

**South Pacific Board
For
Educational Assessment**



**PACIFIC SENIOR SECONDARY
CERTIFICATE**

**DEVELOPMENT STUDIES
PRESCRIPTION**

Effective from January 2007

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PREAMBLE

This prescription provides the specifications for assessment for the Pacific Senior Secondary Certificate in Development Studies. It is a revised version of the prescription first introduced in 1995.

In up-dating the original prescription, the review panel has tried to make the course content reflect development issues that affect, or are likely to affect, Pacific islanders. Topics have been expressed in terms of **student learning outcomes** rather than **teaching objectives**, and have been written in much greater detail than before. A list of skills has been provided. Internal assessment tasks have been modified in line with feedback received from teachers and educational advisers. Clearer guidance has been given to assist those who are teaching this subject for the first time. An attempt has also been made to link the course content with that of the proposed South Pacific Form 7 prescription in Development Studies that could be introduced in 2008.

Development Studies is a relatively new subject for students in the Pacific region. With its multi-disciplinary approach, it looks at social change in the modern world, with a particular emphasis on developments that affect the quality of life of people in developing countries. At PSSC level, it introduces the students to the many-faceted idea of development and deals with key development concerns such as economic growth, human and environmental security, international aid, health and education. An important objective of the course is to help students realize that each individual can contribute to the development of his/her community - at a local, national and international level.

PREREQUISITES

Students are expected to:

1. have a broad understanding of the Earth's physical and human features, including the following:
 - size and shape of the Earth, latitude and longitude
 - how map projections influence our concept of the world: e.g. in old projections such as Mercator's, regions in temperate and polar latitudes appear much larger than they really are, while Peters' equal area projection shows the true size of continents but distorts their shape
 - the geological time scale
 - major features of relief, climate and natural vegetation
 - natural resources: definition (flow, stock, continuous); overview of natural resources in the Pacific; fossil fuels, their use and their dwindling supply
 - human origins and early migrations
 - ethnic groups and their distribution, the diversity of human kind, dangers of racial and national stereotyping
 - recent migrations and the spread of language
 - major technological developments in the last 200 years
 - major religions, their date of origin and their influence on human development

- regional groupings of countries (Oceania/Australasia, North America, Europe, East Asia, Sub-Saharan Africa, Latin America, Caribbean, etc.)
 - salient features of the world's population (number, distribution, growth, regional differences)
2. have basic graphic skills and know how to conduct research
 3. have sound written and oral language skills

COURSE AIMS

At PSSC level, Development Studies should enable students to:

1. examine the changes that affect people's quality of life, especially those issues relevant to developing countries
2. appreciate that there are many aspects of development - not just economic issues - and that these aspects are all inter-related.
3. gain experience in analyzing and evaluating strategies for development at local, national and international scales
4. develop a range of knowledge, skills and attitudes that will enable them to participate more willingly and effectively in the development of the society in which they live

GENERAL OBJECTIVES

Students should be able to:

1. understand the meaning of "development" and current development terminology
2. analyse levels of development by using common development indicators, and be able to suggest reasons for inequalities in development at local and regional scales
3. understand how the different sectors of economic development impact on the quality of life of individuals and societies, particularly in relation to standard of living and food security
4. evaluate the usefulness of international development aid
5. describe and explain the impacts of development on the natural environment and appreciate the need for environmental security

6. appreciate that “development” should enable everyone to have access to health and educational facilities, to employment opportunities and to basic human rights
7. understand that they have a real role to play in the development of society, and that their actions can contribute towards the betterment of the world
8. enhance their skills in research, report writing, group discussion and oral presentation
9. interpret data in statistical, diagrammatic, cartographic, cartoon, pictorial and graphical forms

SKILLS AND ATTITUDES TO BE DEVELOPED

Practical skills

Students will be able to:

- construct and interpret a variety of graphs (bar, scatter, pie, line, pictograms, histograms), diagrams, models, and photographs

Thinking skills

Students will be able to

- interpret cartoons that show issues related to development
- analyse and interpret statistical data and written reports/articles
- demonstrate skills in planning and forward thinking
- synthesize (make generalizations) and conceptualise
- evaluate - make value judgements about specific issues

Research skills

Students will be able to:

- use a variety of sources to select and obtain relevant information - primary sources (interviews, observations, surveys), and secondary sources (books, magazines, newspapers, the internet, CD-ROMs, television, DVDs, etc.)
- evaluate the information obtained from a source according to its accuracy and suitability
- list information sources in a standard format
- present findings in written, pictorial and graphical forms, and communicate them to others

Attitudes:

Students will:

- be willing and able to contribute to the development of the local community
- appreciate the inter-disciplinary nature of development
- be able to identify social, environmental, economic and other pressing issues in society and be ready to suggest viable solutions
- empathise with those who are the victims of poverty, inequality, conflict, prejudice and other forms of injustice
- be more sensitive to the needs of others and feel a responsibility to serve and assist them

COURSE CONTENT AND OUTCOMES

SECTION A: WHAT IS DEVELOPMENT?

“Development” is not just economic development, but covers a whole range of aspects that relate to the quality of life of individuals and societies. It can be measured by “development indicators” that enable comparisons to be made at local, national, regional and international scales, but many of these indicators have limitations. Use of development indicators can quantify the inequalities that exist within societies, nations and regions. Such inequalities, often referred to as the “development gap”, have been greatly enhanced by the spread of the industrial revolution, through colonialism and the pattern of world trade.

OUTCOMES

Outcome 1: *Describe and explain the different aspects of development for individuals and societies*

Students will be able to:

- 1.1 explain that development can refer to economic development, social development, political development, cultural development, environmental development, spiritual development, etc.
- 1.2 give their own definition of the word “development”

Outcome 2: *Define, give examples of, and state the limitations of various development indicators*

Students will be able to:

- 2.1 define the most common indicator of economic development - GDP per capita, expressed in purchasing power parity (PPP) - and explain how it is calculated
- 2.2 explain the difference between GNP and GDP
- 2.3 describe the main limitations of using GNP/GDP as the principal indicator of economic development
- 2.4 define other commonly used indicators of overall development, e.g. the Human Development Index (HDI)
- 2.5 define and explain how other social, demographic and environmental indicators are calculated - e.g. persons per doctor, infant mortality rate, life expectancy, carbon emissions, daily intake of calories per person ...

- 2.6 explain that there are some aspects of development that cannot be quantified, e.g. happiness, security, love, justice...

Outcome 3: *Assess the levels of development in an area by collecting, calculating and analyzing development indicators*

Students will be able to:

- 3.1 conduct their own “quality of life” survey in a local area in which they collect, calculate and analyse a few simple indicators of social and economic development (e.g. building materials, water supply, income earned, age and gender.....)
- 3.2 present the information obtained in the form of graphs and diagrams

Outcome 4: *Describe inequalities in development on a world and a regional scale, including the “development gap” between industrialized and developing countries*

Students will be able to:

- 4.1 define the terms “inequality” and “development gap”
- 4.2 give examples of inequalities on a world and a regional scale, using statistical indicators to justify their statements, e.g. differences in life expectancy, income, vehicles per 1000 persons, access to the internet.....
- 4.3 use the different terms to show inequalities in economic development, e.g. “developed” and “developing”; “haves” and “have nots”, “industrialized” and “industrializing”: “north” and “south”; “majority world” and “minority world”; “first”, “second” and “third” worlds, “most developed countries” (MDCs), “less developed countries” (LDCs), “most economically developed countries” (MEDCs), “least economically developed countries” (LEDCs), newly industrializing countries (NICs).
(For further clarification, please refer to the Advisory Section, p.).
- 4.4 show how these inequalities have a spatial dimension and can be shown on a world map (e.g. the less developed countries are to be found in Africa, Latin America, South and South-East Asia and the Pacific)

Outcome 5: *Explain inequalities in development by reference to colonialism and world trade*

Students will be able to:

- 5.1 define the terms “colonial power”, “colony” and “colonialism”
- 5.2 explain how colonialism in the past affected countries in the developing world - break-up of traditional societies, exploitation of raw materials, establishment of commercial plantations, forced transfer of labour,

creation of new nations, alienation of land, etc.; discuss how these effects lead to increased inequalities between industrialized and developing countries

- 5.3 explain how colonialism has influenced the pattern of world trade - raw materials from the “developing countries” at low prices, manufactured goods from the “industrialized countries” at high prices - and how this leads to unfair terms of trade between the “price fixers” and the “price acceptors” and perpetuates inequalities in development
- 5.4 briefly state the aims of the World Trade Organisation in trying to encourage free trade, and the major criticisms of its work

SECTION B: ECONOMIC DEVELOPMENT: PRIMARY PRODUCTION

Economic development refers to the way in which we extract and process our natural resources in order to satisfy our needs and wants. It can be divided into primary, secondary, tertiary and quaternary sectors. Primary production includes the extraction or removal of resources through mining, forestry and fishing, as well as subsistence and commercial agriculture. Food production and food security are key elements in enabling people to achieve an acceptable quality of life.

OUTCOMES

Outcome 1: *Differentiate between the main sectors of economic development - primary, secondary, tertiary and quaternary*

Students will be able to:

- 1.1 define and give examples of the four sectors of economic development

Outcome 2: *Define and explain the features and effects of extractive primary industries with particular emphasis on the Pacific islands*

Students will be able to:

- 2.1 define and give examples of extractive primary industries in the Pacific - mining, forestry and fishing
- 2.2 undertake, as one of the optional topics in the seminar on food security, a case study of one extractive primary industry in one Pacific country, describing the resources being exploited, the methods of extraction or removal, and the economic benefits and drawbacks

Outcome 3: ***Discuss the features and importance of commercial and subsistence agriculture, with particular reference to food production***

Students will be able to:

- 3.1 define and differentiate between the following types of agriculture, giving specific examples of each; sedentary and shifting; arable and pastoral; subsistence and commercial; intensive and extensive
- 3.2 draw a flow chart of an agricultural system, with inputs, processes, outputs, markets and feedbacks, and using actual examples of commercial and subsistence farming from their own country
- 3.3 describe the advantages and disadvantages of commercial plantations to people in developing countries
- 3.4 summarize the importance and location of the world's major food and plantation crops, e.g. rice, wheat, maize, potatoes, tea, tobacco, sugar, coffee, cacao, bananas

Outcome 4: ***Define and explain the concept of “food security”***

Students will be able to:

- 4.1 define the term “food security”
- 4.2 describe the major problems faced by farmers in developing countries - natural disasters, loss of soil fertility, soil erosion, the “cycle of poverty”, lack of control over world commodity prices, dependency on a small range of products, land fragmentation, lack of appropriate technology, population growth, and the appropriation of land by large companies or tourism projects
- 4.3 participate in a seminar on overcoming problems of food security by presenting a paper on one of the following: appropriate technology, new sources of protein, food aid, fish farming, land reform, hydroponics, role of women in agriculture, “Green Revolution” and use of hybrids and genetically modified seeds, methods of overcoming loss of food through natural disasters (e.g. by traditional methods of food preservation)

SECTION C: ECONOMIC DEVELOPMENT: SECONDARY, TERTIARY AND QUATERNARY PRODUCTION

The transformation of raw materials through secondary industry accelerated with the Industrial Revolution and led to a concentration of wealth and power in industrialized countries. Today, many developing nations are industrializing through a variety of strategies, ranging from the implantation of large multinational companies to the introduction of small-scale enterprises funded by micro-finance. However, industrialized countries continue their dominance of world wealth and finance, with their neo-colonial influence perpetuated through development aid, the debt crisis, multinational companies and world trade. There are also considerable differences in employment structures between

industrialized and developing countries, with the latter characterized by a much higher proportion of their workforce in primary occupations and a significant section of their urban populations involved in informal employment.

OUTCOMES

Outcome 1: ***Summarize the features of the Industrial Revolution and explain some of the present day strategies for industrialization***

Students will be able to:

- 1.1 define the term “industrialization”
- 1.2 summarize the main features of the Industrial Revolution, e.g. mass production, factories, new sources of power, mechanization, greater efficiency, ...
- 1.3 explain and give actual examples of some of the strategies for industrialization that are open to developing nations - multinational companies, export-orientated industries, import substitution, government-directed plans for industrialisation, private-sector-led growth, structural adjustment programmes imposed by the IMF, small-scale rural industries,

Outcome 2: ***Explain the advantages and disadvantages of multinational companies, including agribusinesses***

Students will be able to:

- 2.1 define and give examples of multinational/transnational companies, including those operating in their own country
- 2.2 describe and evaluate the advantages and disadvantages of multinational/transnational companies and agribusinesses for developing countries (countries of the “south”)

Outcome 3: ***Explain the importance of small-scale enterprises and micro finance***

Students will be able to:

- 3.1 define and give examples of “small-scale enterprises” and “micro-finance”
- 3.2 explain the importance of small-scale enterprise and micro-finance in economic development, referring to specific examples

Outcome 4: *Explain the factors that lead to international debt*

Students will be able to:

- 4.1 define the term “international debt”
- 4.2 explain, with examples, some of the factors that result in a country having a large international debt, e.g. imports exceeding exports, raw materials dominating exports, loans,

Outcome 5: *Explain “neo-colonialism” and show how it is related to international debt, aid, trade and multinational companies*

Students will be able to:

- 5.1 define the terms “neo-colonialism” and “debt crisis”
- 5.2 explain how neo-colonialism is related to the debt crisis, international aid, international trade and multinational companies
- 5.3 differentiate between neo-colonialism and colonialism

Outcome 6: *Describe and explain differences between employment structures in industrialized and developing countries*

Students will be able to:

- 6.1 define “employment structure” (percentage employed in different sectors of economic development) and differentiate between employment structures in industrialized and developing countries
- 6.2 explain some of the reasons why these differences occur

Outcome 7: *Define various terms used to define work and employment and evaluate the importance of informal employment in developing countries*

Students will be able to:

- 7.1 explain that work can be described in various ways, i.e. that work does not always have a monetary reward
- 7.2 define and give examples of the following terms: employment, unemployment, underemployment, formal employment, informal employment, workforce
- 7.3 describe the main differences between formal and informal employment
- 7.4 evaluate the importance of informal employment to developing countries, with specific examples

Outcome 8: ***Describe the inequalities that may arise in employment***

Students will be able to:

- 8.1 define “inequalities of employment”
- 8.2 describe and give examples of the discrimination against women in the workforce
- 8.3 discuss reasons for the exploitation of women and children in the work force, giving one or more specific examples from their own countries

SECTION D: INTERNATIONAL AID

Most developing countries receive some form of “official development aid” (ODA) from foreign donors. This aid comes in various forms, originates from different sources and has both positive and negative impacts. The most effective aid is often supplied by non-government organizations, and is “bottom-up” rather than “top-down”. Rural development and poverty alleviation is a major focus for aid projects.

