

Your Ref/Oors Verw  
Our Ref/Oors Verw

**ANNEXURE 1**

23 June 2009

**TO WHOM IT MAY CONCERN:**

This is to confirm that Mr JP Mngomezulu, student number 3280-653-1 is a registered student at UNISA.

It will be appreciated if you could assist the student, he is doing research for his dissertation.

Hope you will find this in order.

  
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**RONEL STEENKAMP**  
**EDUCATIONAL RESEARCH**



ANNEXURE 2

| EPIC/001             |                               | MINISTRY OF SMARTLAND GOVERNMENT SYSTEMS                        |    |    |    |    |    |    |   |      |        | PAGE: 33                      |       |
|----------------------|-------------------------------|---|----|----|----|----|----|----|---|------|--------|-------------------------------|-------|
| 10-23-2022           |                               | EXAMINATION SYSTEM - CREATE SUBJECT TO SCHOOL STATISTICS REPORT |    |    |    |    |    |    |   |      |        | 2002/03/12                    |       |
| EXAM SYSTEM: 2001/11 |                               | EXAM CODE: 3  |    |    |    |    |    |    |   |      |        | UNIT: Certificate Examination |       |
| SUBJECT CODE: 524    |                               | DEVELOPMENT STUDIES   |    |    |    |    |    |    |   |      |        |                               |       |
| SCH#                 | SCHOOL NAME                   | A   | B  | C  | D  | E  | F  | G  | H | PASS | UNCL.  | FALL                          | PERC. |
| 1004                 | GHAFIR THE KING HIGH          | 0   | 1  | 6  | 4  | 2  | 1  | 0  | 0 | 13   | 92.86  | 1                             | 7.14  |
| 1024                 | UDUBONG FEDERAL HIGH SCHOOL   | 0   | 1  | 11 | 5  | 1  | 0  | 0  | 0 | 21   | 50.00  | 21                            | 50.00 |
| 1044                 | NGSHAWINI HIGH SCHOOL         | 0   | 1  | 3  | 0  | 0  | 0  | 0  | 0 | 10   | 100.00 | 0                             | 0.00  |
| 1061                 | BEKALATANI DEVELOPMENT CENTRE | 0   | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0    | 0.00   | 0                             | 0.00  |
| 1081                 | NIHARUTUANI SECONDARY SCHOOL  | 0   | 0  | 0  | 0  | 1  | 3  | 2  | 1 | 1    | 14.29  | 6                             | 85.71 |
| 1087                 | IRIKWANI HIGH SCHOOL          | 0   | 1  | 0  | 1  | 1  | 0  | 0  | 1 | 3    | 75.00  | 1                             | 25.00 |
| 1097                 | BIKURWANE(SPA) HIGH SCHOOL    | 0   | 4  | 3  | 4  | 3  | 0  | 0  | 0 | 14   | 100.00 | 0                             | 0.00  |
| 1106                 | SITIKWAMENI HIGH SCHOOL       | 1   | 1  | 6  | 10 | 8  | 7  | 1  | 1 | 26   | 74.29  | 9                             | 25.71 |
| 1116                 | NSHERENG SECONDARY SCHOOL     | 2   | 5  | 5  | 9  | 5  | 0  | 0  | 0 | 26   | 100.00 | 0                             | 0.00  |
| 1118                 | DOUB HIGH SCHOOL              | 0   | 1  | 4  | 6  | 4  | 1  | 0  | 0 | 15   | 93.75  | 1                             | 6.25  |
| 1198                 | MAZINI URFQADIRI (SINESIANI)  | 0   | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0    | 0.00   | 0                             | 0.00  |
| T O T A L S          |                               | 3   | 15 | 28 | 50 | 33 | 25 | 10 | 4 | 129  | 76.79  | 39                            | 23.21 |

