



Kingdom of Lesotho
Ministry of Education and Training

LESOTHO GENERAL CERTIFICATE OF SECONDARY EDUCATION

Lesotho General Certificate of Secondary Education Syllabus

Development Studies
0182

For examination in November 2020

National Curriculum Development Centre
in collaboration with
Examinations Council of Lesotho



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1.0 Introduction

The Development Studies syllabus deals with changes in how society works and how these changes support or encourage greater realization of human potential or human development. It concentrates on issues which have impacts on the growth of less developed countries, and on how economic, environmental, social and political processes interact. 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. In the development of the syllabus consideration was given to issues of sustainable development, as perceived by the Sustainable Development Goals (SDGs).

The SDGs commit the international community to a wider vision of development, one which promotes human development, as the key to sustaining social and economic progress in all countries, and which recognizes the importance of creating a global partnership for development. These goals have been accepted as a framework for measuring development progress.

2.0 Overall syllabus aims

The overall aims of the Development Studies O Level syllabus are to:

1. enable candidates to analyse development both as a concept and in practice within the socio-economic, political and resource contexts of a given society;
2. give candidates an understanding of development terminology, and make them aware of crucial global issues;
3. develop candidates' understanding of the ways in which social, economic, political and environmental systems relate to each other;
4. give candidates the analytical skills which they need for understanding development;
5. develop candidates' ability to study and critically assess different development strategies and experiences;
6. give candidates an understanding of both the prospects for development and the constraints upon it, and show them how to recognise the value of the resource potential of their own environment;
7. develop candidates' understanding of the interrelationship of development at local, national, regional and international levels;
8. demonstrate an understanding of a research and its basic elements;
9. give candidates an understanding of development issues so that they can work towards ending poverty, exploitation and environmental destruction;
10. develop candidates' self-awareness and their understanding of the attitudes, values and beliefs of others, and encourage them to have respect for human rights.
11. Develop an understanding of the Sustainable Development goals and their significance.

2.1 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.

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;
- 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:
 - recognize patterns and work out 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.

2.2 Scheme of Assessment

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

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 section 3.1 to 3.4 of the curriculum.

Paper 2

Written

2 hours

Marks 80

This paper will consist of three structured questions based upon a varied of source materials. (2 x 25 and 1 x 30 marks). Candidates will be expected to answer all the questions. The first 2 questions will be set from any related parts of the syllabus content still maintaining one theme or one part of the syllabus content however the third question will be set on Section 3, Research and Investigations.

The relationship between the assessment objectives and components of the scheme of assessment.

Paper 1

Question	AO1	AO2
1. One source	10	10
2. One source	14	6
3. One source	10	10
4. One source	14	6
Total	48	32
		80

Paper 2

Question	AO1	AO2	AO3	
1. One source	6	13	6	
2. One source	12	9	4	
3. One source	2	8	20	
Total	20	30	30	80

Assessment Objectives	Paper 1	Paper 2
AO1. Knowledge with Understanding	30%	12.5%
AO2. Analysis and Evaluation	20%	18.75%
AO3. Investigation and Decision Making		18.75%
TOTAL MARK	80	80

2.3 Grade Descriptions

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 of Grades 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 development issue, using a wide range of techniques of data collection, analysis and presentation with a high degree of accuracy and clarity;
- apply extensive skills in making reasoned and balanced judgements on development issues;
- 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;
- 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, analysis and presentation with a moderate degree of accuracy and clarity;
- apply moderate skills in making reasoned judgements on development issues;
- 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 a 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;
- show a simple appreciation of some values and circumstances of people and a limited awareness of his or her own potential for participating in development.