OUTCOMES

Outcome 1: ***Explain and give examples of the different forms and sources of international aid, and evaluate their advantages and disadvantages***

Students will be able to:

- 1.1 define the terms “official development aid” (ODA)/ “international aid”, “aid donor” and “aid recipient”
- 1.2 define the different sources of development aid - multilateral, bilateral, non-government organizations, voluntary
- 1.3 describe the different ways in which aid is given (“forms of aid”) - grants, loans, manpower, equipment, emergency aid, military aid
- 1.4 give some examples of different forms and sources of aid with reference to their own countries
- 1.5 evaluate the advantages and disadvantages of the different forms and sources of aid

Outcome 2: ***Explain the main reasons for giving aid, and the main problems for the recipients of aid***

Students will be able to:

- 2.1 list the major international aid donors and discuss some of the reasons why they give aid
- 2.2 describe, with examples, some of the problems arising from the reception of foreign aid by developing countries, e.g. aid dependency, tied aid, inappropriate aid, leakage of aid money, interference with national goals, boomerang aid

Outcome 3: *Describe the role of non-government organizations in the development of the students' own countries*

Students will be able to:

- 3.1 describe and give examples of the work done by non-government organizations in their own country
- 3.2 evaluate the importance of non-government organizations in the development of their own country, i.e. helping with community development at grassroots level with no strings attached and less government interference

Outcome 4: *Describe the planning process for a development project in a developing country*

Students will be able to:

- 4.1 explain that a development project may help one group of people at the same time that it disadvantages another group
- 4.2 describe the difference between “top-down” development and “bottom-up” development, and explain why the latter is often the more effective approach
- 4.3 undertake a study of an aid-funded development project in their own country in order to describe and assess how an aid project is planned, monitored and evaluated

Outcome 5: *Describe and give examples of the main features of “rural development”*

Students will be able to:

- 5.1 define rural development
- 5.2 discuss some of the strategies for rural development used in different countries, e.g. land reform in China, cooperatives in India, micro-credit facilities in Samoa,

SECTION E: ENVIRONMENTAL SECURITY

Most aspects of development will have an impact on the natural environment, particularly when economic development is involved. This invariably leads to a loss of resources and various forms of environmental degradation - of which deforestation, global warming and damage to coastal environments have particular significance to Pacific island nations. To ensure “environmental security” for the present and future generations, it is essential to engage in “sustainable development” - ensuring that resource utilization is kept in balance with resource management and conservation. In the Pacific, this will involve the use of renewable sources of energy and other strategies.

OUTCOMES

Outcome 1: ***Describe the nature, causes and consequences of different kinds of environmental degradation***

Students will be able to:

- 1.1 define the term “environmental degradation”
- 1.2 explain, with examples, some of the main ways in which our environment is being degraded - diminishing land and water resources, deforestation, loss of biodiversity, soil erosion, soil compaction, desertification, pollution, acid rain, the ozone hole, global warming, removal of mangroves, damage to coral reefs, etc.
- 1.3 discuss, with specific examples, some of the consequences of these types of environmental degradation - e.g. removal of mangroves in Marovo Lagoon, Solomons, deprives coastal villages of fisheries resources and leaves the coastline more susceptible to marine erosion and tidal waves

Outcome 2: ***Describe and explain the use of energy resources in the Pacific, including the future move towards renewables***

Students will be able to:

- 2.1 identify and describe the main sources of energy available in the Pacific islands, e.g. fossil fuels, solar energy, hydro-power, wind, geothermal power, tidal energy, biofuels (e.g. coco-fuel)
- 2.2 discuss the usefulness of these sources of energy and the importance of moving towards renewables

Outcome 3: ***Explain and justify the importance of sustainable development***

Students will be able to:

- 3.1 define the term “sustainable development”
- 3.2 describe and explain the need for sustainable development and the conservation of the environment
- 3.3 state some ways in which sustainable development can be carried out in their own country, e.g. use of biofuels, ecotourism, organic farming, reforestation, coral re-seeding, aquaculture, traditional “taboos”,

SECTION F: SOCIAL ISSUES

Development is concerned with raising people’s quality of life - not only giving them an acceptable standard of living, but providing them with more choices and opportunities. Development must ensure that everyone can have a healthy life

and has access to education. Women and men must have equal opportunities in all aspects of living. We must acknowledge that development of both individuals and communities is influenced by culture and religion, and that a person's own spiritual development will impact upon their material life and their contribution to society.

OUTCOMES

Outcome 1: Analyse the factors that will ensure good health

Students will be able to:

- 1.1 state the major causes of sickness in the world, distinguishing between communicable diseases, non-communicable or lifestyle sicknesses, and accidents
- 1.2 describe the main factors that determine good health - clean water supplies, proper sanitation, access to medicines, nutrition, exercise, lack of stress, education of women, etc. and apply these to their own country
- 1.3 analyse data and development indicators that measure health care
- 1.4 explain the meaning of "primary health care" and justify its importance in developing countries
- 1.5 evaluate health care programmes and systems in their own and other countries, pointing out the issues involved in the prioritization of health projects

Outcome 2: Explain the importance of education, including literacy

Students will be able to:

- 2.1 discuss the broad aims of education
- 2.2 describe and give examples of different forms and systems of education - formal, non-formal, informal, "western", traditional, "elite" (restricted), universal, compulsory, etc., and evaluate the appropriateness of these forms for people in developing countries
- 2.3 explain the importance of basic literacy, and analyse data for measuring literacy levels; describe and evaluate examples of literacy programmes in countries of the South Pacific and/or other developing countries

Outcome 3: Explain why women should receive the same opportunities as men

Students will be able to

- 3.1 discuss why women and men should have the same opportunities in terms of education, employment and other aspects of life

Outcome 4: Describe and explain some of the cultural and religious influences on development

Students will be able to:

- 4.1 give examples of how traditional culture in the Pacific islands can assist or interfere with development
- 4.2 give examples of how people's religion or belief system can affect economic and social development - e.g. ban on women drivers in Saudi Arabia, caste system in India, no birth control for Catholics,
- 4.3 explain how a person's own spiritual development can impact upon his material life - e.g. acquiring virtues such as honesty, perseverance, trustworthiness, generosity; being ready to give service to others without financial rewards, ...

SECTION G: RESEARCH PROJECT

Students are required to complete a major research project as an integral part of the course. This project will involve investigation of a development issue of local relevance, and is to be undertaken over a four-week period. The student is expected to complete practical work that involves him/her in the development process. Further details are given in the next section.

ASSESSMENT

Students will be assessed in two ways:

WRITTEN EXAMINATION (60% OF TOTAL MARKS)

There will be a three-hour examination, including reading time, that tests key thinking and practical skills, together with knowledge of Sections A to F of the Prescription.

The examination paper will have 8 questions. All questions will be compulsory and will normally be based on pictorial, graphic, diagrammatic, statistical and written resources. Most questions will involve short answers, but some will require paragraphs or longer answers.

The examination will be marked out of 100, then adjusted to give a total out of 60 marks. The weighting of marks by questions will be as follows:

| | | |
|----|---|-----|
| 1. | WORLD MAP (QUESTIONS ON ANY OF SECTIONS A TO F) | 5 |
| 2. | CARTOON OR PICTURE (QUESTIONS ON ANY OF A TO F) | 5 |
| 3. | WHAT IS DEVELOPMENT? | 15 |
| 4. | PRIMARY PRODUCTION AND AGRICULTURE | 15 |
| 5. | SECONDARY, TERTIARY AND QUATERNARY PRODUCTION | 15 |
| 6. | INTERNATIONAL AID | 15 |
| 7. | ENVIRONMENTAL SECURITY | 15 |
| 8. | SOCIAL ISSUES | 15 |
| | TOTAL | 100 |

INTERNAL ASSESSMENT (40% OF TOTAL MARKS)

There will be three tasks:

Quality of life survey (10% of total course marks)

As part of Section A of the course ("What is Development?"), students will collect primary data from an area near their school, or from staff and/or students on the school campus itself. Data will relate to various aspects of the quality of life in the area - both personal information (e.g. age, gender, length of residence in the area, income, occupation, educational level) and household information (e.g. water supply, water quality, building materials used for the home, sanitation, source of lighting, fuel for cooking, household amenities such as radio, television and vehicles). The collection of data can be done in small groups or teams, each of which surveys a few of the households in the area, then put together to provide information that is available to the whole class.

All information collected will then be collated and processed by each individual student. Processing will involve the calculation of development indicators, analysis of the findings, and the presentation of data in the form of a statistical

report that includes graphs, maps, and short statements of analysis, synthesis and explanation. The report will be on the quality of life in the selected area. Two exemplars of such reports are provided in the Appendix to this Prescription.

Two weeks of class time will be allotted to the collection and preparation of the statistical report, which accounts for 10% of total marks for the course.

Seminar on extractive industry / methods of ensuring food security (10% of total course marks)

During Section B of the course, students will participate in a class seminar that helps them to reflect upon issues relating to the primary sector of economic development. They will work individually or in pairs to research and present ONE of the following topics:

EITHER: A case study of ONE extractive primary industry in ONE Pacific country
- forestry, or mining or fishing. Information should include the nature of the resources being exploited, methods of extraction or removal, and the economic benefits and drawbacks.

OR: ONE of the following strategies for raising agricultural productivity and achieving food security:

- appropriate technology
- new sources of protein
- fish farming (aquaculture)
- food aid
- land reform
- hydroponics
- focusing on women and up-grading their role in agriculture
- the “Green Revolution” - using high-yielding varieties and genetically modified species
- methods of overcoming loss of food through natural disasters (e.g. by traditional methods of food preservation)
- other strategies that may be relevant

It is expected that students will obtain most of their information from secondary sources, especially books, magazines and the internet.

After researching and organizing relevant information, each student (or pair) will make an oral presentation to the class, supported by one or more visual aids. This presentation, which should last for approximately 10 minutes, will be assessed according to depth of content, accuracy of information, relevance to the chosen topic, structure of presentation, clarity and fluency of communication, use of visual aid(s), interest value, and the ability to ask and answer questions

Two-three weeks of class time (depending on class size) will be devoted to research for, and presentation of, the seminar, which accounts for 10% of total marks for the course.

Research project (20% of total marks for the course)

All students will conduct an individual major research project in Development Studies, for which at least 4 weeks of class time should be allocated. This project will account for 20% of total marks for the whole course.

The research should be carried out at a local scale, with the student selecting a development issue or problem that is relevant to his/her own local area or community. Information should be obtained from primary sources using several different research methods - observations, interviews, systematic surveys using questionnaires, in-depth case studies, etc. Secondary sources may also be used, but the focus must be on primary data.

After collecting appropriate information, the student will collate and organize the material, analyse and explain the data obtained, and show how findings relate to the issue being investigated or the aims of the project. The written report should have a length of 1000-1500 words and contain relevant graphs, tables, maps and photographs, etc. It should have a clear structure and feature the following:

- Introduction (aims, statement of issue or problem under consideration, simple sketch map of the area of study)
- Description of methods of data collection and any problems encountered
- Presentation of the main findings: for example, for **each** sub-topic or question being investigated, there could be a graph or table showing the results of the investigation, and paragraphs analyzing and explaining the results.
- Discussion of the practical work undertaken
- Conclusion - a summary of the results obtained, with clear links to the main body of the report
- Solutions or recommendations
- Bibliography
- Appendix (e.g. copy of questionnaire used)

An important aspect of the research project is the “practical component”. The aim is to get the student actually participating in the development issue under consideration, e.g. by doing work experience in the business, farm or other establishment being investigated, or by presenting a summary of their findings to the community, village or establishment concerned.

Students can select their topic from the following list, or else choose their own issue (subject to the teacher’s approval):

- Rural development in the local area, or on one island in the country
- Case study of one secondary industry in the local area - its nature and impact
- Sustainable development in the local area
- Case study of a multi-national company operating in the local area
- Impact of a specific infrastructure on economic and social development - e.g. a new road, new airport, new wharf
- Impact of the internet in the local area
- Construction by the student himself/herself of a small-scale infrastructure in the local area (e.g. a sanitation project, an irrigation

scheme, water supply system, children's playground, new road ...) and an evaluation of its impact

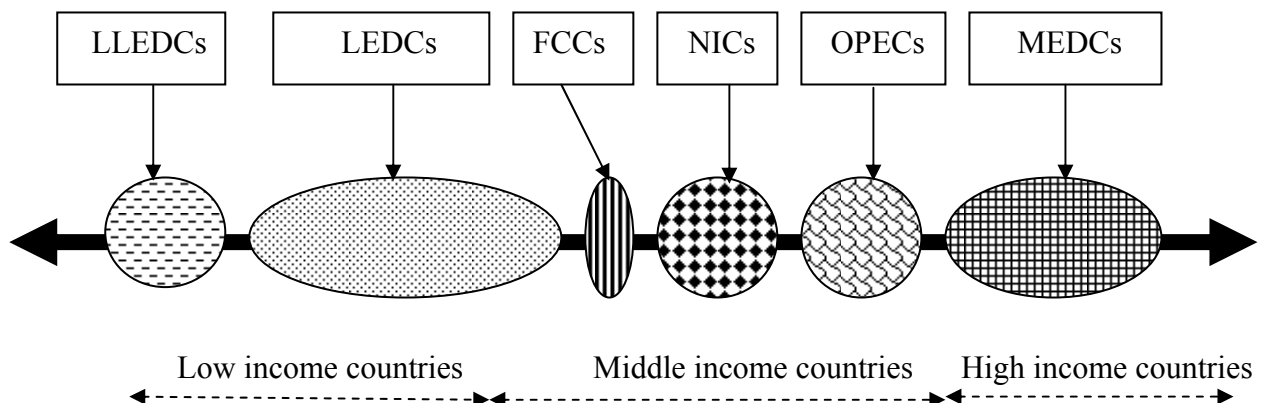
- Local transport problem, e.g. inadequate road system, traffic congestion, accident "black spot"
- Evaluation of a local adult literacy programme
- Evaluation of health care in the local area
- Case study of a major sickness or a health problem in the local area - its nature, causes, methods of treatment and possible solutions
- Comparison between the quality of life in two very distinct areas (perhaps using data already collected in the earlier quality of life survey)
- Evaluation of the opportunities open to women in the local area
- Methods of conflict resolution in the local area
- Distribution and marketing of locally-grown or locally-produced foodstuffs in a town or rural area
- An opinion survey on local issues - e.g. on the care of the environment, quality of water, location of a new rubbish dump, "free trade" and its effect on the local economy, in-migration of people from a different island or country, ...

