

STUDENT EDUCATION NUMBER



GOVERNMENT OF SAMOA
MINISTRY OF EDUCATION, SPORTS AND CULTURE

Samoa Secondary Leaving Certificate

DEVELOPMENT STUDIES 2017

QUESTION and ANSWER BOOKLET

Time allowed: 3 Hours & 10 minutes

INSTRUCTIONS

1. You have 10 minutes to read before you start the exam.
2. Write your Student Education Number (SEN) in the space provided on the top left hand corner of this page.
3. Answer ALL QUESTIONS. Write your answers in the spaces provided in this booklet.
4. If you need more space, ask the Supervisor for extra paper. Write your SEN on all extra sheets used and clearly number the questions. Attach the extra sheets at the appropriate places in this booklet.

STRANDS		Page Number	Time (minutes)	Weighting
STRAND 1:	WHAT IS DEVELOPMENT?	2	27	17
STRAND 2:	PRIMARY, SECONDARY, TERTIARY AND QUARTENARY PRODUCTION	8	54	30
STRAND 3:	INTERNATIONAL AID	15	27	14
STRAND 4:	ENVIRONMENTAL SECURITY	19	36	21
STRAND 5:	SOCIAL ISSUES	24	36	18
TOTAL			180	100

Check that this booklet contains pages 2-29 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION

Figure 1 – What do people think about cultural development?



(Source: www.newtimes.co for Finance and Economic Planning,)

Use the resource above to answer Number 1(a) – (c).

1. (a) Define the term ***cultural development***.

SL 1

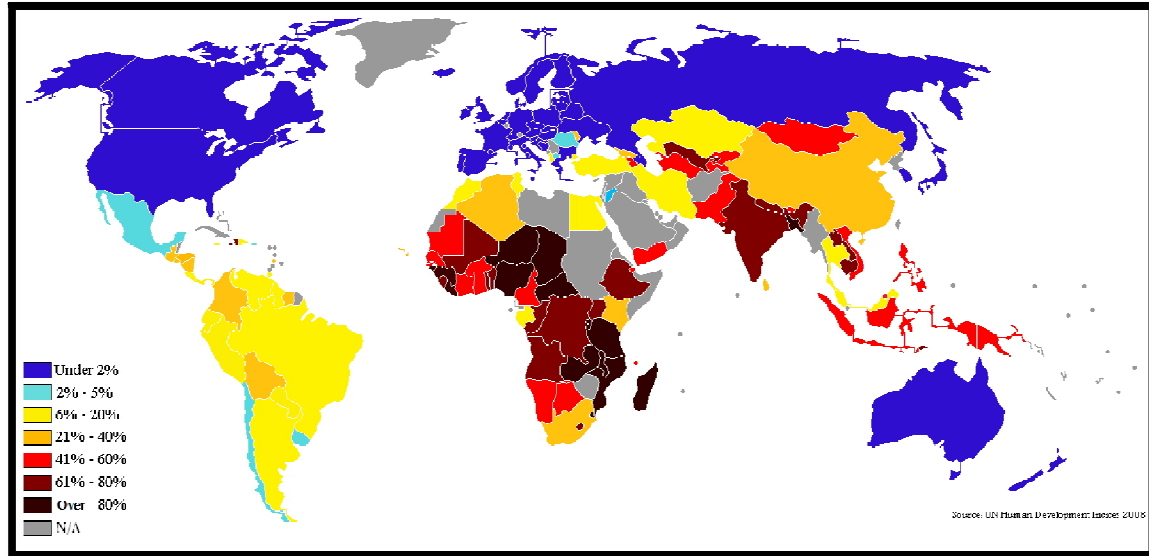
- (b) Define the term ***political development***.

SL 1

- (c) Explain the difference between Gross National Product (GNP) and Gross Domestic Product (GDP).

SL 3

Figure 2 – Percentage population living on less than \$2 per day.



2. Use the map to help answer (a) to (e).

- (a) Name a country in **South America** where 6%-20% of the population is living on less than \$2 per day.

SL 2

- (b) Name the **continent** with the highest percentage of the population living on less than \$2 per day.

- (c) Name a country in **Oceania** where under 2% of the population is living on less than \$2 per day.

- (d) Name a country in **Europe** where 2%-5% of the population is living on less than \$2 per day.

