



MARKER CODE			

STUDENT EDUCATION NUMBER									



# Samoa School Leaving Certificate

## DEVELOPMENT STUDIES

### 2015

### QUESTION and ANSWER BOOKLET

Time allowed: 3 Hours & 10 minutes

#### INSTRUCTIONS

1. You have 10 minutes to read **before** you start reading.
2. Write your **Student Education Number (SEN)** in the space provided on the top right 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
<b>STRAND 1:</b> WHAT IS DEVELOPMENT?	2	27	15
<b>STRAND 2:</b> PRIMARY, SECONDARY, TERTIARY AND QUARTENARY PRODUCTION	7	54	30
<b>STRAND 3:</b> INTERNATIONAL AID	13	27	15
<b>STRAND 4:</b> ENVIRONMENTAL SECURITY	17	36	20
<b>STRAND 5:</b> SOCIAL ISSUES	22	36	20
<b>TOTAL</b>		<b>180</b>	<b>100</b>

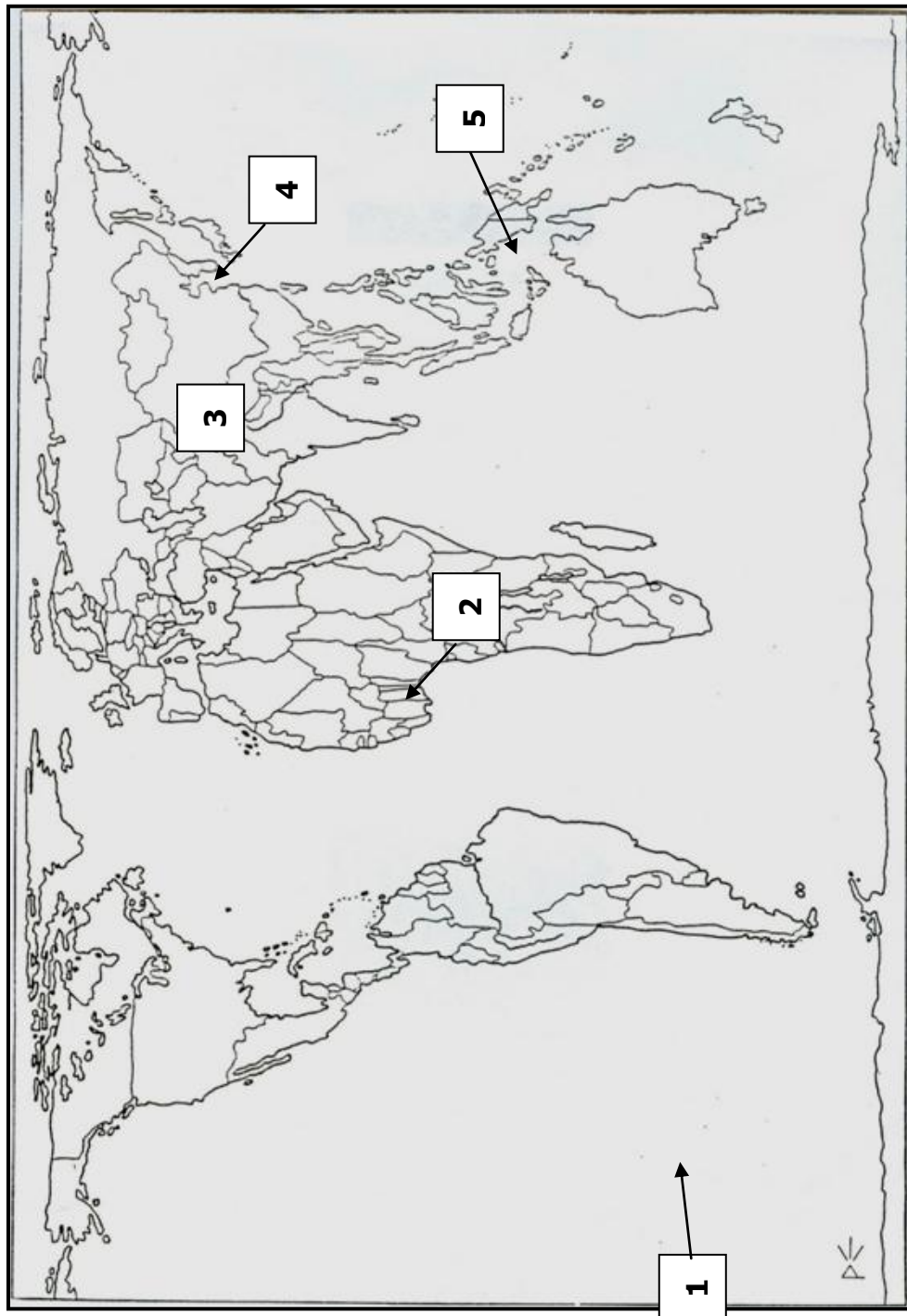
Check that this booklet contains pages 2- 27 in the correct order and that none of these pages is blank.