ANNEXURE 3

MINISTRY OF EDUCATION  
 DEPARTMENT OF EDUCATION  
 NATIONAL QUALIFICATIONS  
 MATRICULATION EXAMINATIONS  
 2003/02/28

EXAM DATE: 2002/11  
 2002/11  
 2002/11  
 SUBJECT CODE: 524 DEVELOPMENT STUDIES  
 524

| SCHL          | SCHEM | SCHEM NAME                  | A        | B         | C         | D         | E         | F         | G         | H        | PASS       | PERC.        | FAIL      | PERC.        |
|---------------|-------|-----------------------------|----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|------------|--------------|-----------|--------------|
| 1024          | L     | LINDORF CENTRAL HIGH SCHOOL | 0        | 2         | 1         | 2         | 5         | 10        | 12        | 0        | 10         | 31.25        | 22        | 68.75        |
| 1044          | M     | MESMANDEL HIGH SCHOOL       | 0        | 0         | 1         | 4         | 2         | 2         | 0         | 0        | 10         | 63.33        | 2         | 18.67        |
| 1069          | E     | EVELYN BATHING NIER SCHOOL  | 0        | 0         | 1         | 7         | 5         | 3         | 1         | 0        | 13         | 81.25        | 3         | 18.75        |
| 1081          | N     | NILLENT HIGH SCHOOL         | 0        | 0         | 1         | 1         | 0         | 3         | 1         | 0        | 2          | 33.33        | 4         | 66.67        |
| 1097          | R     | RANSBURG NIER SCHOOL        | 0        | 1         | 5         | 6         | 2         | 0         | 0         | 0        | 15         | 100.00       | 0         | 0.00         |
| 1097          | M     | MORNINGSTAR NIER SCHOOL     | 0        | 1         | 7         | 1         | 7         | 5         | 1         | 2        | 10         | 49.49        | 12        | 54.55        |
| 1108          | S     | STREUMER NIER SCHOOL        | 0        | 0         | 10        | 17        | 4         | 1         | 0         | 0        | 31         | 95.88        | 1         | 3.13         |
| 1118          | S     | SEBENAU SECONDARY SCHOOL    | 0        | 1         | 7         | 12        | 2         | 0         | 0         | 0        | 24         | 100.00       | 0         | 0.00         |
| 1118          | O     | DEER HIGH SCHOOL            | 1        | 4         | 5         | 5         | 5         | 0         | 0         | 0        | 20         | 100.00       | 0         | 0.00         |
| <b>TOTALS</b> |       |                             | <b>2</b> | <b>35</b> | <b>41</b> | <b>45</b> | <b>32</b> | <b>28</b> | <b>18</b> | <b>2</b> | <b>139</b> | <b>79.42</b> | <b>41</b> | <b>26.58</b> |

## ANNEXURE 4

JC SYLLABUS

524 DEVELOPMENT STUDIES

### 524 DEVELOPMENT STUDIES

The Council has approved the following modifications of the Junior Certificate Regulations from 1980:

- a) Geography, History and Development Studies should constitute a new group of subjects.
- b) Candidates are required to take at least one of these subjects and a second subject from the group if necessary.

The Council has also approved the following new Development Studies Syllabus for Lesotho and Swaziland for examinations in and after 1980. The current syllabus for Lesotho will be examined for the last time in 1979.

#### OVERALL AIMS

The aims of Development Studies are:

1. To increase the student's knowledge and understanding of the problems and processes of development (cultural, social, economic and political change):
2. To equip students with the intellectual and social skills required for responsible citizenship and participation in community and national development:
3. To develop attitudes and values conducive to social harmony, national unity and economic progress.

#### INTRODUCTION

The syllabus which follows is expressed rather general terms, but it should be clearly understood that this does not mean that the topics listed below should be dealt with in general abstract terms. If the overall aims of Development Studies as stated above are to be achieved, it is essential that the teaching of the subject be related to the environment and experiences of the students.

Teachers provide activities and experiences for their students which are related to the actual situation in the student's own family, community and country.

The acquisition by the students of appropriate knowledge, skills and attitudes is more likely to be achieved if teachers involve their students in practical activities such as projects and case studies, surveys and fieldwork, visits and excursions, observation exercises, debates and drama, roleplay and simulation games, small group discussions and model-making. More specific suggestions for such activities can be found in the specific suggestions for such activities can be found in the Student's Booklets and the Teachers' Guide's. In addition to such activities designed to promote real learning, students should also be involved in practical activities actually contributing to development. They should not only learn about development but also participate in development. It is strongly recommended that teachers should involve students in such activities as school maintenance and improvement work (e.g.) cleaning, cooking, repairs, building, tree-planting) food production (e.g. vegetables, chickens, pigs) and community development activities (e.g. public health, literacy, conservation, building). The aim of such development practical work should be to foster a spirit of self-reliance, to make students more productive, to develop problem-solving and decision-making skills, and practical work can contribute to the achievement of overall aims of Development Studies.