- (e) Name a country in **Asia** where 21%-40% of the population is living on less than \$2 per day.

Figure 3a – The United Nations Development Programme (UNDP)



3. (a) Using **Figure 3a** and your own knowledge, write a survey report highlighting the MAIN emphasis of Figure 3a.

SL 2

- (b) Define the term **development** with reference to relevant information from the table in Figure 3a.

SL 1

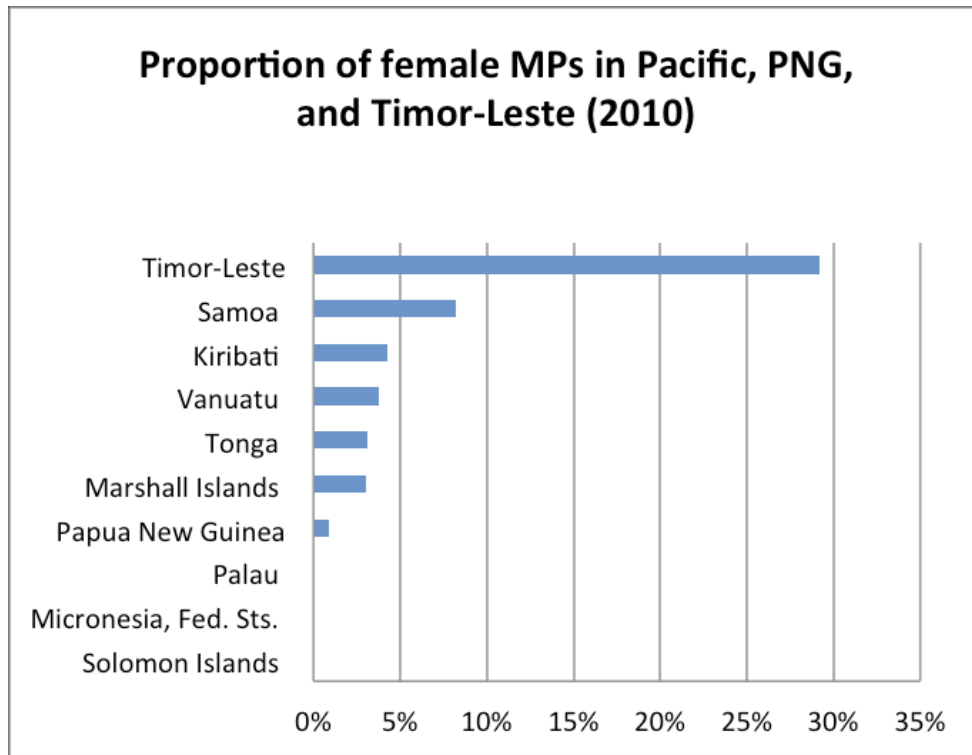
4. Define the term *inequality*.

SL 1

5. Discuss the causes of *development inequalities*.

SL 4

Figure 3(b) – Increasing the number of female legislators as part of development



<http://devpolicy.org/want-a-strong-economy-electing-females-can-hel>

6. Describe the information in Figure 3.

SL 2

STRAND 2:	PRIMARY, SECONDARY, TERTIARY AND QUARTENARY PRODUCTION	Weighting 30
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Figure 4 – Extractive primary industry



Source-www.newtimes.co. for Finance and Economic Planning

1. (a) Give TWO examples of extractive primary industries in the Pacific.

SL 1

- (b) Name the continents where **EACH** of the following is predominantly found.

Rice, wheat, maize, potatoes, tea, tobacco, sugar, coffee, bananas.