3.0 Syllabus Content

3.1 Poverty and development

1. Sustainable Development goals	<ul style="list-style-type: none"> Define poverty and related concepts: poverty trap, vicious circle, absolute poverty, relative poverty, poverty line family poverty, national poverty The concepts: development, economic development, sustainable development, political development, underdevelopment. Understand the Sustainable Development Goals (SDGs) Outline poverty reduction strategies used in Lesotho: NEPAD, SADC strategies 	<p>Bullet 1: Has added: Different levels of social poverty: family and national poverty.</p> <p>Bullet 3: SDGs: The 2030 Agenda for Sustainable Development has replaced MDGs. Learners are expected to know how many they are and the aims of the following:</p> <ul style="list-style-type: none"> Poverty reduction Zero hunger Good health Quality education Gender equality Clean and healthy sanitation Climate change <p>Bullet 4: Has added: NEPAD, SADC strategies to reduce poverty.</p>
2. Measure levels of poverty and development	<ul style="list-style-type: none"> Measure levels of poverty and development using different indicators such as: GNP and GDP per person, life expectancy, health data, education data, use of energy resources per person, production and employment structure (primary, secondary, tertiary employment), female participation in all spheres of development etc. Explain why indicators vary and why some are more useful than others. Explain why some aspects of development are difficult or impossible to measure such as justice, freedom, peace, security etc. 	
3. Identify patterns of development and characteristics of countries at different levels of development	<ul style="list-style-type: none"> Describe the broad global patterns of development. Describe the characteristics of countries including Lesotho at different levels of development: for example, low, middle and high income countries, Newly Industrialised Countries / Economies (NICs / NIEs), industrialized / non-industrialised countries. 	

<p>4. Analyse social and health issues in relation to poverty and development</p>	<ul style="list-style-type: none"> • Understand the concept of basic needs for human life such as food, clean water, housing, health care and education. • Understand the importance of education in improving living standards. • Describe and analyse social and health issues facing low and middle income countries: (e.g. nutrition, clean water supply, good sanitation, health and medical care, disease and the spread of HIV/AIDS and other pandemics etc.) Support these with statistics for Lesotho and other countries. • Understand the basic development needs of low and middle income countries. (e.g. infrastructure, capital, skilled labour, resources). • Recognize the role and contribution of women in development of Lesotho and other countries. • Understand how traditional lifestyle, inequality, discrimination, deprivation and ethnic/cultural issues affect development and cause difficulty for poverty alleviation. • Outline efforts undertaken to reduce inequalities and discrimination by the Government of Lesotho (e.g. Sexual Offences Act, The Land Policy Act etc.) and NGOs (e.g. FIDA – Federation Interacional De Abogadas, WILSA – Women in law in Southern Africa etc.) 		
<p>5. Describe, explain and analyse how political issues affect poverty and development</p>	<table border="1"> <tr> <td data-bbox="571 1354 1127 1856"> <ul style="list-style-type: none"> • Understand the concept of human rights. • Understand how political governance is arranged and the roles of each: constitution, legislature(two houses), the executive and the judiciary. • Recognize how the political systems control the distribution of resources. • Understand how different political systems operate: capitalist, socialist, mixed economies, democracies, dictatorships. • Explain and give examples of how political actions can promote or </td><td data-bbox="1127 1354 1533 1856"> <p>Bullet 2: has included constitution and two houses of parliament. Teachers are expected to help learners understand the how political governance is arranged, not to know the contents of the constitution.</p> <p>Bullets 6 and 7: Have included the effects of the role of women and corruption in development. More emphasis should be given on social implications.</p> </td></tr> </table>	<ul style="list-style-type: none"> • Understand the concept of human rights. • Understand how political governance is arranged and the roles of each: constitution, legislature(two houses), the executive and the judiciary. • Recognize how the political systems control the distribution of resources. • Understand how different political systems operate: capitalist, socialist, mixed economies, democracies, dictatorships. • Explain and give examples of how political actions can promote or 	<p>Bullet 2: has included constitution and two houses of parliament. Teachers are expected to help learners understand the how political governance is arranged, not to know the contents of the constitution.</p> <p>Bullets 6 and 7: Have included the effects of the role of women and corruption in development. More emphasis should be given on social implications.</p>
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	<p>restrict development.</p> <ul style="list-style-type: none"> • Understand the importance of women in politics and their effects in development. • Define corruption and understand methods of combating it and effects of corruption in development. • Understand the need for international co-operation to solve global issues and illustrate Lesotho's membership of international organisations. 	
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3.2 Industrial development, trade and globalization