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

**STRAND 1****WHAT IS DEVELOPMENT?****Weighting 15**

Study the outline map of the world in **Figure 1a** and answer the questions that follow.

**Figure 1a: Outline map of the world**



1. Five countries are marked 1 to 5 on the world map in **Figure 1a** (page 2). Write their code numbers and names next to the correct descriptions given below.

	Code no.	Name
a. Country with the highest life expectancy in the world	_____	_____
b. African country with high female illiteracy	_____	_____
c. A major wheat producing country	_____	_____
d. Less than 50% of the population has access to supplies of clean drinking water	_____	_____
e. World's leading country for the production of fish by aquaculture	_____	_____

Skill level 2	
2	
1	
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NR	

2. Study the cartoon in **Figure 1b** and answer the questions that follow.

**Figure 1b: What people think about free trade**



(Source: Accessed on 6<sup>th</sup> of May 2015 retrieved from [http://www.cartoonstock.com/directory/F/Free\\_trade.asp](http://www.cartoonstock.com/directory/F/Free_trade.asp).)

- a. State the message of the cartoon in **Figure 1b**.

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Skill level 1	
1	
0	
NR	

b. Identify ONE (1) aim of free trade agreement.

Skill level 1	
1	
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c. Explain how Samoa can be disadvantaged from free trade.

Skill level 3	
3	
2	
1	
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3. Study the table in **figure 1c** and answer the questions that follow.

**Figure 1c: Statistical indicators for countries**

Indicator	A Population density (persons per km <sup>2</sup> )	B GNI PPP per capita* (US \$)	C Life expectancy (years)	D Female literacy rate (% females > 15 yrs who are literate)	E Infant mortality rate (per 1000 live births)	F HDI
Country	2013	2012	2013	2011	2013	2012
Australia	3	43,170	77	96	3	0.938
France	116	36,460	82	99	3	0.919
Mongolia	2	5,100	69	98	36	0.675
Niger	13	650	57	15	51	0.304
PNG	16	2,780	63	51	45	0.466
Samoa	67	4,270	73	100	21	0.702
Uruguay	19	15,570	76	98	9	0.792

Source: 2013 World Population Data Sheet, Population Reference Bureau; Wikipedia

\* **GNI PPP per capita** = Gross National Income in Purchasing Power Parity per capita. It is equivalent to GDP per capita.

- a. The United Nations Development Programme (UNDP) classifies countries into three groups according to their level of human development. Using **Figure 1c** and your own knowledge, write the names of each country in the appropriate box:

Low human development	Medium human development	High human development	Skill level 2	
			2	
			1	
			0	
			NR	

- b. Define the term **development gap** with reference to relevant statistics from the table in **Figure 1c**.

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Skill level 1	
1	
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NR	

- c. State ONE (1) limitation of using GNI PPP per capita (equivalent to GDP per capita) as the principal indicator of economic development.

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Skill level 1	
1	
0	
NR	

4. Discuss the causes of development inequalities. Support your answer from Samoa and a high income country.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Skill level 4	
4	
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NR	

## STRAND 2 PRIMARY, SECONDARY, TERTIARY AND QUARTENARY PRODUCTION

Weighting 30

1. Study the pictures in **Figure 2a** and answer the questions that follow.

**Figure 2a: Extractive primary industry**



- a. Define “primary production”.