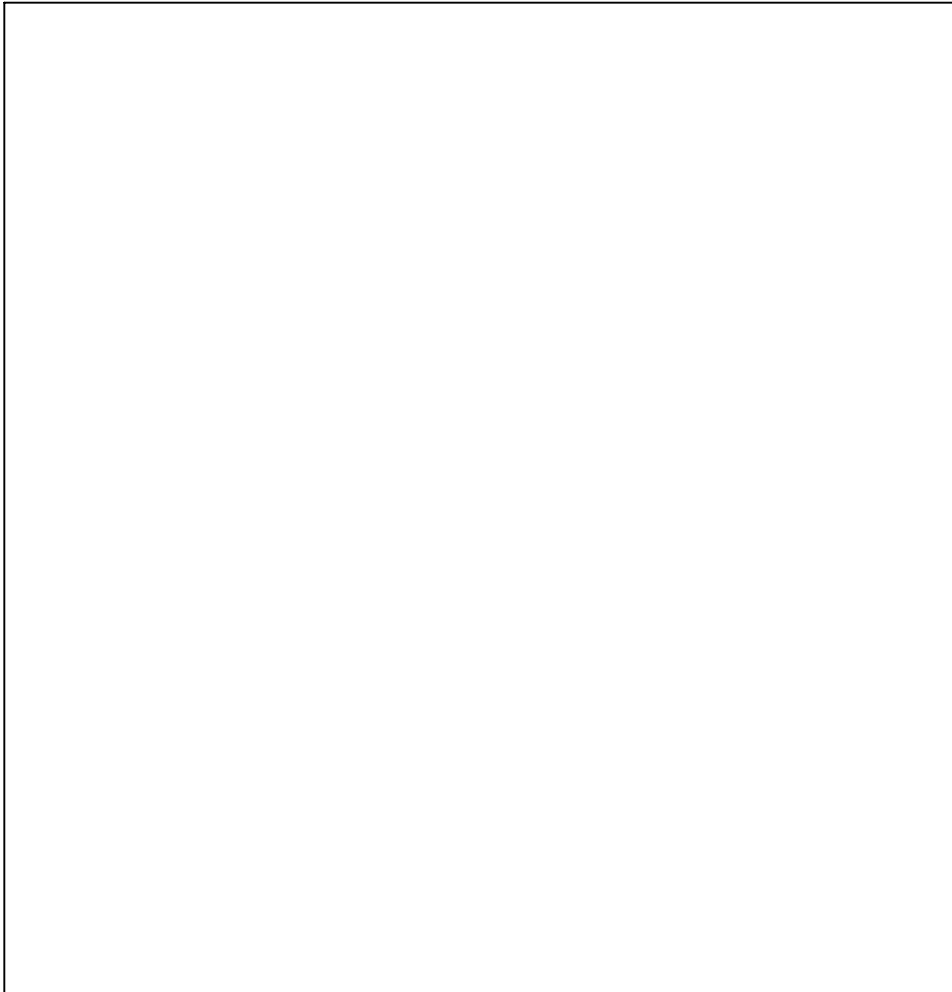
SL 2

2. Many developing countries are dependent on **PRIMARY PRODUCTION** as a means to accrue finances.

(a) Define *arable type of agriculture*.

SL 1

(b) Draw a flow chart of an agricultural system, with inputs, processes, outputs, markets and feedbacks and using actual examples of commercial and subsistence farming found in Samoa.



SL 4

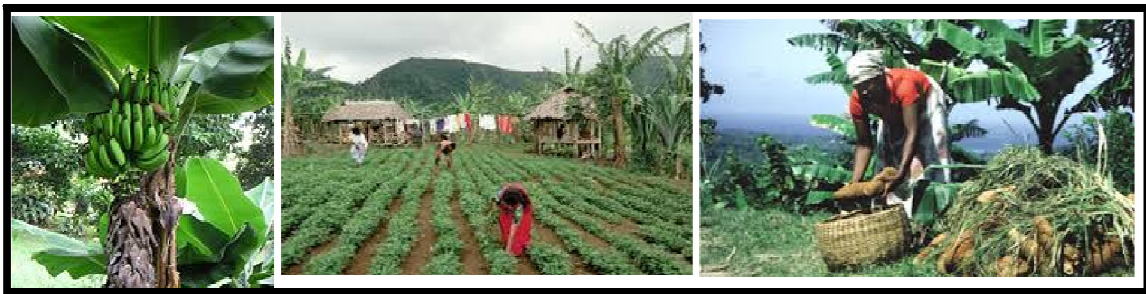
3. (a) Describe ONE method of overcoming the problem of food security.

SL 2

- (b) Define *commercial type agriculture*.

SL 1

Figure 5 – Harvesting crops in Samoa



Source – www.hanicamnetwork.org.au.

4. (a) Define *subsistence type of agriculture*.

SL 1

- (b) Define *shifting type of agriculture*.

SL 1

- (c) Describe the methods of extraction or removal of the resources.

SL 2

- (d) Explain how the lack of appropriate technology can impact farmers in developing countries.

