 11, learners should be able to:				
1. explain the concepts of poverty and development.	POVERTY AND DEVELOPMENT			
	<p>Concepts</p> <p>Measuring levels of poverty and development using different indicators:</p> <p>Production and employment structure (primary, secondary and tertiary)</p> <p>Limitations of development indicators:</p> <p>Economic:</p> <ul style="list-style-type: none"> -energy use -GNP -GDP -per capita <p>Social</p>	<ul style="list-style-type: none"> • Teacher reflects on development indicators. • Teacher and learners measure levels of poverty development using different indicators (GNP and GDP per person, use of energy resource per person, production and employment structure: (primary, secondary and tertiary employment) and female participation in all spheres of development. • Teacher and learners explain how statistics can be used to measure economic and social development. • Teacher explains why some aspects of development are difficult to measure. • Teacher and learners 	<p>measure levels of development using different indicators.</p> <p>use the types of statistics to measure economic and social development (GNP, GDP and Literacy and Infant Mortality).</p> <p>explain how statistics can be used to measure economic and social development.</p> <p>describe some challenges facing the measurement of some development aspects (political aspects such freedom and justice as well as environmental</p>	<p>Charts.</p> <p>Prescribed</p> <p>Textbooks.</p> <p>Journals.</p> <p>Research articles.</p> <p>Newspapers.</p> <p>Pamphlets.</p> <p>Internet.</p>

	<p>-literacy rate</p> <p>-infant mortality</p> <p>-child mortality</p> <p>-maternal</p> <p>Political</p> <p>-freedom</p> <p>-justice</p> <p>-human rights</p> <p>Environmental</p> <p>-air</p> <p>-water quality</p> <p>Poverty reduction strategies in Lesotho</p> <p>Skills</p> <p>Observation</p> <p>Analysis</p> <p>Interpretation</p> <p>Problem-solving</p> <p>Categorising</p> <p>Judgement</p>	<p>explain why indicators vary as well as why some indicators are useful than others.</p> <ul style="list-style-type: none"> • Teacher and learners discuss the poverty reduction strategy in Lesotho. 	<p>aspects).</p> <p>explain why indicators vary and some are useful than others.</p> <p>explain the poverty reduction strategies in Lesotho.</p> <p>NB: Demonstrate the attainment of values and attributes.</p>	
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	Values and Attitudes Patience Cooperation Responsibility Humidity Respect Honesty Love			
2. analyse social issues in relation to poverty and development.	Concepts Alternative approaches to provision of education in Lesotho -distance learning -vocational learning -lifelong learning	<ul style="list-style-type: none"> • Teacher and learners discuss the concept of education. • Teacher explains the alternative approaches to provision of education in Lesotho. • Teacher guides learners on how to take a mini-research to find the significance of alternatives to the provision of 	define the concept of education. explain the alternative approaches to provision of education in Lesotho. highlight the significance of alternative approaches	Journals. Research Articles. Newspapers. Pamphlets. Textbooks.

	<p>Skills</p> <p>Observation Analysis Synthesis Decision-making Matching Evaluation Information finding</p> <p>Values and Attitudes</p> <p>Responsibility Honesty Empathy Patriotism Love Accountability Diligence Tolerance Humility</p>	<p>education: distance learning, vocational education and lifelong learning to encourage skills development and sustainable economic development.</p>	<p>to the provision of education in terms of:</p> <p>NB Demonstrate the attainment of values and attributes.</p>	
<p>3. analyse the role of women in poverty alleviation and promoting development.</p>	<p>Concepts</p> <p>Efforts taken to reduce inequality, discrimination, deprivation by the government of Lesotho:</p> <ul style="list-style-type: none"> ➤ sexual offence Act ➤ the Land Policy Act, <p>the roles played by</p>	<ul style="list-style-type: none"> • Teacher and learners revise the terms: inequality, discrimination, deprivation. • Teacher and learners brainstorm possible strategies to reduce inequality, discrimination, deprivation. • Teacher and learners outline efforts taken by the Lesotho government to reduce 	<p>define the terms inequality, discrimination, deprivation.</p> <p>list the possible strategies to reduce inequality, discrimination, deprivation.</p>	<p>Journals</p> <p>Internet</p> <p>Research articles</p> <p>Newspapers</p> <p>Pamphlets</p> <p>Textbooks</p>