It is recognised that teachers may face great obstacles and problems in attempting to organise such development practical work. If this is the case, then teachers should at least relate the teaching of Development Studies to the practical work undertaken in other subjects such as agriculture, building science and domestic science. It may be possible for Development Studies teachers to organise joint practical projects with teachers of more specifically practical subjects.

If teachers feel that there is insufficient time for practical work within the time normally allotted to Development Studies, then they may attempt to secure extra periods on the timetable specifically for this purpose.

Teachers and schools are strongly urged to undertake some practical work along the lines suggested above. Further suggestions and advice may be found in the Teacher's Guide.

**SYLLABUS**

Introduction to Development Studies

**SECTION 1 : Living Together - Past and Present**

The family - roles, relationships, values, work.

Homes - housing and possessions; urban and rural homes.

Social groups and institutions to which we belong.

The local community - village and town.

Social change; changing patterns of life.

Education - formal and informal; traditional and contemporary.

The nation - origins, growth, culture and symbols.

**SECTION 2 :** Being Citizens. The concept of citizenship. Rights and responsibilities, past and present, in relation to:

other people;

the nation;

the world community (including international relations, the 70, UNO, etc.

Basic human rights

Justice and security; customary and modern law; the courts.

**SECTION 3 : Using our Resources.**

Identification and location of natural resources: climate, vegetation, soil, water, animals, minerals.

Human resources: the people; geographical distribution, composition, age-structure and growth of the population.

Potential for development in the economy: crops, livestock, mining, water, tourism, industry and commerce.

Imports and Exports.

Conservation of resources

**SECTION 4: Producing and Spending**

Basic needs - food, water, clothing, shelter.

Other needs and wants - material and non-material.  
Goods and services; scarcity.  
Resources; the factors of production - land, labour  
capital.  
Types of business enterprise (small firms, cooperatives,  
large companies, etc.)  
Production costs (inc wages and salaries).  
Transport and trade (inc functions of money).

SECTION 5: Producing More

Specialisation and productivity.  
Consumer goods and producer goods (capital  
goods).  
Consumption, sacrifice and savings.  
Investment - using domestic savings and foreign  
aid.

Banking - lending and borrowing for investment; banks and  
other financial institutions in the student's own country.

Hire purchase and insurance.

SECTION 6: Raising and Using Revenue

The household budget - income and expenditure.  
The national budget - revenue (inc taxation and  
the Customs Union), expenditure  
Structure of government and administration -  
local and national.  
The tasks of government and its role in  
development:  
External defence and internal order  
Social services - health, education, etc.  
Public utilities - water, electricity,  
communications etc.  
Government participation in enterprise (inc  
parastatals and development corporations)  
Government regulation of economic activity

SECTION 7: Planning and the allocation of resources.

Planning and the allocation of resources.

National Development plans in Botswana, Lesotho and Swaziland goals, choices, strategies.

Development projects in the school area.

Participation in development.

Development planning in Kenya and Tanzania - a comparative study.

SECTION 8: Solving Problems

Malnutrition and disease.

Population growth and the standard of living shortages of capital and skills.

Problems associated with aid.

Problems of rapid educational expansion.

Employment and unemployment.

The migrant labour system.

Land tenure

Overgrazing and erosion

Problems of rural development

Urban social problems (slums, crime, delinquency, etc.)

Pollution

Inflation

NOTES

1. This syllabus is intended to be sequential, with the later sections depending on earlier ones. It is therefore suggested that the sections and topics should be followed in the order in which they appear here, but individual teachers are free to deviate from the suggested sequence if they see are free to deviate from the suggested sequence if they see fit.
2. Each section of the syllabus is expected to take up approximately one term in a three-term school year as in Botswana and Swaziland and a corresponding period of time (approximately 12 weeks) in Lesotho which has a two-term year.



3. Further guidance for teachers (on objectives, methodology resources, etc) may be found in the teacher's Guides.

#### EXAMINATION

The examination will consist of one written paper of 2½ hours duration, consisting of four sections as follows:

- A. Multiple choice questions
- B. Comprehension and interpretation questions based on a table of figures, a graph, a diagram or a chart.
- C. Questions requiring answers of one paragraph in length.
- D. Essay questions.

There will be a sufficient range and choice of questions to enable candidates to answer with specific reference to their own country.