SL 3

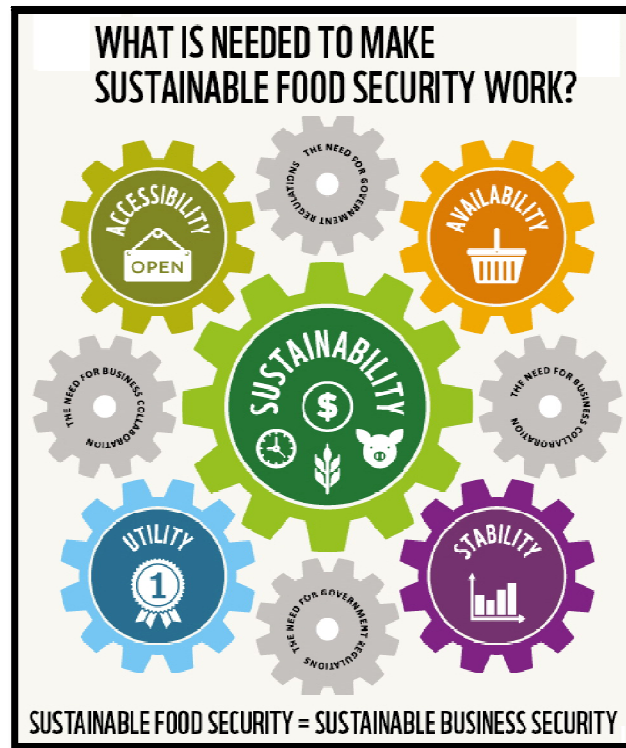
5. (a) Give ONE example of an extractive primary industry in the Pacific.

SL 1

- (b) Describe ONE major problem faced by farmers in developing countries.

SL 2

Figure 6 – Food security feasibility



Source-www.hanicamnetwork.org.au

6. Use the above resource to evaluate methods of overcoming problems of food security.

SL 4

Figure 7 – “Underemployment”



source-sgsnzprods@www.htp.com

7. In economics, the term underemployment has at least three different meanings. The cartoon is a satirical view of underemployment.

- (a) Define *underemployment*.

SL 1

- (b) Give ONE example for each term:

formal employment,

informal employment.

SL 1

A word cloud centered around the word 'economy'. The word 'economy' is the largest and most prominent. Other large words include 'foreign', 'debt', 'trade', 'finance', 'market', 'risk', 'currency', 'inflation', 'bank', 'wealth', 'performance', 'international', 'dividends', 'investments', 'philanthropy', 'revenue', 'gains', 'deposits', 'analysis', 'concept', 'policy', 'stocks', 'agriculture', 'investor', 'budget', 'money', 'coin', 'paper', 'politician', 'politics', 'pay', 'wealth', 'contribute', 'capital', 'banknote', 'index', 'success', 'commerce', 'income', 'loan', 'earnings', 'bill', 'price', 'credit', 'rich', 'equities', 'exchange', 'payments', 'savings', 'monetary', 'meeting', 'country', 'crisis', 'union', 'treasure', 'preserves', 'return', 'financial', 'business', 'profits', 'value', 'invest', 'stock', 'European', 'international'.

Source-www.newtimes.co. for Finance and Economic Planning

- (c) Explain why some countries have higher international debts than others.

SL 3

Study both Figure 9 and 10 before answering the following.

Figure 9 – *The understanding of roles on international aid in development*



Foreign Aid makes poor countries depend on developed countries and that is terrible for their economy.

Figure 10 – *“Free” money keeps inefficient and bad lazy-assets governments in power.*



1. (a) Explain how aid can become a problem.

SL 3

- (b) Describe “**boomerang aid**” as problems arising from the reception of foreign aid by developing countries. Give examples.

(Please note Figure 9 and Figure 10 can assist with your answer).

SL 2

- (c) Give an example of different forms and sources of aid with reference to Samoa.

SL 1

- (d) Define the term “*aid recipient*”.