	<p>NGOs such as Federation International De Abogadas (FIDA) and Women In law in Southern Africa.</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 Confidence Concern for common good Love Tolerance Humility</p>	<p>inequality and discrimination. ➤</p>	<p>outline efforts taken by the Lesotho government to reduce inequality, discrimination and deprivation.</p> <p>NB demonstrate the attainment of values and attributes.</p>	
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	Empathy			
4. explain different forms of governance and their influence on development.	<p>Concepts</p> <p>Structure of central and local government</p> <p>Impact of political actions:</p> <ul style="list-style-type: none"> -corruption -elections -discriminations -inequality -distribution of resources -political instability etc. <p>Corruption</p> <p>Effects of corruption</p> <p>Methods of combating corruption</p> <p>Skills</p> <p>Identification</p> <p>Discussion</p>	<ul style="list-style-type: none"> • Teacher explains the structures of the concepts, central and local government. • Teacher and learners discuss the impact of political actions on development. • Under the guidance of the teacher, learners undertake a mini-research to investigate factors promoting corruption. • Learners brainstorm the possible effects of corruption on development of the country. • Teacher and learners outline the methods of combating corruption. 	<p>explain the structures of central and local government.</p> <p>describe the impact of political actions on development of the country.</p> <p>undertake a mini-research to find out the factors promoting corruption.</p> <p>list the possible effects of corruption on development.</p> <p>outline the methods of combating corruption.</p> <p>NB demonstrate the attainment of values and attributes.</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 (TRC)</p>

	Evaluation Effective communication Team work Information finding Values and Attitudes Appreciation Responsibility Co-operation Patriotism Love Accountability Honesty Respect Tolerance			
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Learning outcomes:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	Assessment Criteria: the teacher should assess learners' ability to:	Resources
at the end of grade 11, learners should be able to:				
5. describe the growth and role of trade to development.	<p>INDUSTRIAL DEVELOPMENT, TRADE AND GLOBALISATION</p> <p>Concepts</p> <p>Neo-colonialism, dependency and fair trade and their relationship to development</p> <p>Patterns of world trade:</p> <ul style="list-style-type: none"> ➤ trade between the old industrialised countries. ➤ trade between old industrialised countries and the developing world. ➤ trade between developing countries. ➤ the rise of newly industrialised countries. <p>Skills</p> <p>Identification Analysis Judgement Decision-making Information finding</p>	<ul style="list-style-type: none"> • Teacher and learners revise the terms: neo-colonialism, dependency and fair trade. • Teacher describes the relationship of neo-colonialism, dependency and fair trade to development. • Teacher and learners describe and analyse the broad pattern of international trade. 	<p>describe neo-colonialism, dependency and fair trade as well as their relationship to development.</p> <p>analyse the broad pattern of international/world trade.</p> <p>NB demonstrate the attainment of values and attributes.</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>			
6. describe the functions and the impact of foreign aid and investment on development.	<p>Concepts</p> <p>Causes and impacts of national debt Debt relief</p> <p>Skills Identification Brainstorming Effective communication Analysis Judgement Decision-making Synthesis</p>	<ul style="list-style-type: none"> Teacher and learners revise foreign aid and investment. Teacher and learners explain the causes and impacts of national debt and benefits of debt relief. 	<p>define foreign aid and investment.</p> <p>explain the causes and impacts of national debt and suggest ways to avoid them.</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>Values and Attitudes Teamwork Appreciation Respect Love Loyalty Patience Honesty Tolerance Humility Diligence</p>			
7. explain the process of globalization and evaluate its impacts.	<p>Concepts The international travel and tourism industry and assess its impacts on development: -reasons for, and trends in, the growth of international tourism. -the impacts of tourism on the environments, societies and economies (local and national) of tourist destinations. -carrying capacity and tourism multiplier effect, and</p>	<ul style="list-style-type: none"> Teacher explains the concept of outsourcing. Teacher and learners discuss advantages and disadvantages of outsourcing in relation to development. Teacher and learners discuss the international travel and tourism industry and assess its impacts on development in Lesotho. Teacher describes the development of international tourism and in terms of the following: Teacher 	<p>explain the concept of outsourcing.</p> <p>state advantages and disadvantages of outsourcing in relation to development.</p> <p>describe the impact of travel and tourism on development in Lesotho.</p> <p>explain the development of international travel and tourism.</p> <p>undertake a mini-research to investigate the potential of the Lesotho country to develop and promote travel and tourism industry.</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>