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Skill level 1	
1	
0	
NR	

- b. With the aid of the two photographs in **Figure 2a**, describe “extractive primary industry”

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Skill level 2	
2	
1	
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2. Food security is a serious issue facing developing countries.

a. Define “food security”

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Skill level 1	
1	
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b. Evaluate methods of overcoming problem of food security in Samoa.

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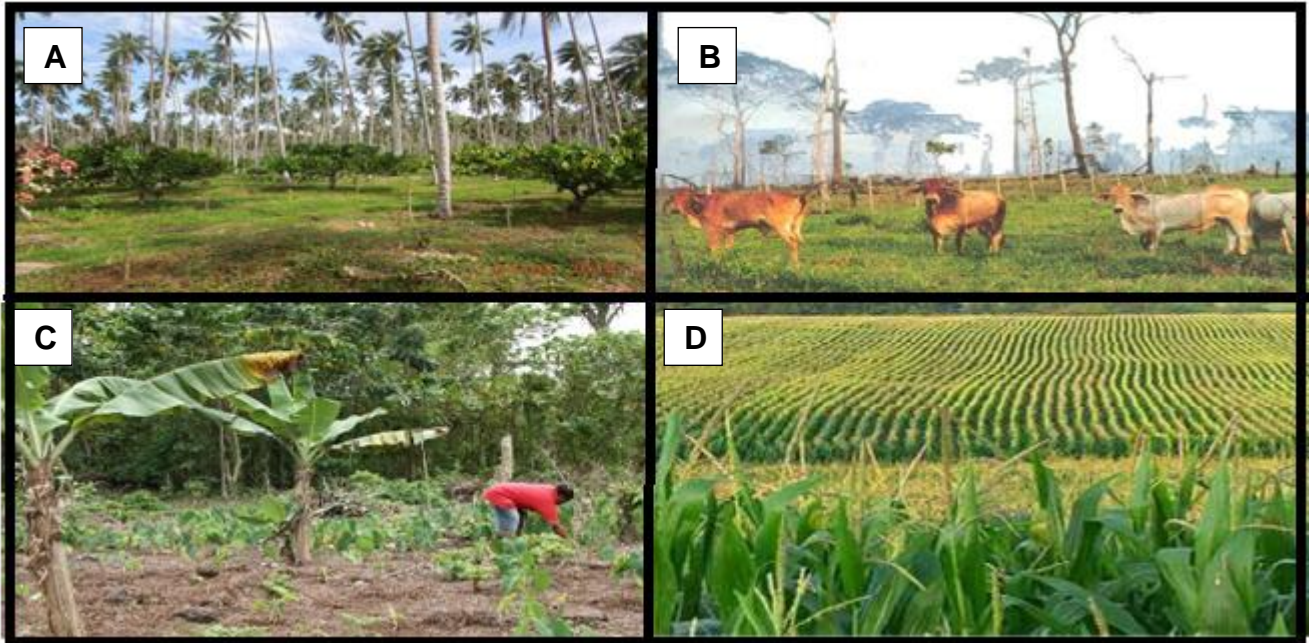
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Skill level 4	
4	
3	
2	
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NR	



3. Study the pictures of different types of agriculture in **Figure 2b** and answer the questions that follow.

**Figure 2b: Types of Agriculture**



- a. Match the following titles with the appropriate photographs in **Figure 2b**.

*(Write the code letter in the box)*

Subsistence agriculture

Pastoral farming

Commercial plantation agriculture

Large-scale commercial arable farming


Skill level 2	
2	
1	
0	
NR	

- b. State ONE (1) input into the agricultural system shown in photograph A.

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Skill level 1	
1	
0	
NR	

- c. Describe ONE (1) way in which the outputs from commercial agriculture are different to those from subsistence agriculture.

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Skill level 2	
2	
1	
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4. Study the picture of workers in a garment factory in **Figure 2c** and answer the questions that follow.

**Figure 2c: Garment Factory in Phnom Penh, Cambodia.**



- a. State ONE (1) feature of production shown in the photograph that is the result of the Industrial Revolution.