1. Understand the concept of industrialization and the processes of production	<ul style="list-style-type: none"> • Describe the characteristics of employment in the formal and informal sectors of the economy. • Understand the meaning of industrialization and assess its positive and negative impact. • Explain the need for an educated / skilled workforce for industrialization to occur. • Describe the factors of production: land, labour, capital, enterprise. • Understand the terms; inputs, processes, outputs of production. • Describe the types of technology (simple, intermediate, complex) and explain their appropriateness in different contexts. • Explain economies of scale. • Describe labour and capital intensive methods of production. • Describe the sectors of production in national economy (agriculture, industry and services / primary, secondary and tertiary) and <ul style="list-style-type: none"> (a) illustrate the linkages between the sectors. (b) identify how goods and services are used (for home use, for exchange within a country and / or export) and illustrate with examples. • Appreciate the role of consumers in promoting sustainable development. 	
2. Understand the growth and role of world trade to development	<ul style="list-style-type: none"> • Understand the terms: import, export, balance of trade, terms of trade and their relationship to development. • Examine the ways in which developing countries can improve their balance of trade, e.g. Specialised Economic Zones, free trade zones. • Understand the terms: neo-colonialism, dependency and fair trade, and their relationship to development. 	<p>Bullet 6: Has removed SADC and replaced it with SACU. Has also added COMESA. Although Lesotho is not a member learners should only know that there is such trade</p>

	<ul style="list-style-type: none"> • Describe and explain the growth and changes in the pattern of world trade since the 1950s with emphasis on the last 20 years (e.g. Golden era, debt-led, lost decade, etc.) • Explain the importance of trade. • Understand the free trade zones and their operations. SACU, EU, AGOA, and World Trade Agreements, such as COMESA • Appreciate the need for and the impacts of fair trade. • Identify the types and value of Lesotho's exports and imports and the countries it exchanges with. 	agreement which involves southern African countries.
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3. Understand the function and impact of foreign aid and investment on development	<ul style="list-style-type: none"> • Describe the role of aid agencies and charities in development. • Consider the impacts of aid on recipient countries. • Understand foreign investment and its effectiveness. • Understand the role of the IMF, World Bank and regional development banks. (e.g. Asian Development Bank, African Development Bank, etc.) in promoting development. • Explain the causes and impacts of national debt and the benefits of debt relief. • Describe the role of foreign direct investment and multinational (transnational) companies in the development process. 	
4. Understand the process of globalization and evaluate its impacts	<ul style="list-style-type: none"> • Understand the term globalization , its elements and its advantages and disadvantages. • Appreciate the role of telecommunications and transportation services in globalization. • Describe the development, advantage and disadvantages of outsourcing (such as clothing and electronics manufacturing, call centres, computer programming.) • Discuss the international travel and tourism industry and assess its impacts on development. • Discuss the potential for Lesotho's travel and tourism industry. • Understand the relationship between tourism and environment. • Describe the impacts of mass tourism on the environment. • Describe and evaluate conservation methods to preserve/ conserve land and 	<p>Bullet 6: Is new. Learners should know that some of the core attractions to tourists anchor on the environment and its management. More emphasis should be given on Lesotho attraction places.</p>

	retain biodiversity: national parks, nature reserves, ecotourism, national forests, heritage sites, areas of scientific interests, protection of endangered species and CITES.	
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3.3 Population and Development

1. Understand the reasons for, and the impact of, population change	<ul style="list-style-type: none"> Define the population terms (e.g. density, overpopulation, under population, population growth, crude birth and death rates, natural increase, natural decrease, infant mortality immigration, emigration). Understand the pressure of population on resources: food, land, water, minerals, energy, etc. Understand the reasons for changes in population: Positive reasons (e.g. improved sanitation, access to clean water, education, government policies, etc.); negative reasons, (e.g. HIV & AIDS, other pandemics, drought, war, etc.) Understand the impact of changes in the crude birth and death rates on the population structure and growth rate. Understand the impact of changes in population structure and size on development. Use Lesotho's population pyramid over time in comparison with those of other countries. 	
2. Understand the reasons for and impacts of international migration	<ul style="list-style-type: none"> Define the terms: Urbanization, urban growth, etc. Explain how development leads to urbanization. Describe the effects of urbanization on both rural and urban areas. Describe and evaluate possible solutions to the problems resulting from urbanization, including problems in both urban areas (e.g. shanty towns/squatter settlements) and rural areas (e.g. family break-ups, decline in agricultural production, change in gender roles, population imbalance etc.) 	
3. Understand the reasons for and impacts of international migration	<ul style="list-style-type: none"> Define the term migration Understand the causes of different forms of migration: forced migration, voluntary migration, refugee, asylum seeker, economic migrant, humanitarian etc. Evaluate the positive and negative impacts of migration on low and middle income countries and their development, to human rights and environment. Investigate ways of managing migration. 	<p>Bullet 3:</p> <p>Has added: impact of migration on human rights and environment. Learners are expected to know the practical examples of these types of migration (where they exist(ed).</p>