ADVISORY SECTION

FURTHER INFORMATION ON GLOBAL ECONOMIC GROUPINGS AND LINKS

Economic progress can be considered as a pathway, with countries moving along this pathway at different speeds. Those that have advanced the furthest are the “most economically developed” countries (MEDCs), whose driving force has been industrial development. Those that have advanced very little can be considered as the “least economically developed” (LLEDCs): their economies are largely based on agriculture, mostly of a subsistence nature, and poverty is widespread. Between these groupings are the “less economically developed” (LEDCs), the “former communist countries” (FCCs), the “newly industrializing countries” (NICs) and the “oil and petroleum exporting countries” (OPECs). These groupings can be shown as a continuum (Fig. 1)

Fig. 1



Examples of countries in these groupings:

| Category | Example of country | GDP per capita in 2000 (PPP in US\$) | HDI in 2000 |
|----------|--------------------|---|-------------|
| LLEDC | Sierra Leone | 448 | 0.258 |
| LEDC | Pakistan | 1,834 | 0.498 |
| FCC | Russian Federation | 7,473 | 0.775 |
| NIC | Mexico | 8,297 | 0.790 |
| OPEC | Saudi Arabia | 10,815 | 0.754 |
| MEDC | Canada | 26,251 | 0.936 |

Fig. 2

Fig. 2 shows links between former colonial powers and colonies that are maintained today through “neo-colonialism”:

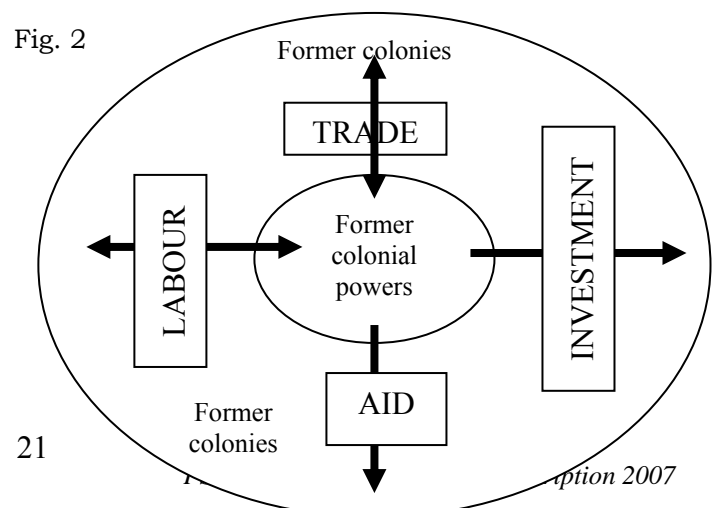
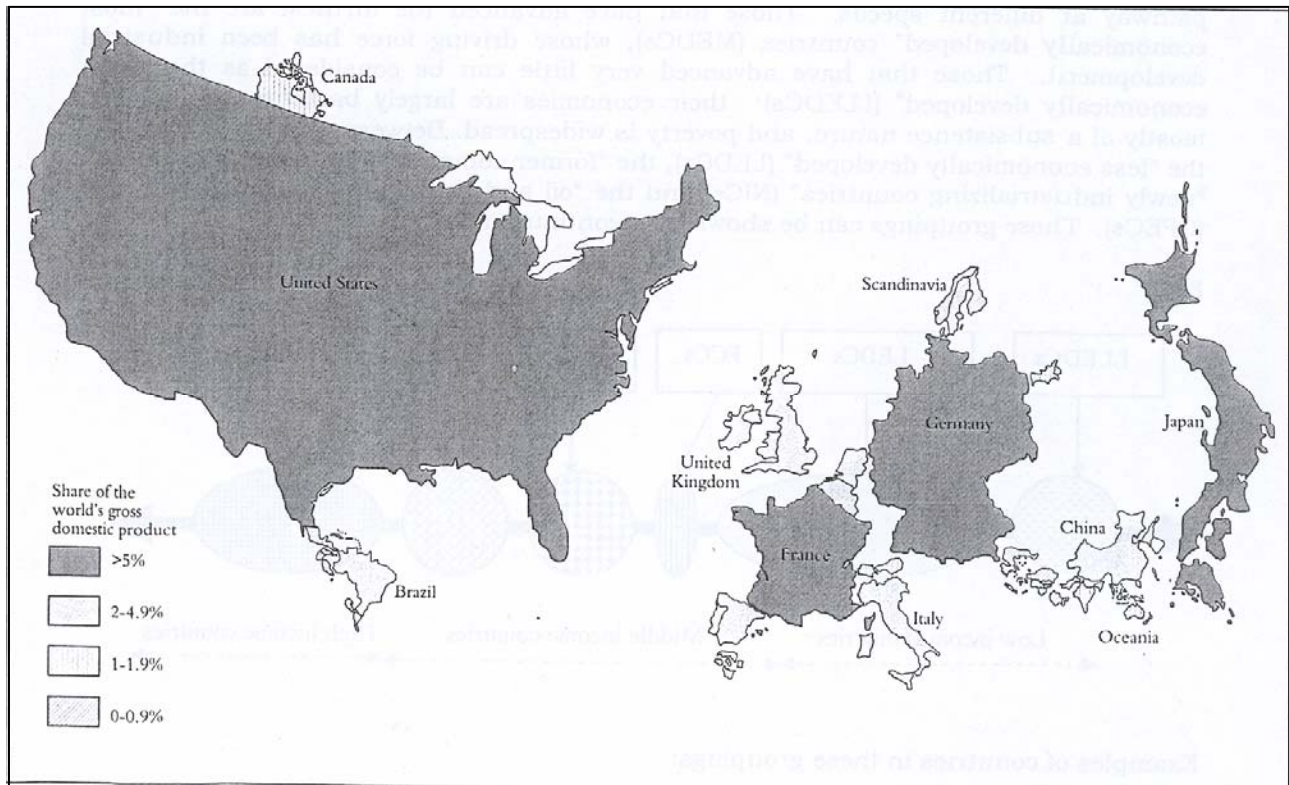


Fig. 3 is a statistical map that shows how wealth is concentrated in the MEDCs. The size of the country, as drawn on the map, shows its share of the total world gross domestic product (GDP) in 1998.

Fig. 3: A proportional map of the world, by share of GDP, 1998



Daniels P., *Human Geography*, Pearson Education Ltd., UK, p.318.

THE HUMAN DEVELOPMENT INDEX

The Human Development Index was developed by the United Nations in 1998 in an attempt to show that “development” involves much more than just economic development. In the words of the UNDP’s annual *Human Development Report*, “the HDI measures the overall achievements in a country in three basic dimensions of human development - longevity, knowledge and a decent standard of living”.

It is calculated by combining three measurements:

- life expectancy
- educational attainment (adult literacy and combined primary, secondary and tertiary enrolment)
- income per capita in purchasing power parity (PPP) US dollars

EXPLANATION OF COMMON TERMS USED IN EXAMINATIONS

- analyse:** to examine something methodically and in detail in order to find its meaning; identify component parts and be able to explain relationships and interactions between these parts
- “bottom-up” development:** development that begins at the grassroots or local community level, initiated by the people themselves and using their own funds and resources; in time, regional organizations develop, e.g. for marketing, and benefits spread to a wider area
- compare and contrast:** “compare” means to point out the similarities between two things or processes; “contrast” means to point out the differences between them
- continuum:** a line along which there is a continuous change; the extremes are shown at either end, e.g. the continuum between LLEDCs and MEDCs.
- define:** to state or explain the meaning of
- describe:** to write about the features of something in some detail
- differentiate:** to distinguish between, or bring out the differences between, two or more features, processes or concepts
- discuss:** to explain an issue that can be approached from two or more points of view, pointing out advantages and disadvantages, or arguments for and against
- evaluate:** to make a judgement about something or assess its usefulness or give an opinion, giving reasoned arguments or evidence to support your view
- explain:** to give reasons why something takes place.
- identify:** to name the main feature/s or process/es being considered
- infer:** to make a deduction from observed facts or statements about what may happen next, or possible consequences
- interpret:** to express the meaning of an illustration or resource in simpler language
- justify:** give reasons or evidence to support an opinion or statement
- local area:** the area immediately around you that you know at first hand - your school, village, town or island

neo-colonialism: way in which powerful industrial nations, often former colonial powers, continue to exercise economic and even political domination over the economies and societies of former colonies or developing countries; such countries may have already gained their political independence, but are still controlled from outside, e.g. through trade, aid, the influence of multinational/transnational companies, overseas investors and international debt

purchasing power parity: this is a method of adjusting GNP/GDP per capita so that it more accurately reflects the real value of the money in a country; the GNP/GDP per capita is converted into “international dollars” that have the same purchasing power as a US dollar in the USA

region: an area that can be identified by one or more common characteristics; it can be on a small scale, such as the Apia region; or it can be on a medium scale, such as the South West Pacific, Sub-Saharan Africa

strategy plan of action in order to achieve an objective or goal

summarize: to give a summary of, or outline the main points of, an issue, a report, etc.

synthesise: to make a generalization about a number of features or processes; to look for patterns and trends; to create a hypothesis or an idea to explain something

systems diagram: a diagram that shows how the different parts of an economic or a natural system are linked together, with inputs, processes, outputs, markets and “feedback”

“top-down” development: development that is started by a national government and proceeds through regional agencies down to local level; decisions are taken by the state or by aid donors, and funding often comes from overseas; benefits are supposed to “trickle” down to the grassroots from above

trend: change or tendency that takes place over time

LIST OF SUGGESTED TEACHING AND LEARNING RESOURCES

There is no one single textbook that contains all the knowledge, skills and attitudes required for the PSSC Development Studies course. Teachers will have to use their initiative in obtaining relevant information from existing texts, magazines, newspaper articles, web-sites, DVDs, CD-ROMs, etc. Development Studies is a rapidly-changing field, so teachers and students must ensure that they are using resources that are not out-dated.

On the next page is a tentative list of texts and materials that can be useful for different sections of the course:

Textbooks:

| For student (S) or teacher (T) reference | Author, Title and Publisher | What is development? | Econ. Devel. - prim. | Econ. Devel. - sec., tert., quat. | Aid | Environment | Social |
|--|---|----------------------|----------------------|-----------------------------------|-----|-------------|--------|
| S,T | Waugh D., <i>The Wider World</i> , (latest edition), Thomas Nelson, (most recent date) ISBN 0-17-434309-4 | • | • | • | | • | |
| S,T | Flint D., <i>Progress and Change in Developing Countries</i> , Basil Blackwell, 1991 | • | • | • | • | • | |
| S,T | Morrish M., <i>Development in the Third World</i> , OUP, 1991 | • | • | • | | • | |
| T | Development Education Project, <i>Teaching Development Issues</i> (7 booklets), Manchester, UK, 1986 | • | • | • | • | • | • |
| T | Nielsen R., <i>The Little Green Handbook</i> , Scribe Publications, Melbourne, 2005, ISBN 1-920769-30-7 | • | | | • | •• | • |
| T | Worldwatch Institute, <i>State of the World</i> , Norton, New York (annual publication) | • | • | • | | •• | • |
| T | Worldwatch Institute, <i>Vital Signs</i> , Norton, New York (annual publication) | • | • | • | | •• | • |
| T | McNaught A. et al, <i>Global Challenge</i> , Pearson Education, UK, ISBN 0582-42980-3 | • | | • | | • | |
| T | Potter R. et al, <i>Geographies of Development</i> , Pearson Education, UK, ISBN 0-130-60569-7 | • | | • | • | • | |
| T | Daniels P. et al, <i>Human Geography</i> , Pearson Education, UK, ISBN 0-582-36799-9 | • | • | • | | | |
| T | Pretty J., <i>The Earthscan Reader in Sustainable Agriculture</i> , Stylus, 2005, ISBN 1-84407-236-3 | | • | | | | |

| For student (S) or teacher (T) reference | Author, Title and Publisher | What is development? | Econ. Devel. - prim. | Econ. Devel. - sec., tert., quat. | Aid | Environment | Social |
|--|---|----------------------|----------------------|-----------------------------------|-----|-------------|--------|
| T | Kirby J., <i>The Earthscan Reader in Sustainable Development</i> , Stylus, 1995, ISBN 1-85383-216-2 | | | | | • | |
| T | Edwards M., <i>The Earthscan Reader on NGO Management</i> , Stylus, 2002, ISBN 1-85383-848-9 | | | | • | | |
| T | Pickup F., <i>Ending Violence Against Women</i> , Stylus, 2001 ISBN 0-85598-438-4 | | | | | | • |
| T | Barrientos S., <i>Ethical Sourcing in the Global Food System</i> , Stylus, 2006, ISBN 1-84407-199-5 | | • | | | | |
| T | Purvis M., <i>Exploring Sustainable Development</i> , Stylus, 2004, ISBN 1-85383-472-6 | | | | | • | |
| T | Sweetman C., <i>Gender and the Millennium Development Goals</i> , Stylus, 2005, ISBN 0-85598-478-3 | | | | | | • |
| T | Dodds F., <i>Human and Environmental Security</i> , Stylus, 2005, ISBN 1-84407-214-2 | | | | | • | • |
| T | Chambers R., <i>Ideas for Development</i> , Stylus, 2005, ISBN 1-84407-088-3 | • | | | | | |
| T | Morse S., <i>Indices and indicators in Development</i> , Stylus, ISBN 1-84407-011-5 | • | | | | | |
| T | Johnson S., <i>Microfinance and Poverty Reduction</i> , Stylus, ISBN 0-85598-369-8 | | | • | | | |
| T | Grynberg R., <i>Paying the Price for Joining the WTO</i> , Stylus, ISBN 0-85092-750-1 | • | | | | | |

Regular magazines or newspapers relevant to all sections of the prescription:

New Internationalist Magazine (monthly publication), New Internationalist Publications, UK

The Guardian Weekly (weekly newspaper), The Guardian, UK

The Gap and *Teachers for One World* (development issues in Australasia), Global Action Publications, Adelaide, AUSTRALIA

Worldwatch Magazine (6 issues per year), Worldwatch Institute, USA

Progress in Development Studies (journal), Hodder Arnold, UK (also available online - see below)

Audio-visual materials

Appropriate Technology: Designing for a Sustainable Future, Community Aid Abroad, Victoria, AUSTRALIA (video-cassette and booklet of teacher support materials)

The Backbone of Development: Resources and ideas for understanding the role of women in economic development - for Key Stages 3 and 4, Development Education Centre, Birmingham, UK (1 booklet and 1 pack of 16 colour photographs)

Atlases with cartographic information on all sections of the prescription

Peters A., *Atlas of the World*, Longman, UK

Jacaranda, *Jacaranda Atlas*, 5th edition, Jacaranda Press, 2000

Chris Chittenden, *Macmillan New Zealand World Atlas*, Macmillan

Useful web-sites

<http://blds.ids.ac.uk/blds/guides/index.html> British Library for Development Studies, Institute of Development Studies, Brighton, UK (guide to information on all aspects of development)

<http://devnet.anu.ed.au/> Development Studies Network at the Australian National University (encourages discussion and exchange of information on global development issues, including official development aid)

www.ingentaconnect.com Online version of the journal *Progress in Development Studies*

SAMPLE TEACHING AND ASSESSMENT PROGRAMME

This is a suggested plan of the time that needs to be spent on different learning outcomes during the school year. Teachers can use it as a basis for their detailed schemes of work. The programme allows for spare weeks for term holidays, reviews and tests, revision, etc. It is only a guide, since countries and schools in the region have a variety of term times. The sample programme also indicates times when the three IA tasks can be covered.

| Term | Week | Section of prescription | Topic | Work to be covered |
|------|------|-------------------------|---|--|
| 1 | 1 | A | What is Development? | Introduction to course. Outcomes 1-3 |
| | 2 | | | Outcome 3: Quality of Life Survey (IA#1) |
| | 3 | | | Outcome 3: Quality of Life Survey (IA#1) |
| | 4 | | | Outcome 4 |
| | 5 | | | Outcome 5 |
| | 6 | | | Review and Test |
| | 7 | B | Economic Development: Primary | Outcome 1 |
| | 8 | | | Outcome 2 |
| | 9 | | | Outcome 3 |
| | 10 | | | Outcome 4 and preparation for Seminar (IA#2) |
| | 11 | | | Outcome 4: Seminar (IA#2) |
| | 12 | | | Review and Test |
| | 13 | C | Ec. Dev: Sec., Tert., Quat. | Outcome 1 |
| | | | | |
| 2 | 1 | C (cont.) | Economic Development: Secondary, Tertiary, Quaternary | Outcomes 1 and 2 |
| | 2 | | | Outcomes 3 and 4 |
| | 3 | | | Outcome 5 |
| | 4 | | | Outcomes 6 and 7 |
| | 5 | | | Outcome 8 |
| | 6 | | | Review and Test |
| | 7 | D | International Aid | Outcome 1 |
| | 8 | | | Outcomes 2 and 3 |
| | 9 | | | Outcome 4 |
| | 10 | | | Outcome 5. Review and Test |
| | 11 | G | Research Project | Research Project (IA#3) |
| | 12 | | | Research Project (IA#3) |
| | 13 | | | Research Project (IA#3) |
| | | | | |
| 3 | 1 | G | Research Proj. | Research Project (IA#3) |
| | 2 | E | Environmental Security | Outcome 1 |
| | 3 | | | Outcome 2 |
| | 4 | | | Outcome 3. Review and Test |
| | 5 | F | Social Issues | Outcome 1 |
| | 6 | | | Outcomes 2 and 3 |
| | 7 | | | Outcome 4 |
| | 8 | | | Review and Test |
| | 9 | Revision Programme | Revision Programme | Revision |
| | 10 | | | Revision |

APPENDIX 1

PSSC Internal Assessment Approval Summary Form

YEAR

DEVELOPMENT STUDIES

Country _____ School _____

Timing Schedule

| Task | Task Description | Start Date | End Date | Task Weighting |
|---------------------------|------------------|------------|----------|----------------|
| 1. Quality of Life Survey | | | | 10% |
| 2. Seminar | | | | 10% |
| 3. Research Projectt | | | | 20% |
| TOTAL | | | | 40% |

Are you using the approved IA programme from the previous year?