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Skill level 1	
1	
0	
NR	

- b. Which strategy for industrialisation is **BEST** illustrated by this photograph? (**Circle** the letter of the best answer)

- A. Import substitution  
 B. Small-scale enterprise  
 C. Export-orientated industry  
 D. Structural adjustment programme

Skill level 1	
1	
0	
NR	

- c. Women in this factory might be exploited. Do you think that women and children are exploited in the work force in Samoa?

YES / NO (*circle one answer*)

Give a reason for your answer.

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Skill level 3	
3	
2	
1	
0	
NR	

5. Name a multinational company that operates in Samoa and describe how the multinational company helps the people of the country.

a. Name of Multinational company \_\_\_\_\_

Skill level 1	
1	
0	
NR	

b. Description

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Skill level 2	
2	
1	
0	
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6. Multinational companies are a form of neo-colonialism. Justify this statement.

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Skill level 4	
4	
3	
2	
1	
0	
NR	

7. Study the table in **Figure 2d** below and answer the questions that follow.

**Figure 2d: Top six countries with the greatest international (external) debt (mostly 2014 figures)**

Country	Total Debt in US \$	% of GDP
USA	18,540,448,667,000	106
UK	9,590,995,000,000	406
France	5,750,152,000,000	222
Germany	5,546,869,000,000	145
Luxembourg	3,472,282,000,000	3,443
China	3,000,000,000,000	37.5

- a. What is meant by “international” or “external” debt?

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Skill level 1	
1	
0	
NR	

- b. Which country has an external debt that is about four times larger than its GDP?

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Skill level 1	
1	
0	
NR	

- a. Explain why most countries have a large international or external debt:

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Skill level 3	
3	
2	
1	
0	
NR	



**STRAND 3****INTERNATIONAL AID****Weighting 15**

1. Study the pictures in **Figure 3a** and answer the questions that follow.

**Figure 3a: Four different ways (E,F,G,H) in which Australia provided official development aid (ODA) to Pacific countries in 2013.**



Students at the Hohola Youth Development Centre in Papua New Guinea, where disadvantaged youth are taught practical skills and trades including carpentry, hospitality, mechanics, sewing and computer use. As a result of a donation from Australian aid, this Centre has been able to build classrooms and workshops to deliver vocational skills training.

Asilika Evans and her daughter Hope are benefiting from \$235,000 worth of biomedical machinery provided to the Fiji Ministry of Health by the Australian Government



Fiji Health Sector Support programme



Passengers from a cruise ship managed by the company Carnival Australia arrive on Mystery Island, Vanuatu. Australian aid is being used in partnership with Carnival Australia to ensure that the economic benefits of tourism result in better incomes and employment opportunities for Pacific islanders.

Australia provided a total of \$1 million to support relief efforts after a magnitude 8 earthquake struck off the coast of Temotu Province, Solomon Islands, killing 10 people and destroying homes and crops.



- a. Circle **ONE** of the following to show the type of aid that is being given by Australia in **Figure 3a**.

**BILATERAL   PRIVATE   MULTILATERAL   VOLUNTARY**

Skill level 1	
1	
0	
NR	

- b. Photograph G shows aid being given to assist a tourism project. Suggest **ONE** way in which this aid might benefit some people but at the same time disadvantage others.

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Skill level 1	
1	
0	
NR	

- c. Describe **ONE** (1) advantage of the aid shown in photo E.

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Skill level 2	
2	
1	
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NR	

- d. Do these photographs show “top-down” or “bottom-up” development? Give a reason for your answer.

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Skill level 3	
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2	
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2. Read the statement in **Figure 3b** and answer the questions that follow.

**Figure 3b: Statement on Development assistance**

"Development assistance has been a huge success story. Extreme poverty has been halved in less than 25 years. The world is a better place than at any other point in history. Foreign assistance is the right thing to do. It is morally right and politically smart Australian leadership and development assistance in the Pacific is not only the right thing to do, but good for Australian trade and national security. Development assistance is important because it saves and improves lives."

*Erik Solheim, OECD, quoted in "The Australian" of 17<sup>th</sup> January 2014.*

- a. According to this statement, explain why Australia gives aid to Pacific island nations.