	<p>-recent developments in different types of tourism (including ecotourism).</p> <p>Outsourcing -advantages; and -disadvantages; (such as clothing and electronics manufacturing, call centres, computer programming).</p> <p>Skills Identification Effective communication Creativity Brainstorming Teamwork Decision-making Judgement Synthesis Innovation Research skills</p> <p>Values and Attitudes Appreciation Responsibility Confidence Patriotism Love</p>	<p>guides learners on how to undertake a mini-research to show a potential of the Lesotho country to develop and promote travel and tourism industry.</p>	<p>NB Demonstrate the attainment of values and attributes</p>	
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	Humility Tolerance Cooperation Perseverance			
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Learning outcomes:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	Assessment Criteria: the teacher should assess learners' ability to:	Resources
at the end of grade 11, learners should be able to:				
8. explain the reasons for and the impact of population change.	<p>POPULATION AND DEVELOPMENT</p> <p>Concepts</p> <p>Lesotho's population pyramid over time in comparison with that of other countries.</p> <p>Skills</p> <p>Identification Decision-making Judgement Analysis Information finding Synthesis Observation Coordination Demonstration Evaluation</p> <p>Values and Attitudes</p> <p>Collaboration Respect Love Humility Responsibility</p>	<ul style="list-style-type: none"> Learners describe the population pyramid and explain variations in population structure illustrated by population pyramids: examples of pyramids using countries at different levels of development. 	<p>analyse and interpret population pyramids of countries at different levels of economic development.</p> <p>NB Demonstrate the attainment of values and attributes</p>	<p>Charts. Internet. Reference books. Newspapers. Pamphlets.</p>

	Accountability Patriotism Diligence Cooperation Patience Tolerance Perseverance Acceptance Honesty Loyalty			
9. investigate the implications of rapid population growth on a country or area and analyse strategies for dealing with the issue.	<p>Concepts</p> <p>Lesotho population policy</p> <p>Programs designed to overcome population growth: (e.g. national population growth policies to reduce growth rate, etc.)</p> <p>Skills</p> <p>Identification Demonstration Judgement Analysis Information finding Synthesis Observation Coordination Evaluation</p>	<ul style="list-style-type: none"> Teacher and learners evaluate and analyse the Lesotho population policy. Teacher and learners describe and evaluate attempts by the Lesotho government and other SADC countries to control population growth 	<p>evaluate and analyse the Lesotho population policy.</p> <p>explain attempts made by the Lesotho and other SADC countries to control population growth.</p> <p>NB Demonstrate the attainment of values and attributes</p>	<p>Internet</p> <p>Pamphlets</p> <p>Newspapers</p> <p>Research articles</p>