☐ YES

☐ NO

- If YES, you are required only to complete the form above and note any minor adjustments from the programme you used last year.
- If NO, you are required to complete a full IA Approval including providing assessment tasks/schedules, topics, etc. where necessary.

Note: Be specific about start and end dates (not just week 2, term 2 etc.)

Teacher:.....

Date:

(This form is sent out by SPBEA to all participating schools early each year. Teachers must complete the details as soon as possible, then return it to SPBEA.)

APPENDIX 2

MARKING SCHEME FOR QUALITY OF LIFE SURVEY

1. Quality of graphs, diagrams and maps:

| | | |
|---------|----------|---|
| 2 marks | Good | Most findings have been presented with the aid of graphs, diagrams and maps, and these illustrations have been accurately and correctly drawn and labeled |
| 1 mark | Adequate | Some of the findings of the survey have been presented through graphs, diagrams and maps, and these illustrations are adequately drawn. |
| 0 marks | Limited | Only one or two inadequate graphs or illustrations are shown. |

2. Appropriateness of methods of data representation:

| | | |
|---------|----------|---|
| 2 marks | Good | At least three different types of graph have been shown, and all methods of data representation are appropriate |
| 1 mark | Adequate | One or some of the maps, graphs, diagrams, etc. is/are not appropriate |
| 0 marks | None | None of the maps, graphs, diagrams, etc. are appropriate, OR there are no graphs or maps produced |

3. Data analysis, synthesis and explanation

| | | |
|---------|-----------|---|
| 4 marks | Excellent | All data was collected from primary sources. Patterns and trends are correctly and fully analysed, with clear, sensible explanations and excellent use of supporting data to back up all statements and generalizations . |
| 3 marks | Good | Most data comes from primary sources. Most patterns and trends are correctly analysed, with reasonable explanations and good use of supporting data to back up statements and generalizations. |
| 2 marks | Adequate | Some patterns and trends are identified and described, with satisfactory explanations. A few generalizations are made, with some supporting data |
| 1 mark | Limited | Only a few basic patterns are mentioned, with vague or inadequate explanations and little supporting data. |
| 0 marks | None | No analysis or explanations. |

4. Presentation

| | | |
|---------|----------|--|
| 2 marks | Good | The report is well organized and presented, with a clear and logical structure and reasonably correct use of English. There is a list of contents, and illustrations are integrated into the text. |
| 1 mark | Adequate | Fair degree of organization and presentation shown. English usage is not always clear. |

APPENDIX 3

MARKING SCHEME FOR SEMINAR

1. Accuracy and depth of content and its relevance to the selected topic:

| | | |
|---------|----------|---|
| 2 marks | Good | The content of the seminar paper is accurate and highly relevant to the selected topic. There is evidence that research has been conducted in considerable depth. |
| 1 mark | Adequate | The content is reasonably relevant to the selected topic, although there may be some inaccuracies. There is evidence that some research has been done from books, magazines or other sources. |
| 0 marks | Limited | Content is not very relevant to the topic and there is little evidence of any proper research. |

2. Use of visual aids and specific examples:

| | | |
|---------|----------|---|
| 2 marks | Good | Two or more attractive and relevant visual aids have been produced (e.g. wall-charts, models, maps, slide presentations). There is good use of specific examples to back up statements and generalizations made |
| 1 mark | Adequate | At least one visual aid has been produced, and it is reasonably relevant and attractive. Only a few specific examples are given. |
| 0 marks | Limited | No visual aids are produced. |

3. Clarity and fluency of communication

| | | |
|---------|----------|---|
| 2 marks | Good | The oral presentation is loud, clear and fluent, with good use of English |
| 1 mark | Adequate | The oral presentation is audible and reasonably fluent, with reasonable use of English. |
| 0 marks | Limited | The speaker cannot be heard, or the presentation is unclear. |

4. Structure and logic

| | | |
|---------|----------|---|
| 2 marks | Good | The talk is well structured, with all points presented in a clear and logical manner that is easy to follow |
| 1 mark | Adequate | The talk has a reasonable structure and can be followed by the class, although one or two points may not be presented very logically. |
| 0 marks | Limited | The talk has no logical structure and is hard to follow |

5. Questions and interest value

| | | |
|---------|----------|---|
| 2 marks | Good | The talk stimulates considerable interest and generates several questions from other students in the class. These questions are well answered by the speaker. |
| 1 mark | Adequate | The class finds the talk interesting, and at least one question is asked - to which the speaker is able to respond. |
| 0 marks | Limited | The presentation is boring, and no questions are asked. OR questions are asked, but the speaker is unable to respond to any of them |

APPENDIX 4: MARKING SCHEME FOR RESEARCH PROJECT

1. Selection and identification of an appropriate issue

| | | |
|---------|----------|--|
| 2 marks | Good | An appropriate issue or problem was selected, with minimal help from the teacher. The issue or problem is clearly identified in the introduction to the report, and the area of study is defined with the aid of a clear sketch map or maps. |
| 1 mark | Adequate | An appropriate issue or problem was selected, with help from the teacher. The issue or problem is briefly described, and the area of study is shown on a map. |
| 0 marks | Limited | The issue is poorly defined or unclear, and there is no map to show the location of the area of study. |

2. Methods of data collection, problems encountered, quality and quantity of data collected

| | | |
|---------|----------|--|
| 2 marks | Good | Data collection methods are fully described, and problems encountered during data collection are mentioned. A considerable amount of accurate data has been collected from a number of sources |
| 1 mark | Adequate | Data collection methods are briefly described or listed. A reasonable amount of data has been collected, and most of it is relevant. |
| 0 marks | Limited | Data collection methods are not mentioned. Most of the data obtained is either vague, inaccurate or irrelevant to the issue being studied. |

3. Analysis, presentation and explanation of data obtained

| | | |
|-----------|----------------|---|
| 5-6 marks | Excellent-Good | The report provides clear evidences of results through graphs, tables and statements of analysis and explanation. At least 3 types of graph have been used. Illustrations show some original touches and are integrated into the text. There are reasoned and sensible explanations being offered, with good use of supporting data to back up all generalizations. |
| 3-4 marks | Adequate | Results are presented through graphs, tables and statements of analysis, with some attempt at explanation. Reasonable use of supporting data to back up generalizations. There are at least 2 different types of graph, and some integration of illustrations is done. |
| 1-2 marks | Limited | Only a few results are mentioned, and explanations are mostly inadequate or vague. Limited use of supporting data to back up generalizations. |
| 0 marks | None | No description, analysis or explanation is attempted. No illustrations |

4. Conclusions and solutions/recommendations

| | | |
|---------|----------|---|
| 3 marks | Good | The student draws valid conclusions about the issue, with excellent links being made to material presented in the body of the report. There are some useful solutions or recommendations regarding the issue under research |
| 2 marks | Adequate | A few conclusions are drawn, and some links are made to material presented in the body of the report. One or two recommendations or solutions are given. |
| 1 mark | Limited | Conclusion and recommendations/solutions are short and generalized, and one or other of them may be lacking |
| 0 marks | None | There are no conclusions, solutions or recommendations |

5. Organisation and presentation of the report, including referencing

| | | |
|---------|----------|--|
| 2 marks | Good | The research project is well organized and presented, showing a clear and logical structure and written in reasonably clear and correct English. There is a proper list of contents, pages are numbered and all sources of information are acknowledged in a bibliography. |
| 1 mark | Adequate | Fair degree of organization and presentation shown, but English language is not always clear. There is a list of contents. A bibliography may or may not be present |
| 0 mark | Limited | Rather disorganized and inadequately presented. |

6. Punctuality

| | | |
|---------|---------|---|
| 2 marks | Good | The student submits the report on or before the deadline date * |
| 1 mark | Limited | The student is 1 to 6 days late in submitting the report |
| 0 marks | None | The student is over one week late in submitting the report, without good reason |

* *It is suggested that the teacher negotiates the deadline date with his or her students*

7. Practical component

| | | |
|---------|----------|---|
| 3 marks | Good | The student conducts a relevant and useful practical activity and provides detailed evidence of this in his/her report |
| 2 marks | Adequate | The student undertakes some practical activity and describes it in his/her report |
| 1 mark | Limited | The student undertakes some practical activity, but it may not be particularly relevant and is only mentioned briefly in the report |
| 0 marks | None | There is no evidence that any practical activity was undertaken |

APPENDIX 5

MARK SHEET FOR DEVELOPMENT STUDIES QUALITY OF LIFE SURVEY

Instructions

- A copy of this sheet, together with a full copy of student instructions and teacher's mark scheme, must be placed inside the front page of each student's report.
- Section B below must be completed by the class teacher.

Section A

Name of student: _____

School: _____

Country: _____

Name of local area or community being investigated: _____

Section B Assessment (Class teacher)

Note: Half marks must not be used.

| Criteria | Mark Allocated | | You may wish to comment on aspects of the student's work that led to your assessment of good, adequate, limited. |
|--------------|----------------|--------|--|
| | Max. possible | Actual | |
| 1 | 2 | | |
| 2 | 2 | | |
| 3 | 4 | | |
| 4 | 2 | | |
| TOTAL | 10 | | |

APPENDIX 6

MARK SHEET FOR DEVELOPMENT STUDIES SEMINAR

Instructions

- A copy of this sheet, together with a full copy of student instructions and teacher's mark scheme, must be placed inside the front page of each student's report.
- Section B below must be completed by the class teacher.

Section A

Name of student: _____

School: _____

Country: _____

Name of seminar topic: _____

Section B Assessment (Class teacher)

Note: Half marks must not be used.

| Criteria | Mark Allocated | | You may wish to comment on aspects of the student's work that led to your assessment of good, adequate, limited. |
|--------------|----------------|--------|--|
| | Max. possible | Actual | |
| 1 | 2 | | |
| 2 | 2 | | |
| 3 | 2 | | |
| 4 | 2 | | |
| 5 | 2 | | |
| TOTAL | 10 | | |

APPENDIX 7

MARK SHEET FOR DEVELOPMENT STUDIES RESEARCH PROJECT

Instructions

- A copy of this sheet, together with a full copy of student instructions and teacher's mark scheme, must be placed inside the front page of each student's report.
- Section B below must be completed by the class teacher.

Section A

Name of student: _____

School: _____

Country: _____

Name of issue or problem being investigated: _____

Name of local area where issue or problem is being studied _____

Section B Assessment (Class teacher)

** Half marks must not be used.*

| Criteria | Mark Allocated | | You may wish to comment on aspects of the student's work that led to your assessment of good, adequate, limited. |
|--------------|----------------|--------|--|
| | Max. possible | Actual | |
| 1 | 2 | | |
| 2 | 2 | | |
| 3 | 6 | | |
| 4 | 3 | | |
| 5 | 2 | | |
| 6 | 2 | | |
| 7 | 3 | | |
| TOTAL | 20 | | |

APPENDIX 8: MARK CAPTURE FORMS FOR IA TASKS

PACIFIC SENIOR SECONDARY CERTIFICATE

DEVELOPMENT STUDIES

IA Mark Capture Form

Quality of Life Survey

Country: _____ School: _____

| Name | | Candidate Code | Teacher Mark (out of 10 marks) |
|----------------|-------------------|-------------------|--------------------------------------|
| <i>Surname</i> | <i>First name</i> | | |
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PACIFIC SENIOR SECONDARY CERTIFICATE
DEVELOPMENT STUDIES
IA Mark Capture Form

Seminar

Country: _____ *School:* _____

| Name | | Candidate Code | Teacher Mark <i>(out of 10 marks)</i> |
|----------------|-------------------|-------------------|---|
| <i>Surname</i> | <i>First name</i> | | |
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DEVELOPMENT STUDIES

IA Mark Capture Form

Research Project

Country: _____ *School:* _____

[illegible]

APPENDIX 9: EXEMPLARS - QUALITY OF LIFE SURVEY (INTERNAL ASSESSMENT TASK 1)

(space for Q of L survey by Esther T.: 24 pages, excluding the questionnaire at the end)

(space for the Statistical Report by Anton Cobcroft: 18 pages)

Development Studies.

Internal Assessment task 1 Statistical report - 5%

Aim: *To assess the level of Development in the urban areas of Taufusi and Saleufi by looking at various social and economic development indicators.*

Name: *Anton Cobcroft*

School: *Robert Louis Stevenson School*

Class: *Form 6ft*

Teacher: *Mrs Fale Tomane*

Contents page

| <u>Content</u> | <u>Page number</u> |
|---|--------------------|
| 1. Introduction | 1-2 |
| 2. GNP and income earned -fortnightly per household | 3 |
| 3. Number of household members | 4 |
| 4. Ages of male and female members -in each household | 5 |
| 5. Economically active population | 6-7 |
| 6. How income is earned | 8 |
| 7. Number of cars per household | 9 |
| 8. Land tenure | 10 |
| 9. Type of dwelling | 11 |
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Introduction

Greetings

My name is Anton Cobcroft and I currently attend development studies classes at R.L.S.S. I am delighted to have you read my project as it was not an easy job to gather and analyse the information brought to you in this internal assessment task. Firstly to me development means growth, the growth of a system from stage to another and hopefully resulting in an enhancement or improvement.