Skill level 3	
3	
2	
1	
0	
NR	

- b. Describe how ONE (1) non-government organization working in Samoa is helping with development.

Skill level 2	
2	
1	
0	
NR	

3. Study the picture in **Figure 3c** and answer the questions that follow.

**Figure 3c: A Chinese construction worker in one of the China's Aid project.**



- a. Name the form of aid shown by the man in the picture.

\_\_\_\_\_

Skill level 1	
1	
0	
NR	

- b. Name two Chinese aid projects in Samoa.

\_\_\_\_\_  
\_\_\_\_\_

Skill level 1	
1	
0	
NR	

4. Define *micro-finance*.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Skill level 1	
1	
0	
NR	



**STRAND 4****ENVIRONMENTAL SECURITY****Weighting 20**

1. Study the pictures in **Figure 4a** and answer the questions that follow.

**Figure 4a: A common type of environmental degradation along the coasts of Pacific islands**



[www.goodnewsnetwork.org](http://www.goodnewsnetwork.org)

[www.npr.org](http://www.npr.org)

- a. What is meant by *environmental degradation*?

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Skill level 1	
1	
0	
NR	

- b. Explain ONE (1) consequence of this type of environmental degradation.

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Skill level 3	
3	
2	
1	
0	
NR	

2. Study the table in **Figure 4b** and answer the questions that follow.

**Figure 4b: World electricity generation by source, 2014**

Nuclear	19%
Hydro power	6%
Oil	1%
Coal	39%
Natural gas	27%
Other renewables	8%

*www. Huffingtonpost.com*

- a. From the table, what proportion of the world's energy production in 2014 was fossil fuels?

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Skill level 1	
1	
0	
NR	

- b. Name TWO (2) sources of energy used in Samoa that would be included in "other renewables":

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Skill level 1	
1	
0	
NR	

3. Study the report in **Figure 4c** and answer the questions that follow.

**Figure 4c: UN Report on Climate Change**

**UN report warns of global threat to life and livelihood**

A United Nations report raised the threat of climate change to a whole new level on Monday. It concluded that climate change was already having an effect- melting seaice and thawing permafrosts in the Arctic, killing off coral reefs in the oceans, and leading to heatwaves, heavy rains and mega-disasters. The report said that climate change has already cut into the global food supply: crop yields are beginning to decline, especially for wheat. It pointed out that climate change poses a threat to human security, and could lead to increased migration. Potential shortages of food and water could cause future conflicts. Poor people in poor countries are going to bear the unfair burden of climate change, and existing inequalities are going to get worse.

*Adapted from an article in The Guardian Weekly, 4th April 2014*

- a. According to the latest UN report on climate change shown above, which of the following statements is NOT true: (Circle the letter of the correct answer)

- A. All people will be equally affected by changes in climate.  
 B. There will be food shortages.  
 C. We are going to get more extreme weather events.  
 D. There is going to be greater instability in the world.

Skill level 1	
1	
0	
NR	

- b. Suggest ONE (1) way how people in Samoa should prepare for climate change.

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Skill level 1	
1	
0	
NR	

- c. *Excessive production of carbon dioxide is the main cause of climate change.*  
Explain why some nations have a much higher production of carbon dioxide per capita than others.

Skill level 3	
3	
2	
1	
0	
NR	

4. A project to promote approaches to sustainable development in the Pacific has been initiated by the UNESCO Office for the Pacific States in Apia. The project includes elaboration and refinement of an in-depth study on 'Sustainable Development: A Pacific Islands Perspective'.

- a. Describe how sustainable development can be carried out.

Skill level 2	
2	
1	
0	
NR	

- b. Evaluate the usefulness of sustainable development to people in Samoa.

Skill level 4	
4	
3	
2	
1	
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NR	

- c. Explain the role of ecotourism in Samoa and how it relates to sustainable development.