	<p>Values and Attitudes</p> <ul style="list-style-type: none"> Tolerance Collaboration Appreciation Respect Love Humility Responsibility Accountability Patriotism Diligence Cooperation Patience 			
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Learning	Concepts, Skills,	Suggested Learning	Assessment Criteria: the	Resources
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outcomes: at the end of grade 11, learners should be able to:	Values and Attitudes	Experiences	teacher should assess learners' ability to:	
10. describe the nature of the relationship between environment and development.	ENVIRONMENT AND DEVELOPMENT			
	<p>Concepts. Rural development schemes, strategies and problems involved in their implementation:</p> <ul style="list-style-type: none"> ➤ loan and credit schemes and small scale rural projects. ➤ farmer's cooperatives, resettlement schemes. ➤ integrated rural development and the mobilization of rural population. ➤ grassroots' 	<ul style="list-style-type: none"> • Teachers and learners discuss the concept of environment. • Learners describe and evaluate selected rural development schemes and strategies used in Lesotho and SADC region and evaluate the problems involved in their implementation: 	define the concept of environment. evaluate and analyse selected rural development schemes and strategies found in Lesotho and the SADC region and evaluate the problems involved in their implementation. NB Demonstrate the attainment of values and attributes	Textbooks Environmental health office Newspapers Pamphlets Internet Journals Media Reference books Transformation Resource Centre (TRC) documents

	<p>development and farming methods.</p> <p>Skills Identification Judgement Decision-making Demonstration Analysis Critical thinking</p> <p>Values and Attitudes Awareness Appreciation Stewardship of resources Environmental concern Cooperation Caring Loyalty Responsibility Collaboration Respect Love</p>			
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<p>11. analyze the growth and importance of the world market for agricultural products.</p>	<p>Concepts</p> <p>Agricultural systems in Lesotho and other countries in terms of each crop and livestock production: (e.g. rice, cotton, flowers, coffee, wool, mohair, dairy products) versus growth of staple foods for local population.</p> <p>Skills</p> <p>Interpretation Analysis Problem-solving Information finding</p> <p>Values and Attitudes</p> <p>Cooperation Patience Responsibility Collaboration</p>	<ul style="list-style-type: none"> Teacher and learners evaluate agricultural systems in Lesotho, and other countries, in terms of cash crop and livestock production. 	<p>evaluate agricultural systems in Lesotho and other countries, in terms of cash crop and livestock production.</p> <p>NB Demonstrate the attainment of values and attributes</p>	<p>Textbooks Research articles Newspapers Pamphlets Internet Resource person</p>
<p>12. explain the impacts of changes in agriculture and investigate the strategies to ensure</p>	<p>Concepts</p> <p>Sustainability of modern farming systems and of organic farming</p> <p>Sustainability of farming</p>	<ul style="list-style-type: none"> Learners compare the sustainability of modern farming systems and of organic farming as a type of sustainable development. Under the guidance of the teacher, learners undertake a 	<p>differentiate between sustainable modern farming systems and organic farming as means to promote sustainable development.</p> <p>identify and show the effectiveness of sustainable</p>	<p>Internet Reference books Journals Articles</p>

<p>sustainable development.</p>	<p>methods in Lesotho: (e.g. machobane, keyhole, likoti, ngoapa o jale, etc.).</p> <p>Causes and impacts of land degradation</p> <p>Skills Identification Information finding Problem solving Critical thinking Judgement Analysis</p> <p>Values and Attitudes Responsibility Accountability Environmental concern</p>	<p>mini-research to investigate and analyse the sustainability of farming methods used in Lesotho</p>	<p>farming methods used in Lesotho.</p> <p>NB Demonstrate the attainment of values and attributes</p>	<p>media</p>
<p>13. examine the reasons for an impact of global environmental problems and investigate strategies to reduce them.</p>	<p>Concepts</p> <p>The strategies to reduce the impact of pollution on environment</p> <p>Acid rain (formation) Impact of acid rain on ecosystem</p> <p>Strategies to reduce</p>	<ul style="list-style-type: none"> • Teacher and learners describe the impact of the pollutants and evaluate strategies to reduce such impacts. • Teacher and learners discuss how acid rain is formed. • Teacher and learners describe the impact of acid rain on ecosystem. • Teacher and learners brainstorm the strategies 	<p>describe the impact of the pollutants and evaluate strategies employed to reduce such impacts.</p> <p>explain how acid rain is formed.</p> <p>describe the impact acid rain has on the ecosystem.</p> <p>suggest the strategies used</p>	<p>Textbooks</p> <p>Reference books</p> <p>Internet (online books)</p> <p>Leaflets</p> <p>Pictures/photos</p>