4. Investigate the implications of rapid population growth on a country or area and analyse strategies for dealing with the issue	<ul style="list-style-type: none"> • Undertake a case study of country or area where rapid population growth is or has been an issue (e.g. China.) • Understand policies related to issues of population in Lesotho. • Evaluate programs designed to overcome population growth.
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3.4 Environment and development

1. Develop an understanding and appreciation of the nature of rural development	<ul style="list-style-type: none"> • Understand the broad definition of environment. • Understand Lesotho's environmental policy. • Describe the nature of traditional societies, the use and ownership of land, the division of labour and types of social and cultural activities and dependence on local environment. • Understand the impact of historical events on environment. • Describe peasant farming / subsistence farming and cash cropping, and seasonal farming. • Describe and illustrate examples of commercial farming: tools and technology, development of monoculture and large-scale projects, plantations and crop rotation. • Describe and evaluate selected rural development schemes and strategies (loans and credit schemes and small-scale rural projects; farmers' co-operatives, resettlement schemes (e.g. Lesotho Highlands Water Project Resettlement scheme), integrated rural development and mobilization of rural population; grass roots' development; appropriate farming methods), and evaluate the problems involved in their implementation. 	<p>Bullet 4:</p> <p>Has replaced colonial impact with historical events. This will enable the inclusion of colonialism, transitions in modes of production, neo colonialism, independence etc. impact on environment, not only colonialism as a standalone point.</p>
2. Recognise the growth and importance of the world market for agricultural products	<ul style="list-style-type: none"> • Understand the impact of population growth and demand for food supplies. • Describe the ways in which agriculture can be modernized to increase output: pesticides, fertilizers, irrigation, land reform, plant 	

	<p>breeding, GM crops, hydroponics, animal breeding and production programs.</p> <ul style="list-style-type: none"> • Examine the impact of transport, preserving and freezing on the world market for agricultural products. • Evaluate agricultural systems in Lesotho, and other countries, in terms of cash crop and livestock production (e.g. rice, cotton, flowers, coffee, wool, mohair, dairy products) versus growth of staple foods for local population. 	
3. Understand the impacts of changes in agriculture and investigate strategies to ensure sustainable development	<ul style="list-style-type: none"> • Define food sovereignty and trade. • Compare the sustainability of modern farming systems and of organic farming as a type of sustainable development. • Investigate the sustainability of farming methods used in Lesotho (e.g. Machobane, Mantloane, Ngoapa o jale, etc.) • Understand the causes and impacts of land degradation: soil erosion, overgrazing, pesticide, nitrate pollution, burning of vegetation, etc. 	<p>Bullet 1: Is an added new concept and learners are expected to know what it means only</p>

4. Examine the reasons for land use pressure and methods of land conservation	<ul style="list-style-type: none"> • Understand how increasing population leads to deforestation or forced use of marginal land leading to desertification. • Describe how rapid urbanization and development increase demand for land for utilities (water supply, power supply, etc.) • Consider the impacts of the exploitation of land for mineral extraction.
5. Understand the reason for and impact of global environmental problems and investigate strategies to reduce them	<ul style="list-style-type: none"> • Use a case study; understand the causes of deforestation of tropical forests and its effects on biodiversity and assess different strategies to reduce this. • Understand the possible causes of climate change and its impact and evaluate Lesotho policies and plans related to climate change and its. • Understand how acid rain occurs and the impact of acid rain on ecosystems and evaluate possible strategies to reduce acid rain and / or reduce its impacts. • Understand the causes of urban air pollution (e.g. industry, traffic etc.) and the type of types of pollutants and evaluate strategies to reduce such impacts. • Understand how water pollution from industrial production and sewage can be an environmental problem and evaluate strategies to reduce its impacts. • Evaluate strategies to dispose of solid waste (e.g. landfill sites,