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Skill level 3	
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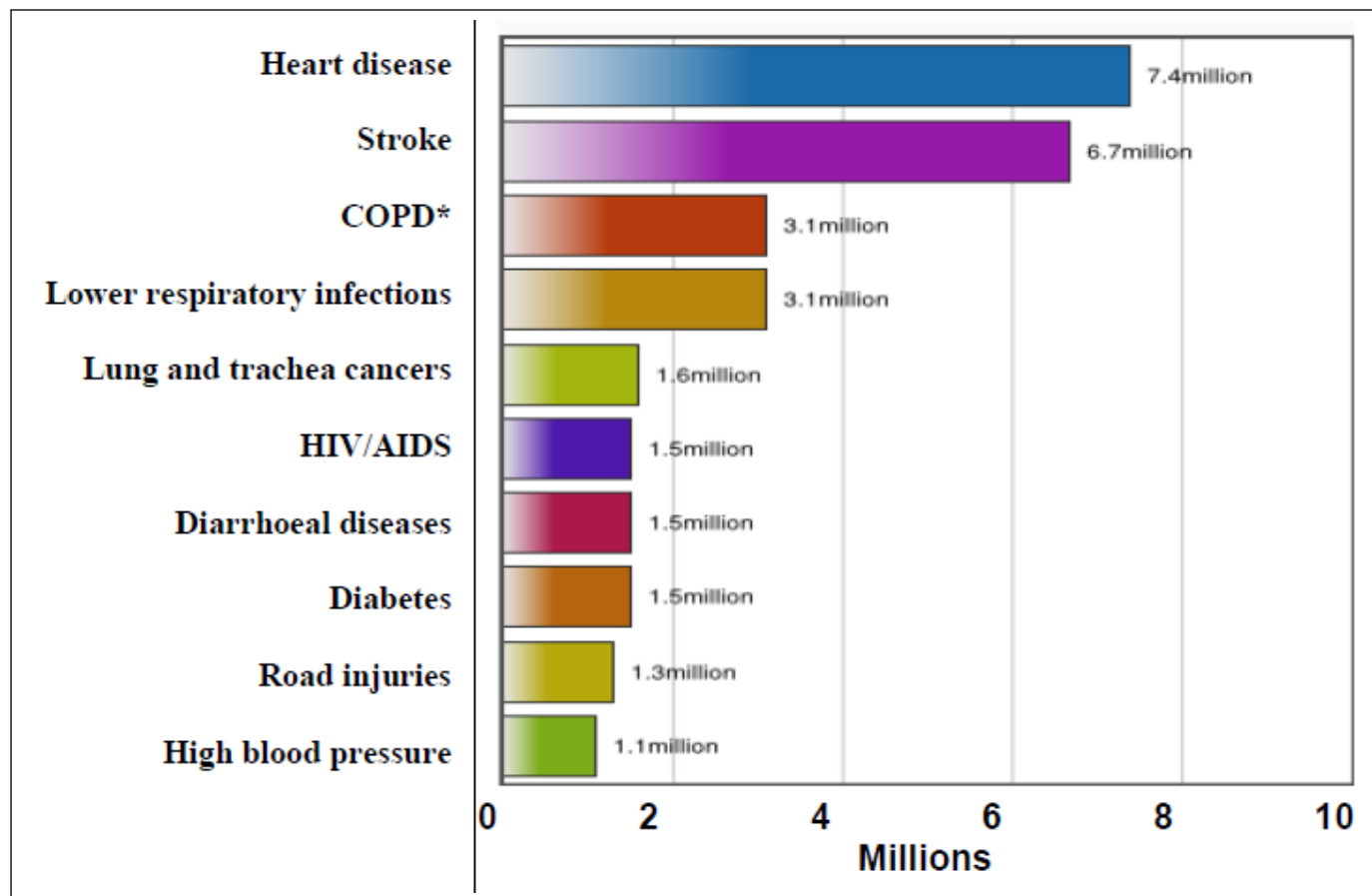
## STRAND 5

## SOCIAL ISSUES

Weighting 20

1. Study the graph in **Figure 5a** and answer the questions that follow.

**Figure 5a: The ten leading causes of death in the world, 2012**



Note: \* COPD means Chronic Obstructive Pulmonary Disease. It results from smoking.

<http://wp.answerpoverty.org>

- a. What is meant by the term *communicable disease*?