	<p>impact of acid rain</p> <p>The causes of deforestation of tropical rainforests and its effects on biodiversity and strategies to reduce them (case study)</p> <p>Solid waste disposal strategies: (e.g. landfill sites, recycling, reusing, etc.)</p> <p>Skills Observation Judgement Analysis Co-operation Research skills</p> <p>Values and Attitudes Tolerance Patience Responsibility Humility Patriotism Love Honesty Accountability</p>	<p>employed in attempt to reduce impact of acid rain.</p> <ul style="list-style-type: none"> • Teacher guides learners on how to undertake a mini-research to investigate the causes of deforestation of tropical rainforests and its effects on biodiversity and assess different strategies to reduce this. • Teacher and learners evaluate strategies to dispose of solid waste. 	<p>to reduce impact of acid rain.</p> <p>explain the causes of deforestation of tropical rainforests and highlight their effects on biodiversity and strategies to reduce them.</p> <p>suggest ways of disposing waste.</p> <p>NB Demonstrate the attainment of values and attributes</p>	<p>Videos</p> <p>Environmentalists</p> <p>Newspapers</p>
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<p>14. describe how natural and man-made disasters affect development.</p>	<p>Concepts Comparison of types of disasters and their impacts on development (case study)</p> <p>Ways in which government, NGOs and international agencies deal with the impacts of disasters</p> <p>Skills Decision-making Information finding Analysis Observation Judgement Synthesis Coordination Appreciation Analysis</p> <p>Values and Attitudes Co-operation Empathy Responsibility</p>	<ul style="list-style-type: none"> • Under the guidance of the teacher, learners undertake a mini-research to investigate common disasters in Lesotho, their impacts on development and how communities mitigate against them. • Teacher guides learners to undertake a mini-research to investigate, evaluate ways in which the government, NGOs and the international agencies deal with the impacts of disasters. • Teacher and learners discuss, evaluate and analyse disaster management cycle used in Lesotho and other SADC countries. 	<p>describe the impacts of disasters on development and ways through which the communities mitigate against them.</p> <p>explain the role played by the Lesotho government and NGOs to mitigate disasters in Lesotho.</p> <p>explain disaster management cycle in Lesotho and other SADC countries.</p> <p>NB Demonstrate the attainment of values and attributes</p>	<p>Textbooks Environmental health office Newspapers Pamphlets Internet Journals Media Reference books Transformation Resource Centre (TRC)</p>
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Learning outcomes:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	Assessment Criteria:	Resources
at the end of grade 11, learners should			The teacher should assess learners' ability to:	

be able to:	RESEARCH AND INVESTIGATIVE SKILLS			
15. explore the basic components of research.	<p>Concepts</p> <p>Analyse and interpret data</p> <p>Drawing conclusions</p> <p>Evaluation of study</p> <p>Making recommendations from the findings</p> <p>Skills</p> <p>Inquiry skills</p> <p>Reporting</p> <p>Decision-making</p> <p>Critical thinking</p> <p>Teamwork</p> <p>Analysis</p> <p>Evaluation</p> <p>Identification</p> <p>Judgement</p> <p>Values and Attitudes</p> <p>Awareness</p> <p>Cooperation</p> <p>Confidence</p> <p>Loyalty</p> <p>Love</p> <p>Honesty</p>	<ul style="list-style-type: none"> • Under the guidance of a teacher, learners analyse and interpret data. • Teacher and learners discuss how to draw conclusions. • Teacher and learners discuss how to evaluate the study. • Teacher and learners discuss how to make recommendations from the findings. 	<p>analyse and interpret data collected.</p> <p>write a conclusion based on the findings of the study.</p> <p>evaluate the study undertaken and make recommendations from the findings.</p> <p>NB Demonstrate the attainment of values and attributes</p>	<p>Resources</p> <p>Reference books</p> <p>Research documents</p> <p>Articles</p> <p>Journals</p>