SL 1

Figure 11 – Non-government organizations aid



Source – sgsnzprods@www.hto.com

Study Figure 11 to help answer the following:

2. List the major international aid donors.

SL 2

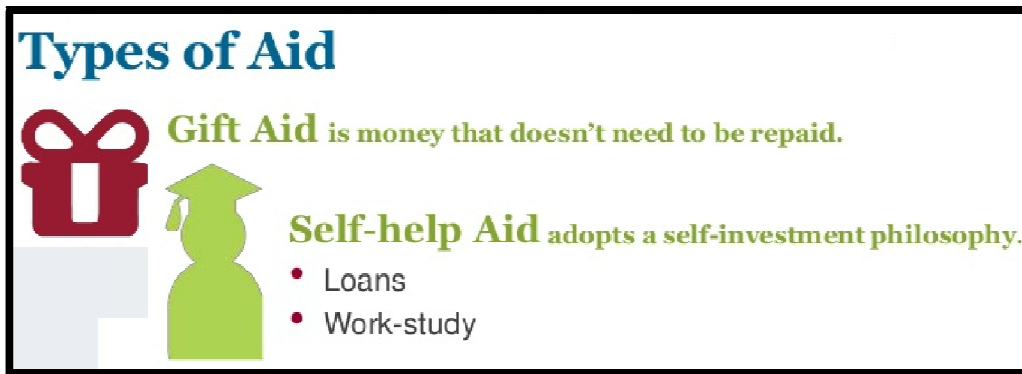
3. (a) Define '**bottom-up**' development.

SL 1

- (b) Define '**rural**' development.

SL 1

Figure 12 – Non-government organizations aid.



<https://www.slideshare.net/PriyaPullur/financial-aid-58026091>

4. Define the term '**voluntary aid**'.

SL 1

5. Describe how an aid-funded development project in Samoa is evaluated.

SL 2

Figure 13 – Issues relating to family safety



Source: www.greenleftweekly.org

Study Figure 13 to answer the following:

1. (a) What message is the banner saying?

SL 1

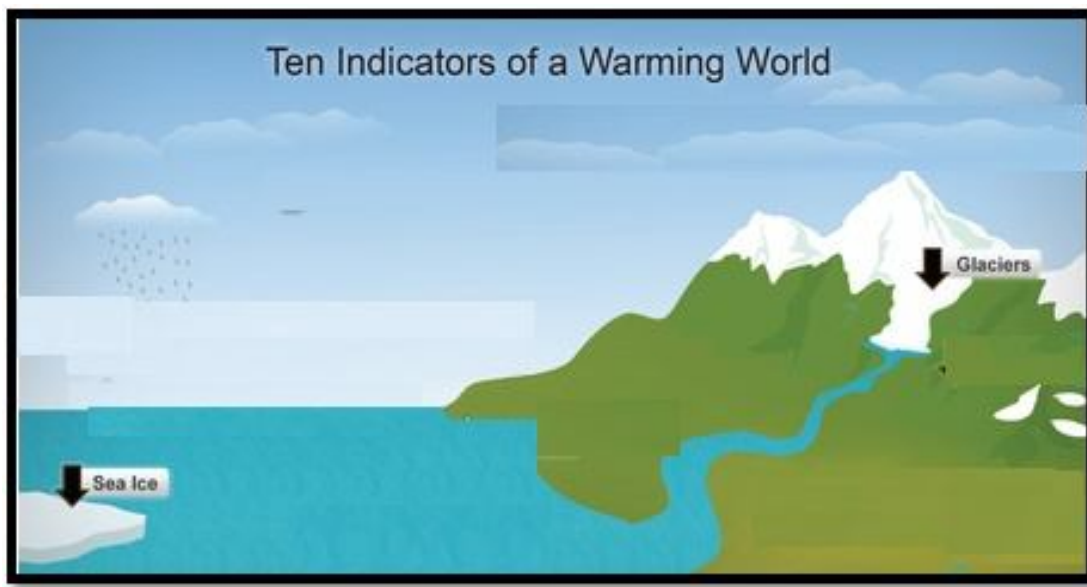
- (b) Explain diminishing land and water resources as ways in which our environment is being degraded.

SL 3

- (c) Explain *desertification*, as ways in which our environment is being degraded.