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Skill level 1	
1	
0	
NR	

- b. Name TWO (2) communicable diseases from **Figure 5a**.

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Skill level 1	
1	
0	
NR	

- c. According to **Figure 5a**, which are causing the most deaths in the world – communicable or non-communicable diseases?

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Skill level 1	
1	
0	
NR	

- d. State ONE (1) factor that is leading to the rise of non-communicable diseases in Samoa.

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Skill level 1	
1	
0	
NR	

2. Define *primary health care*.

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Skill level 1	
1	
0	
NR	

3. Describe the use of primary health care in Samoa.

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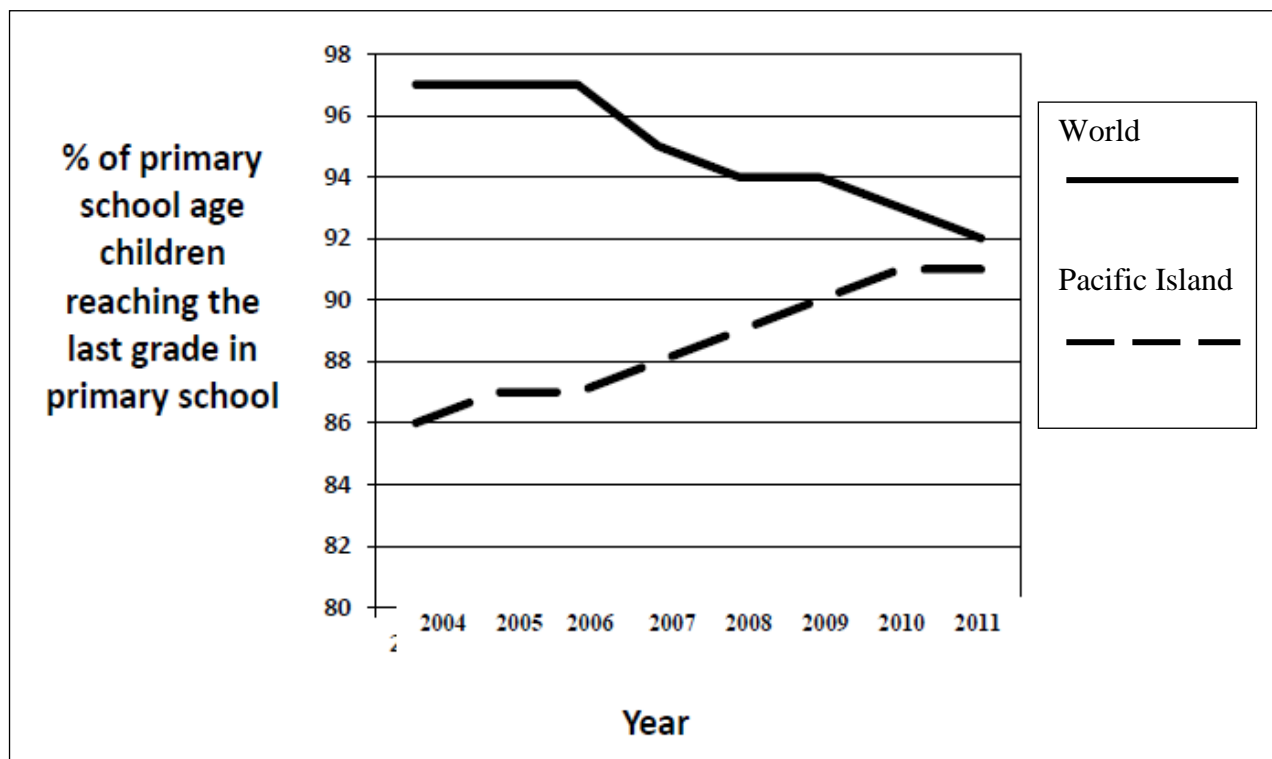


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Skill level 2	
2	
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NR	

4. Study the graph in **Figure 5b** and answer the questions that follow.

**Figure 5b: Primary school completion rate**



- a. In 2008, what percentage of school age children in Pacific island states reached the last grade in primary school?