	recycling, reusing etc.)
6. Understand how natural and man-made disasters affect development	<ul style="list-style-type: none"> • Define the term disasters and give examples of both man-made and natural disasters. • Undertake case studies of different type of disaster and compare their impacts on development. • Evaluate the ways in which government and NGOs and international agencies deal with the impacts of disasters.

3.5 Research and Investigative skills

1. Understand basic components of research	<ul style="list-style-type: none"> • Formulate a topic or title for research. • Provide evidence that informed the research (background). • Describe an issue for investigation (statement of the problem). • Formulate the objectives and research questions or hypotheses. • State the purpose of the study. • Select population and sample. • Identify suitable methods of data collection: <ul style="list-style-type: none"> ▪ Primary (questionnaire, interviews and observation) and ▪ Secondary (books, internet journals, news articles, etc.) • Population and sampling techniques: <ul style="list-style-type: none"> ▪ Probability Sampling: Random, Systematic and Stratified; and ▪ Non-probability: Quota, Purposeful, Convenience (Accidental). • Data should be presented using the following techniques: Pie Chart, Bar Chart, Histogram, Tables, Choropleth Map Flow Chart, Line Graph and Scatter Graph • Analyse, present and interpret data. • Draw conclusions on the findings of the study. • Evaluate the study: <ul style="list-style-type: none"> ▪ Methods of data collection ▪ Population and sampling selection ▪ Sampling techniques • Make recommendations based on the findings that inform:
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	<ul style="list-style-type: none"> ▪ Policy ▪ Practice ▪ Further research
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Research and Investigative Skills – Notes for guidance

The final question on Paper 2 will mainly test assessment objective AO3 (Investigation and Decision Making).

In order to prepare for this it will be necessary for candidates to be taught all the skills of planning and carrying out a research investigation and practice these skills either individually or in groups by carrying out research into a development issue.

Recommended procedures for study

Candidates need to be taught how to carry out investigations on development issues. It is recommended that these skills form part of the teaching programme rather than being taught in isolation. They can be illustrated through practical exercises integrated with the learning content as various topics are taught. Whilst a research investigation will not be assessed as a formal coursework assignment, the question to be set on it as part of the Paper 2 examination will require an understanding of the research process which can best be gained through practical experience rather than work in the classroom.

Examples of possible topics for Research Investigation

These suggestions are intended only as examples, some of which might be suitable for individual research whilst others may more suited for group collaboration on the collection of data. What may be suitable for a school in an urban location may not be suitable in a rural location and teachers will need to assess the varied opportunities which are available to learners in their own schools. There are three basic approaches to the collection of data:

A. Collecting data within the school environment

Questionnaires can be designed and used within school as part of a research enquiry on family sizes, employment or migration patterns.

For example; a research investigation on migration could ask a research question such as how does the migration of parents affect performance of learners in school? The data could be collected largely through the use of questionnaires of learners and interviews with teachers.

B. Collecting data in the local area

A local research investigation into the effect of a new development such as a school, clinic or bus service in an urban area, issues such as the use of fertilizers or problems of water supply in a rural area, or the environmental impacts of a development such as a new dam or a tourist attraction in the local area.

For example; a research investigation on a local issue could focus on teenage sexual activities with research questions being framed which investigate the age at which teenagers become sexually active or their awareness of AIDS and the spread of HIV. The data could be collected through the use of questionnaires along with interviews of health workers. Statistics from health authorities in the area may also be available.

C. **Making use of secondary data**

A comparison of levels of development of different countries by using suitable indicators obtained from reference materials such as the internet or an investigation into the impacts of industrial development in an area using documentary sources for example; a research investigation could focus on the growth of a company or the economy in a region. The data could be obtained from reports produced by the companies along with statistical materials from government departments.