Purpose of the survey

The purpose of our survey was to assess the level of development in and around the Taufusi and Saleufi urban areas by looking at various social and economic development indicators. We collected our information from primary and secondary sources based on development indicators such as types of dwellings and income earned fortnightly etc.

Location of the survey

The location of our survey was based in and around the urban areas of Taufusi and Saleufi in the Apia urban area or in other words "Central Business District"

Data collection methods

Firstly we were put into groups of threes and fours then each group was given a particular area to survey so that it would speed up the process of our data collection when we were out surveying we used three main data collection methods:

1. Questionnaire- for our questionnaire we made up in class, we used it to ask people questions based on the 12 main indicators given to us.
2. Interview- for our interview we went to various households, met people and asked them who live in the area questions based on the 12 indicators
3. Observation – for the observation we looked around and observed the level of development e.g. the standards of housing amenities and tried to understand why they live in such conditions.

At the end of our survey, the next day at school we combined all our information and made one data sheet which we all used in preparation for this assessment.

Problems encountered

On our exciting journey we encountered several problems here and there, some were bearable and some had disgusted us, so here they are as followed

1. Humidity and heat


On the day of the survey it was very hot and plus the humidity of the air made the conditions dreadful for example we were sweating and burning in the sun.

2. Traffic congestion

Due to walking along the roads as there are no proper foot paths built yet we had no choice but to experience the unpleasant comfort of walking through dusty gushing winds blown up from traffic passing by and not to mention the poisonous gasses coming from the exhausts of the motor vehicles too.

3. Fierce dogs

Some households we approached had mean and fierce dogs which discouraged us from approaching the houses and forced us to move to the next household.



4. Rejection and refusal

On this survey some groups were literally rejected by some families as if we were going to publish their personal information on TV! This forced us to move to the next household. There too was also refusal by some family members to answer some of our questions which bunged up our data collection but they still invited us into their residence. So as a second option we interviewed other family members for example cousins or aunts who are related to these people but live elsewhere.

To end off my introduction here is a brief layout of what indicators we were given in class to survey on:

1. Gnp and income earned fortnightly.
2. Number of household members.
3. Economically active population.
4. Ages of male and female members per household.
5. How income is earned.
6. Number of vehicles per household.
7. Land tenure.
8. Dwellings.
9. Other amenities.
10. Problems faced by living in urban areas. (social and economic)
11. Rubbish disposal (collected or not collected)
12. Number of children in school and their level of education.



Question 1.

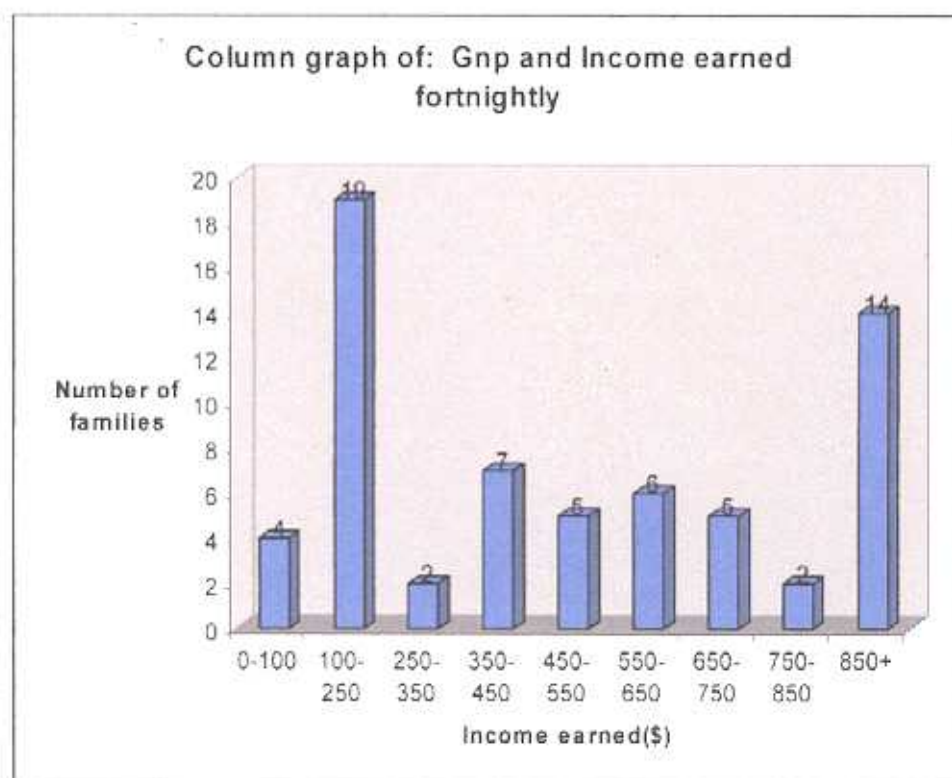
Gnp and income earned fortnightly per household

Source: Development study survey (I.A.) taufusi/saleufi 2006 R.L.S.S

Data:

| Income earned fortnightly(\$) | Number of families |
|-------------------------------|--------------------|
| 0-100 | 4 |
| 100-250 | 19 |
| 250-350 | 2 |
| 350-450 | 7 |
| 450-550 | 5 |
| 550-650 | 6 |
| 650-750 | 5 |
| 750-850 | 2 |
| 850+ | 14 |

Graph:



Analysis:

On the column graph above it shows that a majority of the families generally earn between \$100-\$250 income fortnightly, this may possibly be due to their level of education e.g. some may not have gotten a qualification but went straight to work after high school or just weren't very good at school. It is also pretty obvious that there are many people in the \$850 range, maybe this is due to higher levels of education or because they may own a small business in the local area e.g. a dairy next to the road. The graph shows a fluctuating pattern because with some families we interviewed only one out of ten family members are employed and supplying their families with money, we also discovered that with some families no one works at all and they just rely on borrowing(begging) from extended family or friends. Another point I would like to mention is that it is quite noticeable that most of the families are in the \$100-\$250 and \$850 range, indicating that there is a wide gap between the rich and poor people in the area.

Level of development: developing

Reason: because not all families earn \$850, so this is an indication that many families may have a low level of education and are either underpaid or just unemployed.

Question 2.

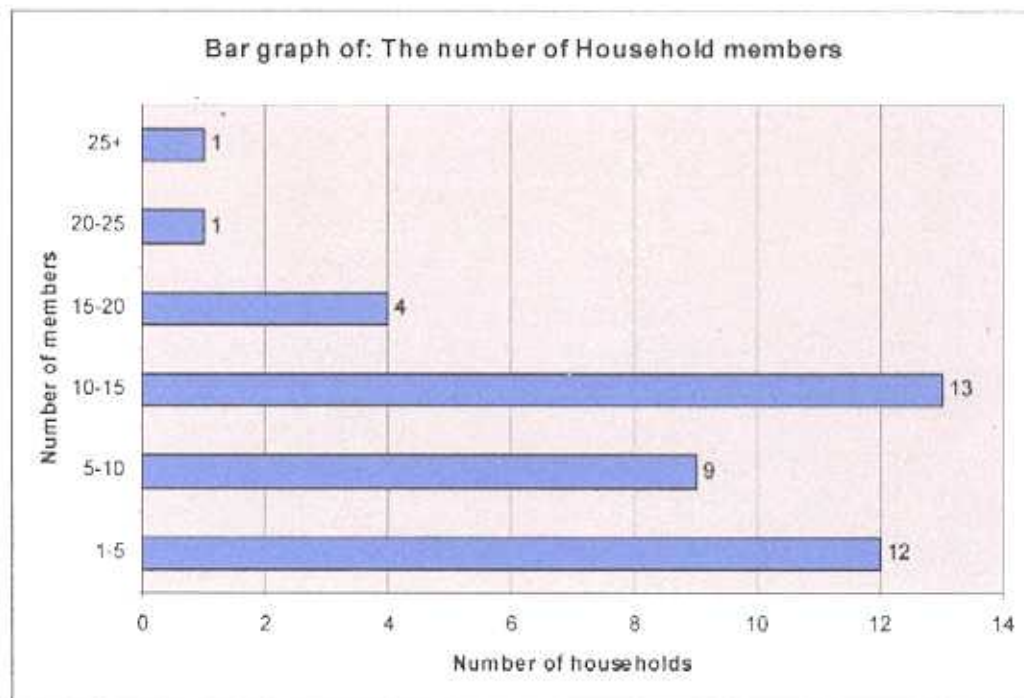
Number of household members

Source: Development study survey (I.A.) taufusi/saleufi 2006 RLSS

Data:

| Number of Household members | Number of families |
|-----------------------------|--------------------|
| 1-5 | 12 |
| 5-10 | 9 |
| 10-15 | 13 |
| 15-20 | 4 |
| 20-25 | 1 |
| 25+ | 1 |

Graph:



Analysis:

As can be seen on the bar graph above it shows that most families generally have 10-15 family members per house hold, possibly this is due to a lack of or no family planning at all. Other reasons could be those like religious beliefs which may encourage people to have big families or because it is a sign of virility. Another reason would be teenagers, especially the females who may not be aware of having safe sex and end up with unexpected children, then increasing the number of members in the household. Those who have between 1-5 members would be the families that are more aware of the consequences of having such a large family e.g. if they planned to have 12 children the that would mean a huge education fee, uniforms, stationary, lunch + dinner for all 12 children which can be very costly, so instead they plan out how many children they want which leads to an easier and cheaper cost of living.

Level of development: developing

Reason: because most of the families have 10-15 members so it goes to show that there is still a need for improvement and awareness of family planning, then there is a huge number of families in the 1-5 range which shows us that there is some family planning and contraception being used but is slowly developing. So the area is still developing but at a slow rate.

Question 3.

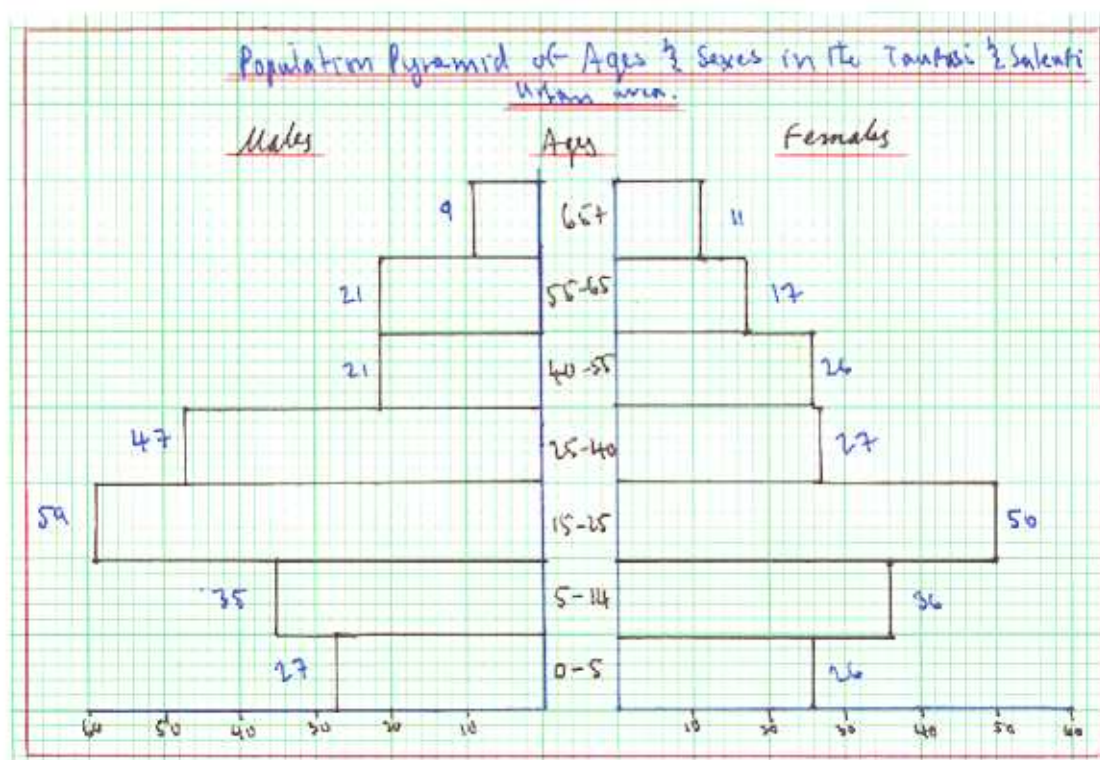
Ages of male and female members in each household

Source: Development study survey (I.A.) taufusi/saleufi 2006 RLS

Data:

| ages | males | females |
|---------|-------|---------|
| Under 5 | 27 | 26 |
| 5-14 | 35 | 36 |
| 15-25 | 59 | 50 |
| 25-40 | 47 | 27 |
| 40-55 | 21 | 26 |
| 55-65 | 21 | 17 |
| 65+ | 9 | 11 |

Graph:



Analysis:

Referring to the pyramid graph above you can see that most households have males and females between the ages of under 5-25, showing that in this area there is a fairly large youthful population, possibly due to a lack of family planning or none at all. Also it shows that there is a small proportion of elderly people over the age of 65 signifying that this area has a low life expectancy perhaps this is due to an unbalanced diet or hard and stressful labour which may cut down their life span.

Level of development: developing

Reason: well from my own point of view I see a low life expectancy and high birth rate in the area which is a sign that it is still developing and still has a long way to go until it reaches a developed stage.

Question 4.