	Diligence Patriotism Trustworthiness Respect			
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COMMAND WORDS

This list shows command words that could be used in the Lesotho General Certificate of Secondary Education Development Studies Question Papers and examinations. While it shows the command words most likely to be used, it is not intended to be definitive and additional command words may be used in examinations where appropriate.

Command Words	Definition
Account (for)	Give an explanation / reasons for. The matter being questioned may be complex and some clarification and description may be needed to reason why something happens in the way that it does
Analyse	Separate information into components and identify their characteristics
Annotate	Add labels, brief comments or notes to a diagram, photograph or map to aid description or explanation. Often used on landform formation questions, e.g. 'use only an annotated diagram or diagrams.'
Apply	Put into effect in a recognised way
Argue	Present a reasoned case
Assess	Consider the evidence presented and come to a reasoned judgement / make an informed judgement.
By how much? (did X increase)	Give the required figure/amount usually

	by reading data from a graph/table/figure
Calculate	Work out a numerical answer / work out the value of something
Choose (correct word)	Select an option from one or more items
Comment	Present an informed opinion/say what you think about an issue.
Compare	Describe the similarities and differences of at least two things, e.g. by using comparative words such as 'it has similar height to', 'larger than', 'faster flowing than' or 'more vegetation than.' Identify similarities.
Complete (graph/sentence/table/Fact file/isocline)	To fill in gaps or details in a diagram, table or cloze exercise to show understanding. Finish a task by adding to given information.
Consider	Review and respond to given information
Contrast (one thing with another)	Point out the differences between at least two phenomena. (Does not require coverage of similarities.) Identify

	differences.
Criticise	Use evidence to support your opinion or judgement about something / assess worth against explicit expectations
Debate	Present different perspectives on an issue
Deduce	Draw conclusions from information provided
Define	Give the meaning of a word, phrase or concept; sometimes framed as 'What is meant by / what is the meaning of...?' / specify meaning
Describe	Give the main characteristics of something or an account in words of a phenomenon which may be an entity, an event, a feature, a pattern, a distribution or a process. For example, if describing a landform say what it looks like, give some indication of size or scale, what it is made of, and where it is in relation to something else (field relationship). Set out characteristics /'what are the features of..."

Develop	Take forward or build upon given information
Discuss (using a case study)	Bring forward the important points of or set out both sides of an argument, for and against, and come to a conclusion. There should be some evidence of balance, though not necessarily of equal weighting. (Where use of a case study is expected, then specifics from the case study should be given to support the important points.) Present key points.
Distinguish between	Make clear the difference between two ideas/concepts (that perhaps can also relate to a choice, e.g. between hard or soft engineering)
Draw (a sketch/sketch map, labelled diagram, lines to link, best fit line, etc.)	Sketch a map or diagram/add lines to link words to definitions or statements/add a best fit line to graph
Estimate	Give an approximate value / assign an approximate value
Evaluate	Pick out good and bad points and make judgements / judge from available evidence