SL 3

Figure 14 – Indicators of climate change in the modern world – 2014



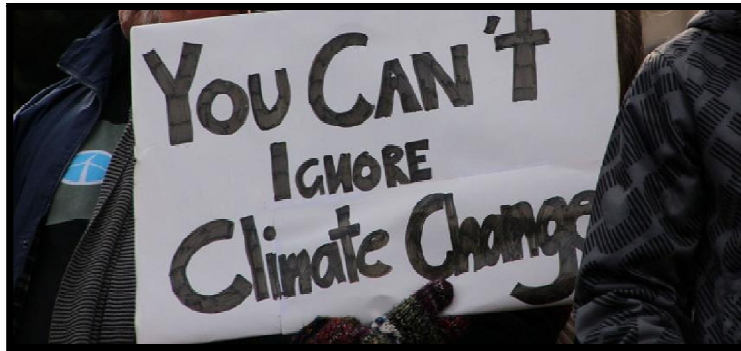
2. (a) State ONE effect of climate change.

SL 1

- (b) Name **TWO** ways in which some Pacific Island nations are combating the adverse effects of climate change.

SL 1

Figure 15 – UN Report on Climate Change



Source-www.mddelcc.gouv.qc.ca

3. (a) What is the key message in Figure 15?
(Circle the letter of the correct answer).
- A. Only poor people will be affected by changes in climate.
 - B. People should heed the perils of climate change.
 - C. Even in this technological advance age it seems ironic that we still use painted placards.
 - D. People should pay more attention to current events.

SL 1

- (b) Suggest ONE way people can prepare for climate change.

SL 1

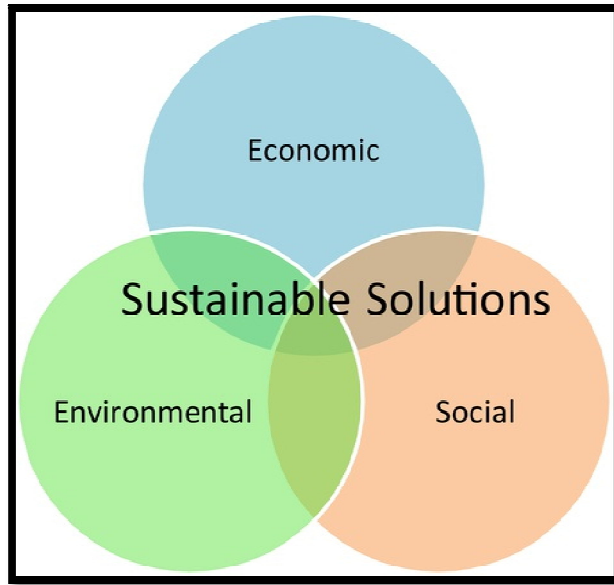
4. (a) What is the tidal energy, biofuels (e.g. coco-fuel) as a main source of energy available in the Pacific Islands?

SL 2

- (b) Discuss the importance of moving towards renewable sources of energy.

SL 4

Figure 16 – UN Report on Climate Change



5. (a) Discuss why sustainable development is important to a country's well being.

SL 4

Figure 17 – Social issues and education



Source: www.CartoonStock.co.

Study the cartoon in Figure 17.

1. In regards to *primary education*, what is the purpose of the satirical cartoon?

SL 1

2. Give a reason why developed countries do better in education than under-developed countries.

SL 1

3. Define the following terms:

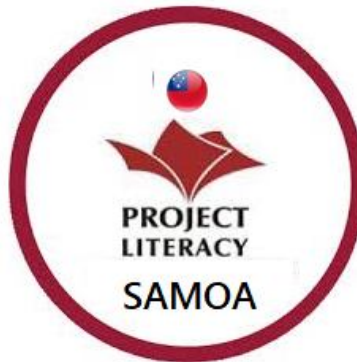
(a) *compulsory education*

SL 1

(b) *elite education*

SL 1

Figure 18 – Literacy Programmes in the South Pacific



Source *TaylorMeleAdarrahd designs.co.ws*

3. Describe a literacy programme in the South Pacific or from a developing country.

SL 2

4. Give examples of different forms and systems of education.

SL 1

5. Compare the effect of development on primary education for developed and developing countries.

SL 3

Figure 19 – Our Education System



Source www.waltwagner.blogspot.com

6. (a) Define 'Universal Education.'

SL 1

SL 1

- (b) Explain the effects of uneven access to quality education.

SL 3

SL 3

Figure 20 – Our Education System



<http://www.iaumc.org/worldhungereducation>

7. Evaluate the appropriateness of the different forms of education for people in developing countries.

SL 4

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DEVELOPMENT STUDIES

2017

(For Scorers only)

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