Economically active population(number of workers per household)

Source: Development study survey (I.A.) taufusi/saleufi 2006 RLSS

Data:

Data sheet 1

| Number of people employed per family | Number of families |
|--------------------------------------|--------------------|
| 1-5 | 46 |
| 5-10 | 8 |
| 10-15 | 0 |
| 15+ | 0 |
| None | 2 |

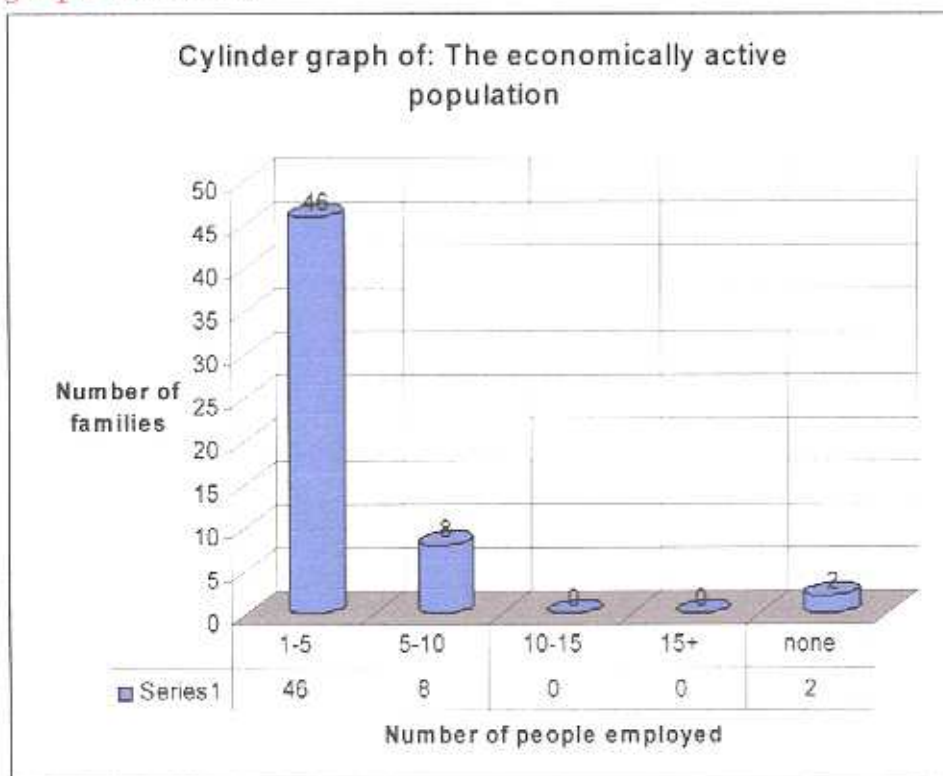
(Note this data sheet 1 explains the number of people ranging from 1-5 family members who are employed e.g. from a range of 1-5 members there are 46 families who have between 1 and 5 members working)

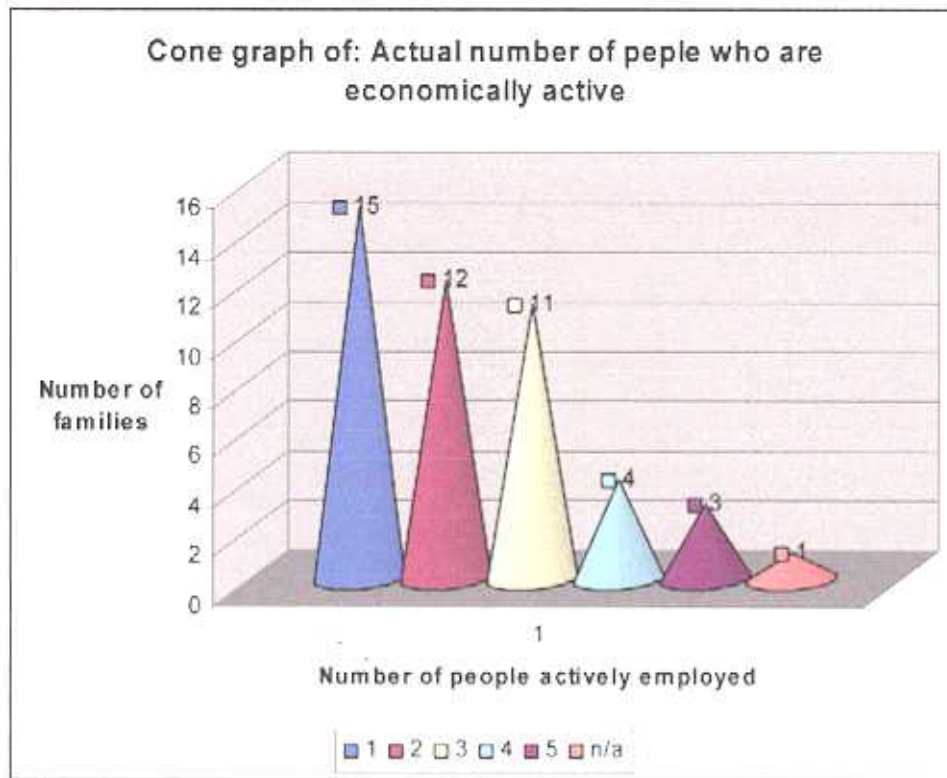
Data sheet 2

| Actual Number of people employed per family | Number of families |
|---|--------------------|
| 1 | 15 |
| 2 | 12 |
| 3 | 11 |
| 4 | 4 |
| 5 | 3 |
| n/a | 1 |

(Note this data sheet 2 explains the ACTUAL number of people supporting their families e.g. there is only one person working for one family)

Graph 1: data sheet 1





Analysis:

In graph one it shows that a majority of the households have between 1-5 family members who are employed. This may be due to parents forcing their children to go find jobs after schooling so that they can help support their family and so that their parents can stay home all day and just collect money at the end of the week.

In graph two it shows that the fewer people that work the more families there are, this is a bad sign because it goes to show that people are getting lazy and can't be bothered to go to work, so only one or two of their family members are forced to find jobs in order to support their huge families. Most of the family members we interviewed were unemployed because they were either sacked for missing too many Days of work or for thieving from their work places.

Level of development: developing

Reason: because most families had a huge number of members but only one or two of them were employed and trying to support their huge families, indicating that there is either a shortage of jobs or people were just plain lazy and dishonest/un-loyal to their jobs, so in the area surveyed there was a very small proportion of people in the economically active population which goes to show that there is a low level of employment.



Question 5.

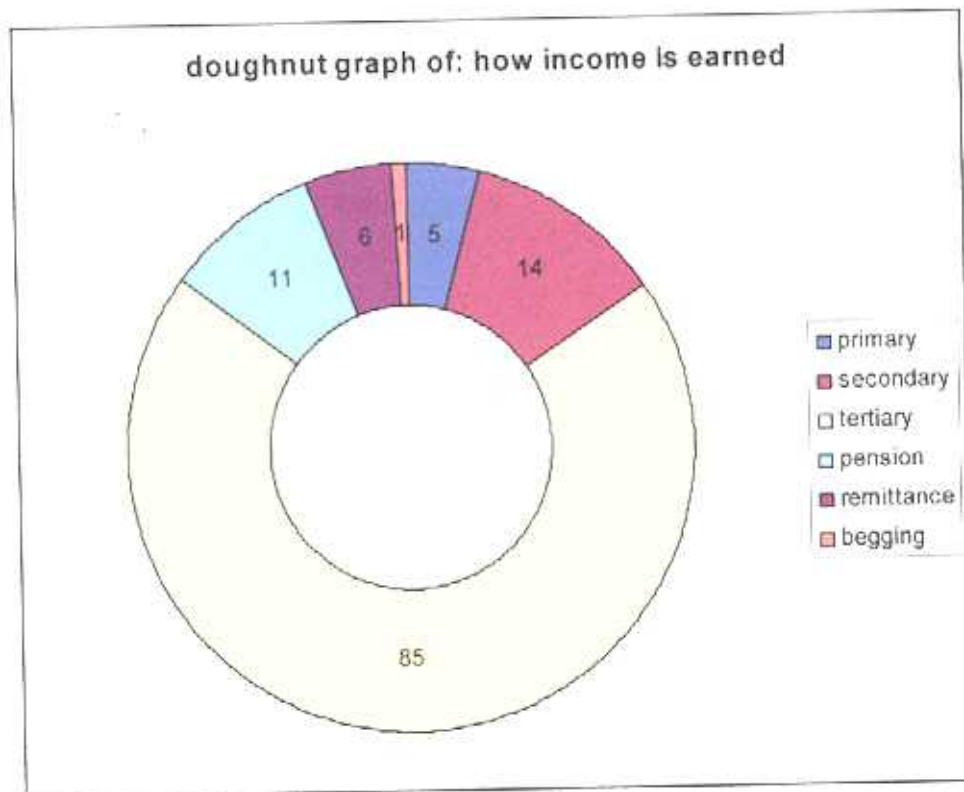
How income is earned

Source: Development study survey (I.A.) taufusi/saleufi 2006 RLSS

Data:

| How income is earned | Number of families |
|----------------------|--------------------|
| primary | 5 |
| secondary | 14 |
| tertiary | 85 |
| pension | 11 |
| remittance | 6 |
| begging | 1 |

Graph:



Analysis

On the doughnut graph above it shows that most of the families surveyed earned their income through the tertiary sector, maybe this is because most of the people living right in town had a better education or because they live very close to their work places e.g they live close to restaurants they can work as waiters at. Another good reason would be that there is no space for plantations so they prefer to just get jobs such as bus drivers, taxi drivers, bank tellers etc. only a very few number of families depend on pensions and remittances and some on begging.

Level of development: developed

Reason: I would say it is developed because a majority of the people are engaged in the tertiary industry indicating that people are getting better jobs.



Question 6.

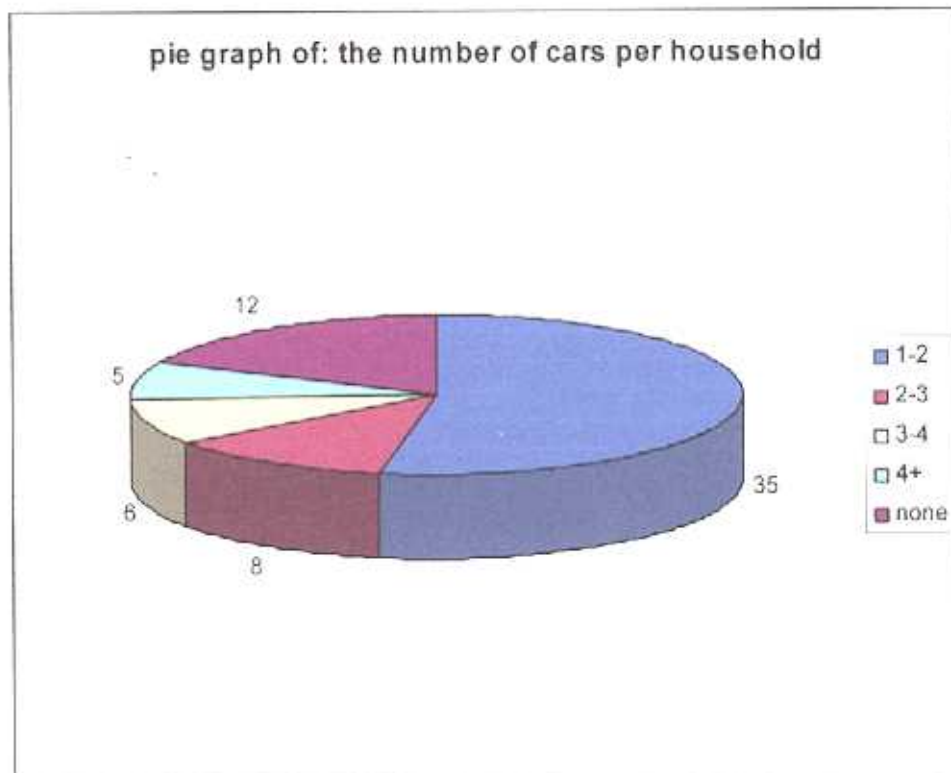
Number of cars per household

Source: Development study survey (I.A.) taufusi/saleufi 2006 RLSS

Data:

| Number of cars | Number of households |
|----------------|----------------------|
| 1-2 | 35 |
| 2-3 | 8 |
| 3-4 | 6 |
| 4+ | 5 |
| none | 12 |

Graph:



Analysis:

Looking up to the pie graph above it shows that a majority of the households have 1-2 cars possibly because they may have made a loan or borrowed money from a financial institution in order to buy their cars, also it could be because they think it'll be cheaper on gas to have 2 cars compared to 5. Others had cars that were very old but could still get them from a to b. It shows on the graph that the more cars per family the less families there are, indicating that people either don't need many cars. Some people have no cars at all which may be due to a lack of finance or maybe just no need for a car.

Level of development: developed

Reason: because most people have a good number of vehicles, for example the more cars they have then the more money will be spent on petrol and repairs to the car. So this shows that people know that they don't need a car for survival and that it would be cheaper to just have two cars or none but catch the bus. But they do come in handy...

Question 7.

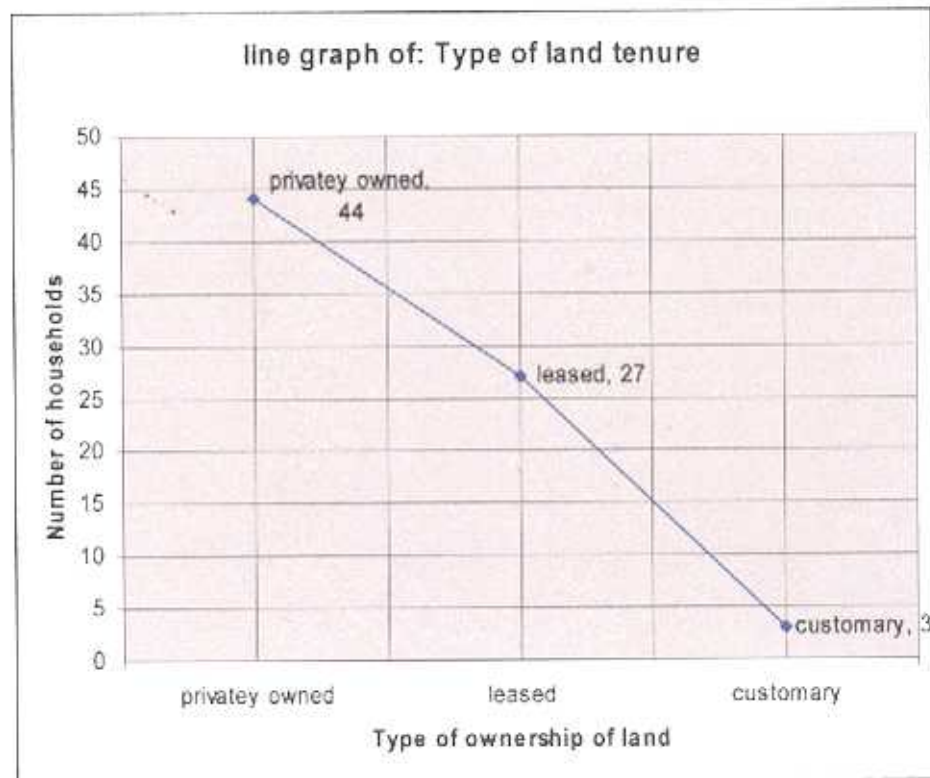
Land tenure

Source: Development study survey (I.A.) taufusi/saleufi 2006 R.L.S.S

Data:

| Type of Land tenure | Number of households |
|---------------------|----------------------|
| Privately owned | 44 |
| leased | 27 |
| customary | 3 |

Graph:



Analysis:

In the graph show above it shows that most land tenure are freehold or privately owned. Which dates back to when Samoa was a colony of Germany and most of the land was given away as gifts and some people said their parents bought the land a decade ago when the prices were way cheaper then today. we found out that most of the freehold land is owned by business people and only a very few individual households bought land for themselves. There also was a numerous number of people who were leasing land from the catholic community for about \$100 a month.

Level of development: developed

Reason: because most people surveyed owned freehold land which is a good sign that people are purchasing land so that the future generations of their family can inherit the land and have a place called home.

Question 8.