Examine	Investigate closely
Explain (how / why / advantages & disadvantages / difference between X & Y / reasons for a stated opinion, etc.)	Give reasons why something happens. Answers should set out the causes of a phenomenon and/or the factors which influence its form/nature. This usually requires an understanding of processes. Explanation is a higher-level skill than description and this is often reflected in its greater mark weighting. Set out purposes or reasons.
Explore	Investigate without preconceptions about the outcome
Give	An alternative to 'Identify/Name/State' usually requiring students to supply a basic straight forward, possibly single word, response, e.g. 'give the 4-figure grid reference for...' Produce an answer from recall.
Give your views	Equivalent to 'comment on' - say what you think about an issue/topic
How (many/does/much...)	Describe/what methods are involved
Identify	Similar to 'Give/Name/state', which require candidates to answer briefly and are usually only worth 1 mark, e.g. for a

	question asking candidates to select one item or idea from a range of information provided. Name or otherwise characterise.
Illustrate	Use specific examples or diagrams to clarify your points / present clarifying examples
Interpret	Translate information into recognisable form
Justify	Give reasons for offering an opinion or reaching a conclusion / support a case with evidence
Label	Add to a diagram, image or graphic word(s) or phrase(s) to identify or describe features shown
List	Give individual features/items (proper sentences or continuous prose not required)
Locate	Indicate or mark the position of something on a sketch, diagram or map
Mark position (on map)	Indicate with x or other appropriate label the required location/feature

Mark with an arrow & label	Draw an arrow pointing at feature and add appropriate word identifying feature. The arrow should clearly touch the feature identified.
Match	Link up connected items
Measure	Work out distance using given scale
Name	An alternative to 'Give/Identify/State' – answers are usually expected to give a specific example of something, e.g. 'Name one type of sea defence.'
Outline (one way/why)	Provide a brief account of relevant information/summarise the main points of something. (Intermediate term between 'State' and 'Describe'). Set out main characteristics.
Plot (data on graph)	Indicate as appropriate the location on a graph of specific data
Prove	Demonstrate validity on the basis of evidence
Recommend	Give advice on the best option, based on an evaluation of their respective

	merits
Relate	Demonstrate connections between items
Review	Survey information
Shade	Add appropriate colour/shading to graph or map according to the key
Show (using an example)	Give evidence to support a statement/opinion
Sketch	Provide a simple / outline drawing of the required feature/area
State	An alternative to 'Give/Identify/Name' usually requiring students to supply a basic straightforward, possibly single word, response. Express in clear terms.
Study	Examine carefully
Suggest (why/give reasons for)	Similar to 'Explain' but sometimes there are varying reasons why something happens and there is not necessarily a right or wrong answer. More than one reason should be given (e.g. a farmer

	will grow a crop for a number of reasons; these could be physical or human). Used in questions based on application of Knowledge & Understanding in unfamiliar contexts – asking students to indicate reasons for something based on data given but which they would not necessarily have studied. Present a possible case.
Summarise	Give the main points briefly / present principal points without detail
Tick	Indicate with a tick the true or false/correct statement(s) / box(es)
To what extent	Judge the importance of/success of
Use a case study/ies, an example, evidence to describe	Answers must use specific precise material and information from the student's case study
Using Figure(s) to complete, to describe, to explain, to give evidence to support, to suggest why, to label, to suggest a link between X & Y...	Candidates should be able to score full marks using only evidence or material from the resource
Use key phrases to write a description / explanation of process or phenomenon	Write a continuous prose answer incorporating the words or phrases

	listed
Use map evidence to describe, to explain, to complete table	Answers must use specific reference to features evident on map
Using Figure X and your own knowledge...	Candidates should use both evidence and material from the resource and their own knowledge
What is the meaning of (word/phrase) / What does (word/phrase) mean..?	State the precise meaning of a term or concept. There is usually a low tariff of marks for this.
What is the relationship between x and y?	Give example(s) of links between two resources (e.g. table and graph)/ two sets of data/two figures
With the help of a diagram	The answer should consist of both prose and a diagram to address the question
With the help of Figure X/case study	Answers should explicitly refer to specifics in the given figure or case study exemplar
Why is...?	Set out the causes of a phenomenon and/or the factors which influence its form/nature. This usually requires an understanding of processes. Explanation is a higher-level skill than

	description and this is often reflected in its greater mark weighting.
Write the correct (type/word/phrase) in the box	Add phrase to answer box from list provided