Skill level 1	
1	
0	
NR	

- b. Compare the trend for primary school completion rate in the Pacific islands to that of the world. What do you notice?

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Skill level 3	
3	
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1	
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NR	



- c. State ONE (1) reason for the change in the primary school completion rate in Pacific island states between 2004 and 2011.

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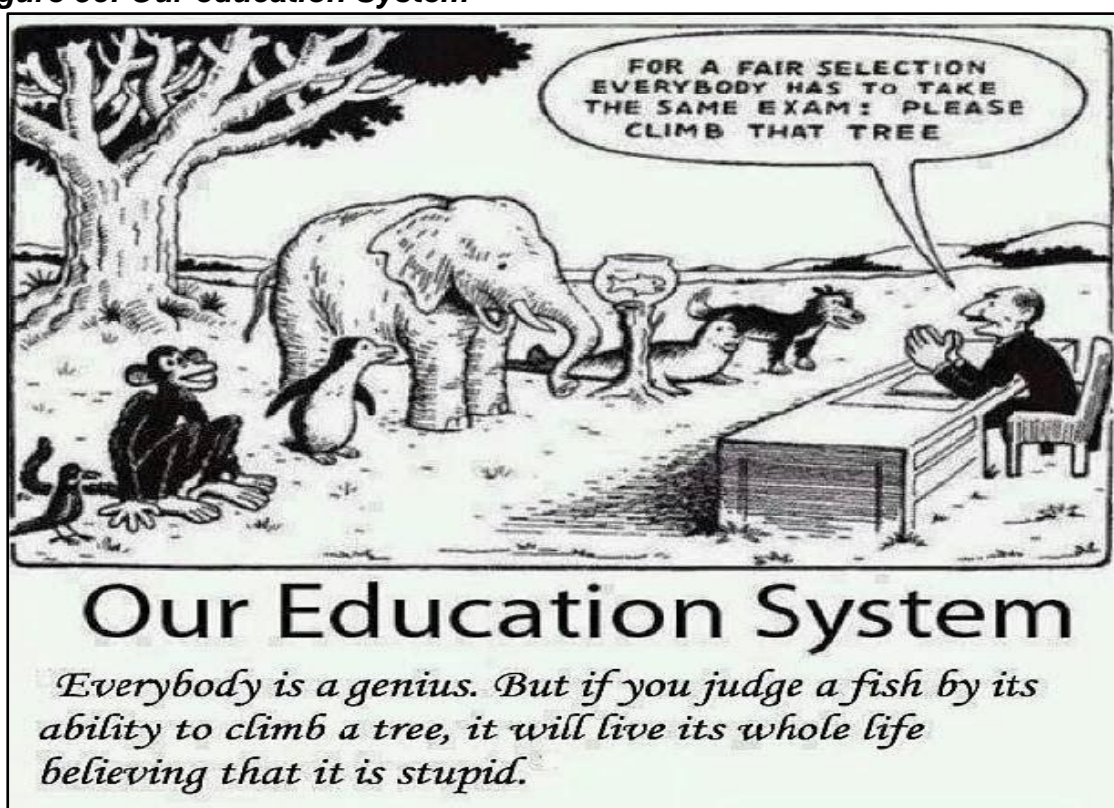


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Skill level 1	
1	
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NR	

5. Study the cartoon in **Figure 5c** and answer the questions that follow.

**Figure 5c: Our education System**



[www.waltwagner.blogspot.com](http://www.waltwagner.blogspot.com)

- a. In the cartoon, identify the only animal that will be able to perform well in this examination.

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Skill level 1	
1	
0	
NR	



Student Education Number									

## DEVELOPMENT STUDIES

2015

(For Markers only)

STRANDS	Weighting	Marks	Check Marker
<b>STRAND 1:</b> WHAT IS DEVELOPMENT?	15		
<b>STRAND 2:</b> PRIMARY, SECONDARY, TERTIARY AND QUARTENARY PRODUCTION	30		
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<b>STRAND 4:</b> ENVIRONMENTAL SECURITY	20		
<b>STRAND 5:</b> SOCIAL ISSUES	20		
<b>TOTAL</b>	<b>100</b>		