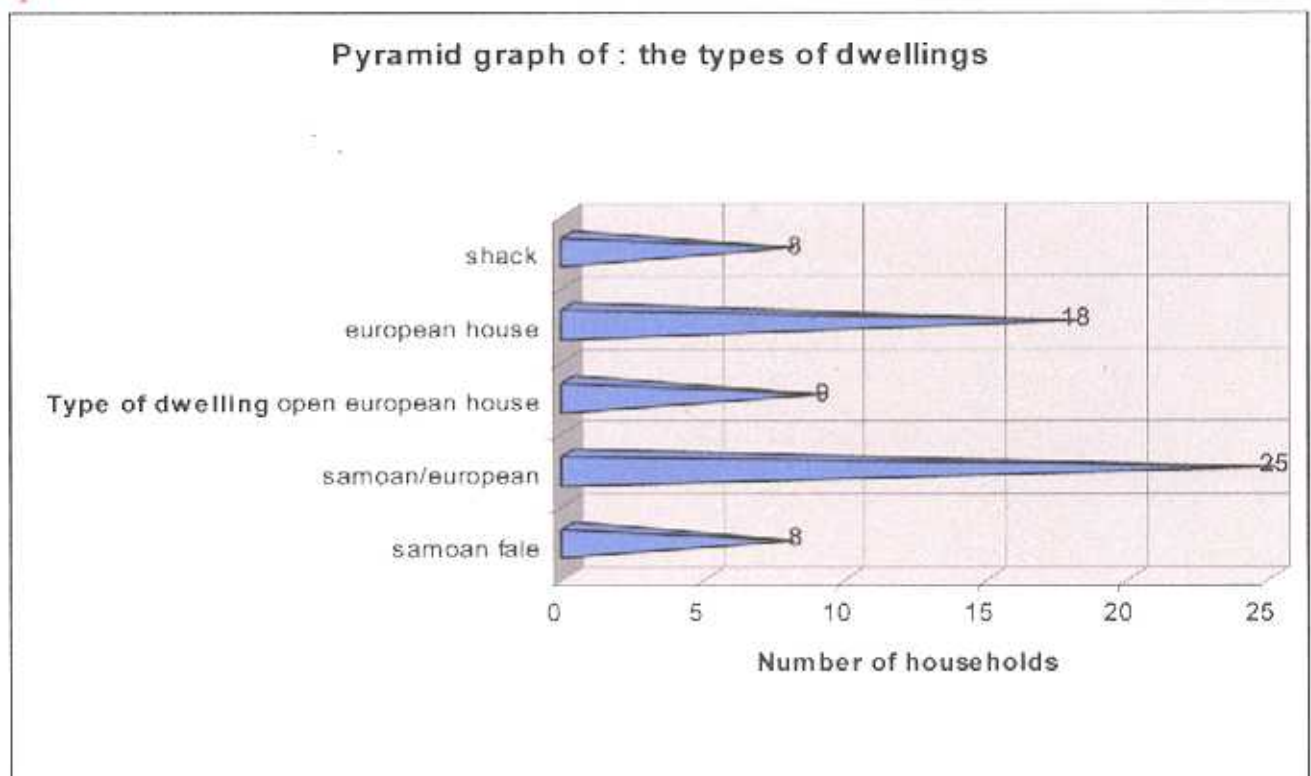
Type of dwelling

Source: Development study survey (I.A.) taufusi/saleufi 2006 RLSS

Data:

| Type of dwelling | Number of households |
|---------------------|----------------------|
| Samoan fale | 8 |
| Samoan/european | 25 |
| Open European house | 9 |
| European house | 18 |
| shack | 8 |

Graph:



Analysis

Referring to the graph above it shows that most people live in Samoan European houses which is a good sign that people are beginning to improve their standards of living in the area because now they can enclose and safeguard their belongings from being stolen and live in more comfortable conditions. Not to mention it still lets them live in the Samoan way of life but just in a more comfortable way. Some families have European houses or open European houses. Some families live in shacks because of low incomes preventing them from building strong houses to stand up to wear and tear. The main idea being presented on the graph is that in this area the standards are beginning to improve and modernise indicating that there is development taking place.

Level of development: developed

Reason: my reason for this being is that living standards are beginning to improve and due to past experiences with natural hazards, people are beginning to build better houses to with stand natural disasters. So to me it is an improvement and a movement from one stage to another.

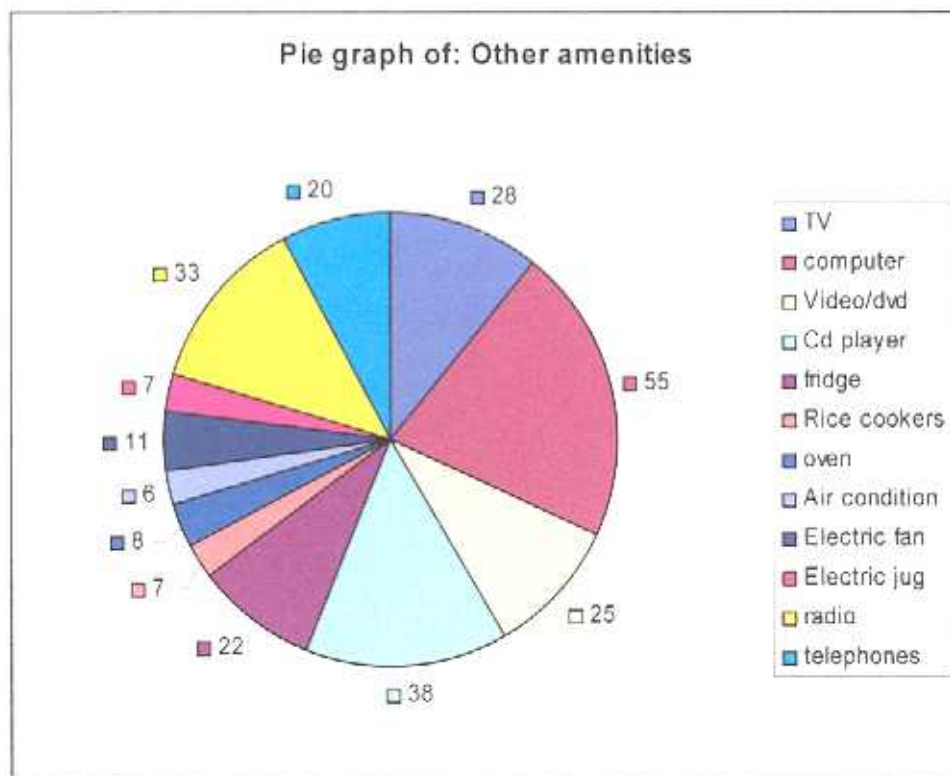
Question 9. Other amenities

Source: Development study survey (I.A.) taufusi/saleufi 2006 RLSS

Data:

| Type of amenity | Number of households with amenities |
|-----------------|-------------------------------------|
| TV | 28 |
| computer | 55 |
| Video/dvd | 25 |
| Cd player | 38 |
| fridge | 22 |
| Rice cookers | 7 |
| oven | 8 |
| Air condition | 6 |
| Electric fan | 11 |
| Electric jug | 7 |
| radio | 33 |
| telephones | 20 |

Graph:



Analysis

From the pie graph as shown above you can see that many people have amenities such as TV's, computers, cd players and video players. Computers were the most common amenity amongst the households, indicating that people may have enough money to buy housing amenities that they want but then they could have borrowed the computer and said that it was theirs so we don't know. Some computers were used by business owners for business purposes or by students for either school work or downloading of music. Some families had air conditions maybe because of the intense heat, so they need it to cool off; some families had radios, TV's and cd players. This was one of the trickiest indicators because we are not so sure if the people really bought and own the amenities they have or whether they borrowed (stole) for e.g we cant say the areas developed because everyone has 5 TV'S per house hold? Because they may have borrowed them all? So according to the graph people do have other amenities and can afford to purchase the goods that they want.

Level of development: developed

Reason: because most people can afford to buy the things they want and are beginning to buy basic housing amenities which is a sign that the area is developing.

Question 10.

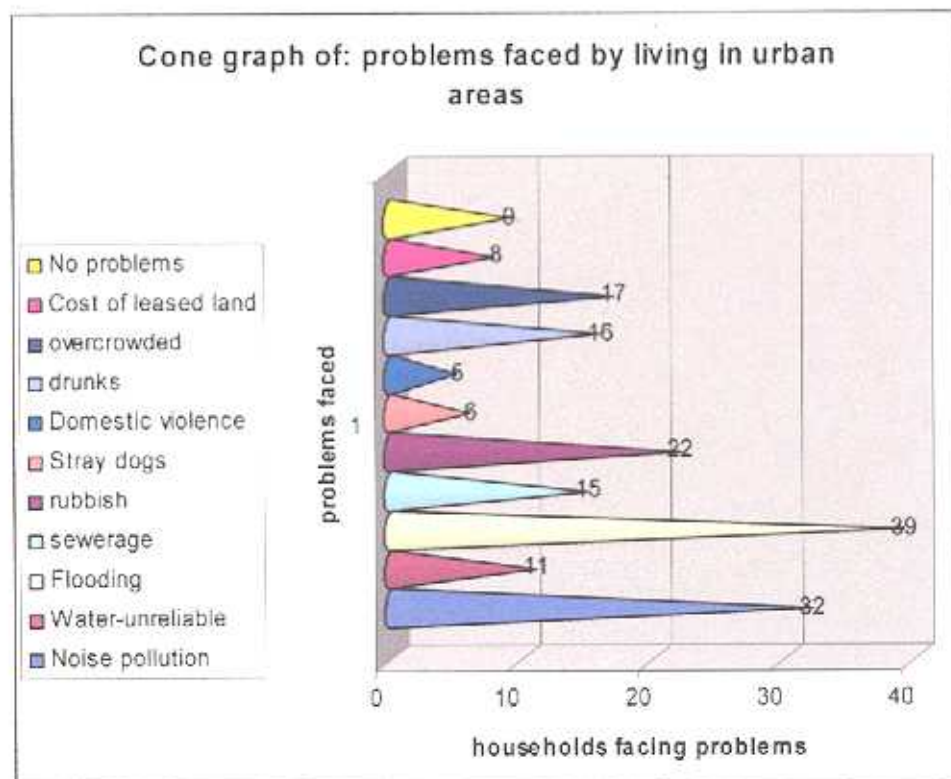
Problems faced living in the urban areas

Source: Development study survey (I.A.) laufusi/saleufi 2006 R.L.S.S

Data:

| Problems(social and economic) | households |
|-------------------------------|------------|
| Noise pollution | 32 |
| Water-unreliable | 11 |
| Flooding | 39 |
| sewerage | 15 |
| rubbish | 22 |
| Stray dogs | 6 |
| Domestic violence | 5 |
| drunks | 16 |
| overcrowded | 17 |
| Cost of leased land | 8 |
| No problems | 9 |

Graph:



Analysis

In the cone graph above it shows a number of economic and social problems that families in the urban area face. Most of the people we surveyed said that the worst problem of all was flooding, maybe this is due to the bad designing of their houses, the floors of houses maybe too low or there is no drainage system setup to control the flow of water during heavy rainfall. Other problems were noise and dust pollution which is possibly due to the heavy rains that dry up and leave dust on the side of the roads which are then blown up by passing traffic. Drunks was another problem they mentioned, some people said that there was no law and order in the area- where are the police? Rubbish was another issue brought up, they said that people left their rubbish lying around and it made the place very dirty and unhealthy. Another point they mentioned was over crowding, this could be due to the urban drift as people move to the urban areas it gets more and more crowded and then they have no solutions to the overcrowding of people.

Level of development: developing

Reason: because they haven't got any possible solutions yet to any of the problems like flooding, rubbish disposal. Noise/dust pollution and overcrowding. They need to solve these problems in order to improve the conditions they live in and develop the area.

Question 11.

Rubbish disposal

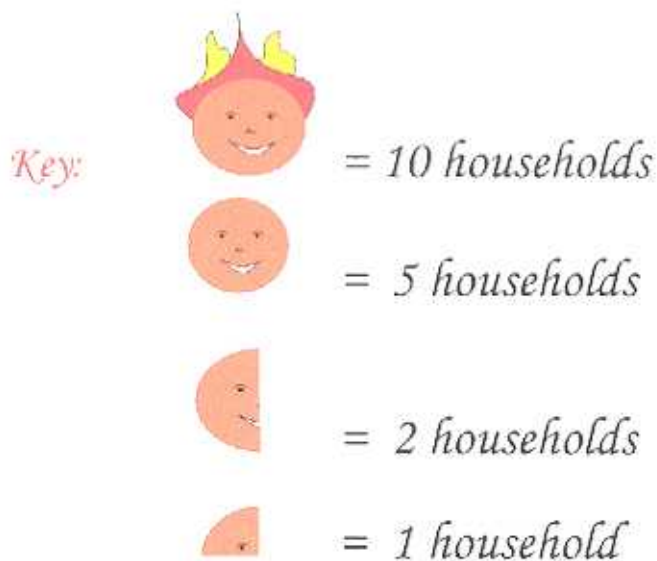
Source: Development study survey (I.A.) taufusi/saleufi 2006 RLSS

Data:

| Rubbish disposal | households |
|-------------------|------------|
| Rubbish collected | 58 |
| Not collected | 11 |

Graph:

Pictograph of: the number of households that collect rubbish



Analysis

On the pictograph graph above you can see that a majority of the households do actually pick up their rubbish because it is an eyesore to see rubbish everywhere and plus it attracts dogs which make an even bigger mess and it can carry diseases or germs. some families didn't even bother to pick up their rubbish possibly because they were too lazy or just careless about the conditions that they live in, which was very heart breaking and disturbing to know.

Level of development: developed

Reason: because a majority of the households are beginning to be more aware of their surroundings and the environment that they live in, not to mention the standards they live in e.g. people don't want their children playing in the yard with rubbish so they take more action towards a more clean and improved hygiene environment.

Question 12.

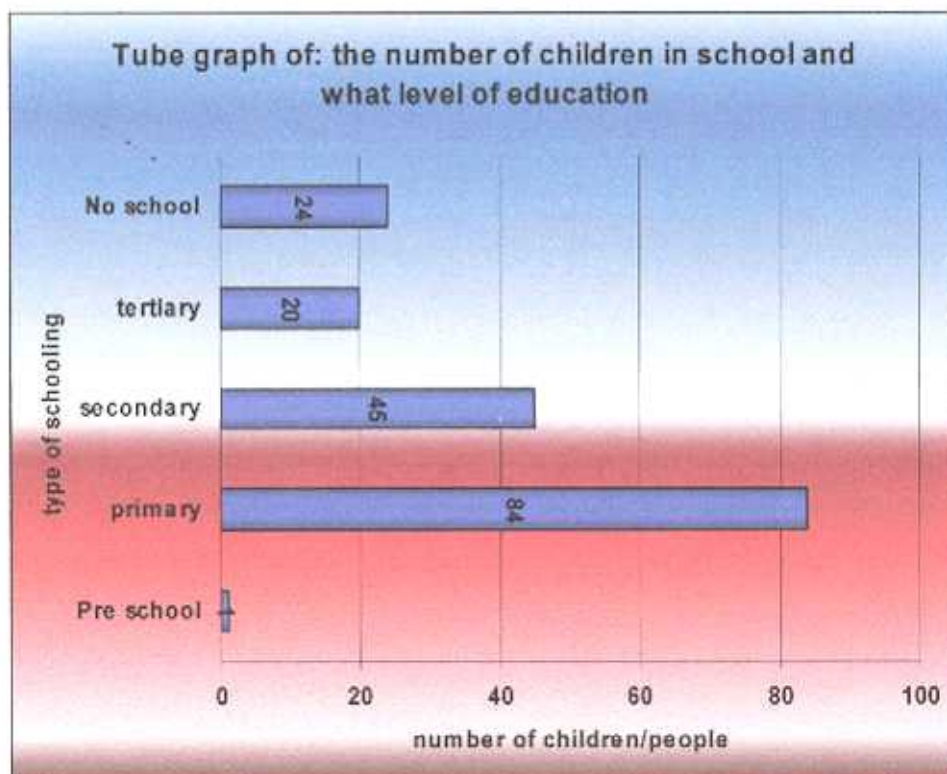
Number of children that go to school and what level of education

Source: Development study survey (I.A.) taufusi/saleufi 2006 R.L.SS

Data:

| level of education | Number of children |
|--------------------|--------------------|
| Pre school | 1 |
| primary | 84 |
| secondary | 45 |
| tertiary | 20 |
| No school | 24 |

Graph:



Analysis

On the tube graph above it shows that most of the children surveyed do go to school which is a good indication that children are being educated and is a sign that we should have a high literacy rate and because education is a vital key to success it must be taken. Most of the children were in the primary level of education possibly because there was no family planning so families have so many children, also because many students fail to do well in school so they are forced to repeat causing them to stay back, a few children didn't go to school at all because their parents couldn't afford to put them in school or because when they get to the secondary level of education it becomes too expensive for their parents to put them in school, so they have no choice but to drop out of school. There too was an even number of children or teenagers in the university level in Samoa and in foreign countries possibly because their families could afford it.

Level of development: developed

Reason: because many and most of the people in this area are being educated which is a good sign because it is increasing the literacy rate and providing opportunities for students to strive for their goals which is what development is about.

Conclusion

To conclude my survey I would like to say that I learnt a lot and I mean a lot! Before this I.A. I had no idea about the conditions and how people could live in such conditions, but now after all the research and analysis I understand the purpose and use of these indicators and the level of development in the Taufusi and Saleufi area. I did come across some points that I would like to restate because they were very useful in my understanding of the idea of this survey, such as indicators like GNP and income earned fortnightly showed me that most households received between 100-250 tala fortnightly which is equal to 50-125 tala a week!! Which indicated to me that these are the families that are still in the developing stage and maybe this is due to a lack of skill or job prospects, the number of household members indicated to me that some families had many members possibly due to no family planning or because it is a sign of virility and so it indicated that they were still in the developing stage, then there was the economically active population indicator which told me that many households had only one or two members working to support families of 10! This goes to show how lazy people can be and how hopeless some people are about themselves, another good example was how income is earned, this indicator showed me that most of the people working were in the tertiary industry which is a good sign that people are beginning to get good jobs, then there was the type of land tenure which proved to me that most families live on freehold land which is a sign that they were more developed compared to those living on leased land because they don't carry the burden of paying monthly bills to rent the land. There also was the type of dwellings indicator which mentioned that most families had Samoan/European houses which is an indication that there is development in this area possibly due to more awareness of natural hazards or more income from better jobs, Lastly there was the indicator of the number of children that go to school which was very interesting because most of the children in the area went to school, this is a good sign that there is education and that children are learning, but then there also was those who didn't go to school, Possibly because their parents couldn't afford to put them in school which is a sign that there is still development needed in this particular area but most of the children do go to school and that is a good indication that people are learning.

This survey was very interesting to me because I learnt that most of the families are more less in the developed stage. Basically the over all level of development in the Taufusi and Saleufi area based on the 12 indicators surveyed; is more less in the developed stage.

I learnt that with different indicators came different levels of development between families e.g. income earned fortnightly- a majority of the households earned between \$100-\$250 and \$850+, showing that yes there is a developed sector(\$850+) and yes there is still another area in the developing stage(\$100-\$250) and that there is a gap between the rich and poor in the area.

And as my last words if you look back to the indicators you will see a general pattern that 5 out of the 12 indicators are in the developing stage and 7 out of the 12 indicators are in the developed stage telling us that not all areas are developed and there are still areas that need development.

Thank you for your time
Tofa soifua

Anton Cobcroft.

P.S.S.C DEVELOPMENT
STUDIES.

QUALITY OF LIFE
SURVEY AT
THE MALAPOA
RESERVE.

2006.

ACKNOWLEDGEMENT

I would like to thank the following people who have greatly helped me in one way or another to complete my Report on Quality of life survey.

Firstly, the other group members who have helped to collect the data or answers to questions.

Secondly, Mrs Obed who has continuously answered some questions I was stuck on.

Thirdly, Dellen, Daralyne, Lerap, Vianana, Relvie and others who has supported me in maps and other things.

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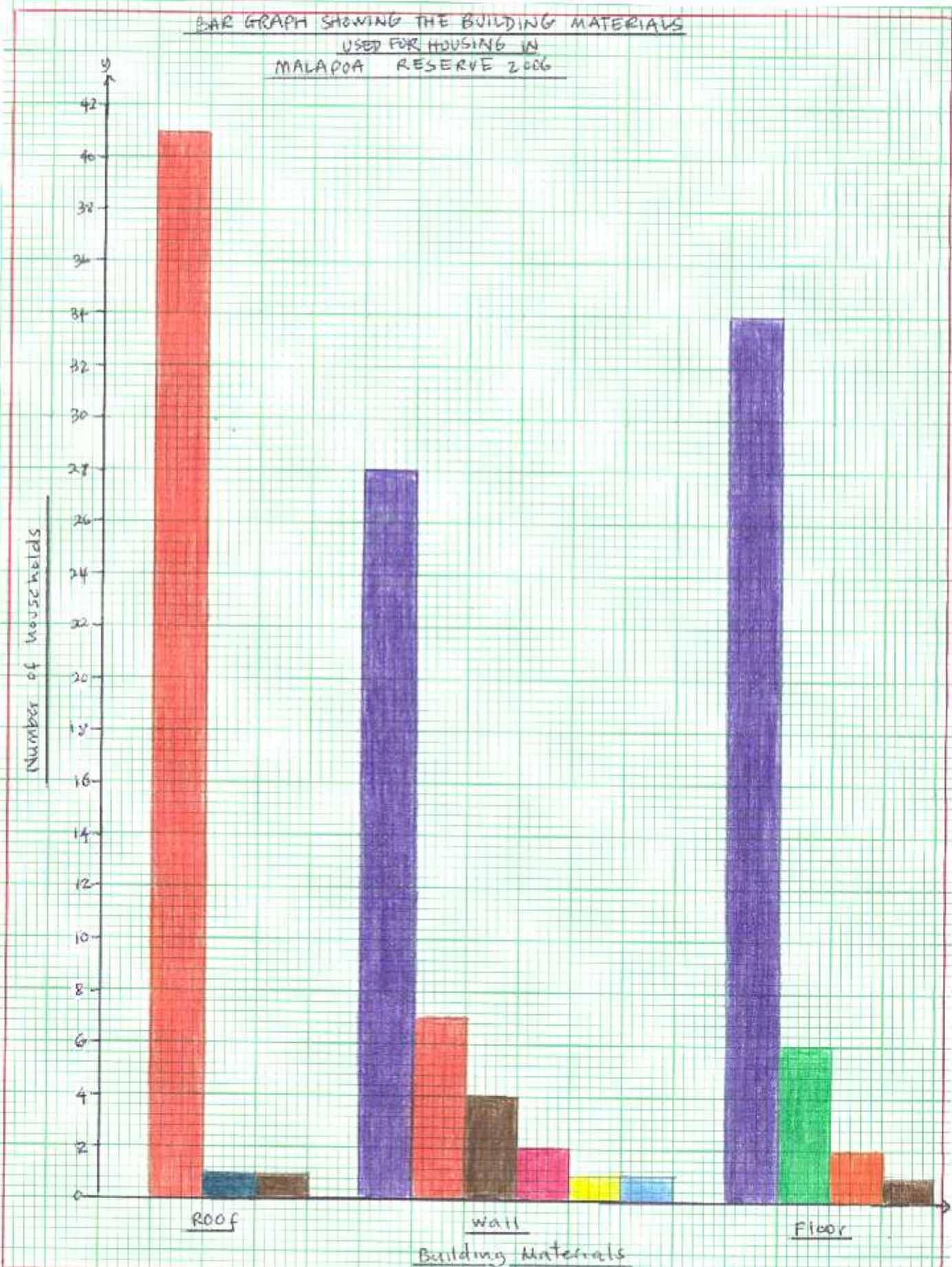
INTRODUCTION

On Monday the 6th of February 2006, the Year 12 Development class had divided into 6 groups to conduct a survey on "THE QUALITY OF LIFE" at Malapoa Reserve. Malapoa Reserve is an area in Port Vila town located to the South West side of Efate. The area is just opposite of the college compound. (see map of Malapoa Reserve attached at the back).

There were 7 areas altogether and each group was allocated to an area and they went about asking questions and filling up a Questionnaire form. (See Questionnaire Sample attached at the back). The questions asked were taken from the following topics, Density of Population, Age and Sex of Population, Migration (length of time living in town, Island of Origin etc.), Household Size, Income per household, Building materials used for housing, Sanitation, Water Supply, Fuel for cooking and lighting, Amenities (car, Radio, TV/video, telephone), ownership of house, Self-reliance (in food), Literacy rate, Health (visits to Doctor this year) Birth rate (number of births in last 12 months) Death rate (number of deaths in last 12 months), Newspaper circulation (purchase of vvv), Employment status and Problems of living.

The answers were then collected and information was put onto a chart for the whole class to see. From there, one could see and work out the Quality of Life for Malapoa Reserve.

BUILDING MATERIALS USED FOR HOUSING



KEY:

Corrugated iron

Corrugated iron & plastic

Wood

Cement

Masonite

Corrugated iron & cement

Wood and corrugated iron

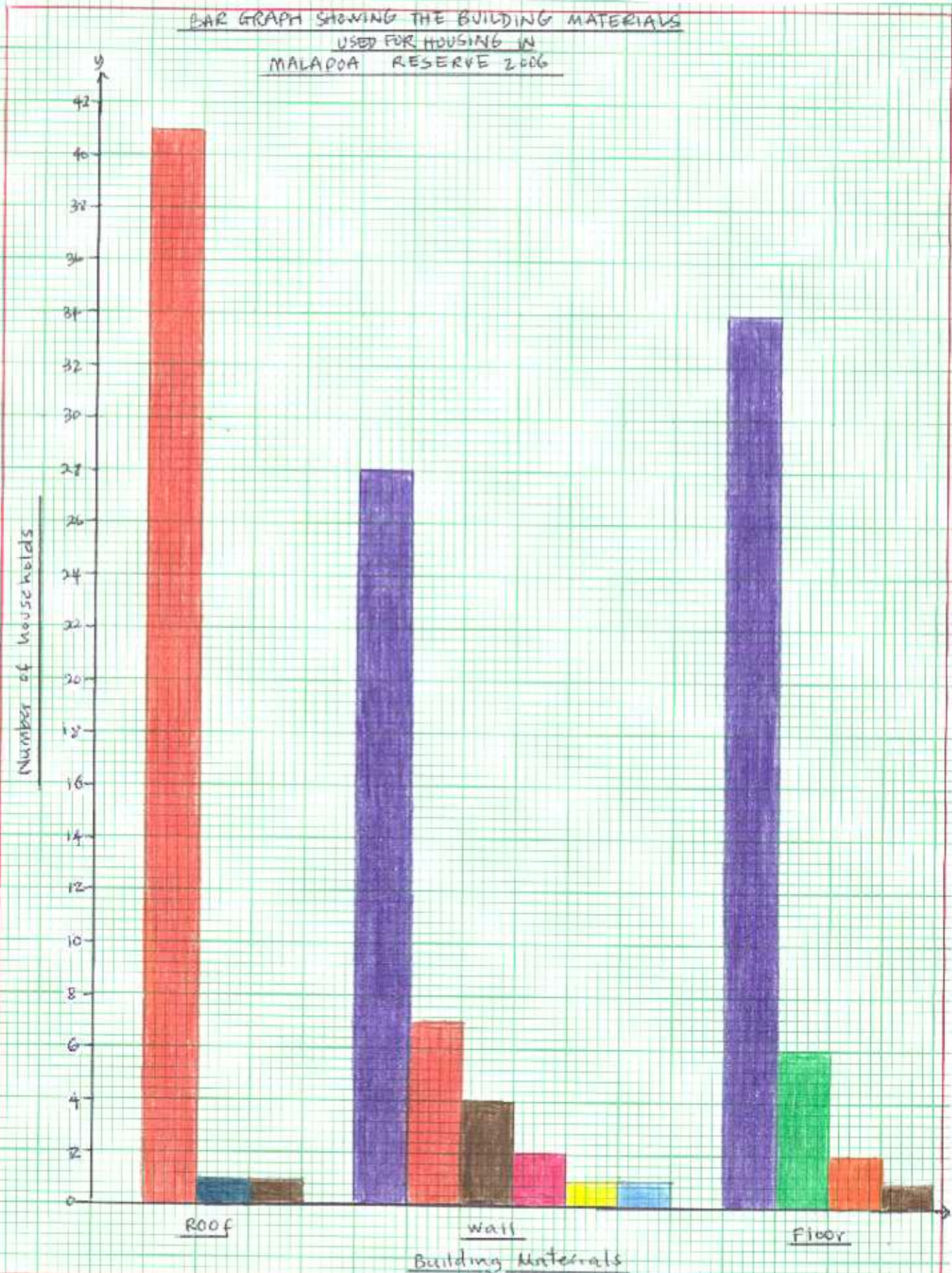
Coral

Soil

SCALE: vertical: 1 cm to 2 households

SOURCE: 2006, Year 12 Development studies, Quality of life Survey.

BUILDING MATERIALS USED FOR HOUSING



KEY:

- Corrugated iron

- Corrugated iron & plastic

- Wood

- Cement

- Masonite

- Corrugated iron & cement

- Wood and corrugated iron

- Coral

- Soil

SCALE: Vertical: 1 cm to 2 household

SOURCE: 2006, Year 12 Development studies, Quality of life Survey.

ANALYSIS : 1

The above graph shows the different types of materials used to build houses in Malapoa Reserve. The graph is divided into 3 parts and the first part of the bar graph shows the materials used to construct the Roof of the houses; second part shows the materials that is used to construct the walls of the houses and lastly, the third part shows the materials used to construct the floor of the houses. The bar graph show these materials from the biggest usage to the smallest usage.

The first part of the graph shows that there are 3 different types of materials used as the roofs and they are corrugated iron, corrugated iron and plastic and thirdly wood. It shows that corrugated iron has the biggest usage of 41 households, corrugated iron and plastic second with 1 household and wood third with 1 household. Thus, the graph is trying to explain that almost all the households have money to pay for corrugated irons to build roofs, one household do not have enough money to buy corrugated iron and so used both plastic and corrugated iron and lastly, there is another household that has not got enough money to buy corrugated iron for roofs so bought wood which is much cheaper compared to corrugated iron sheets.

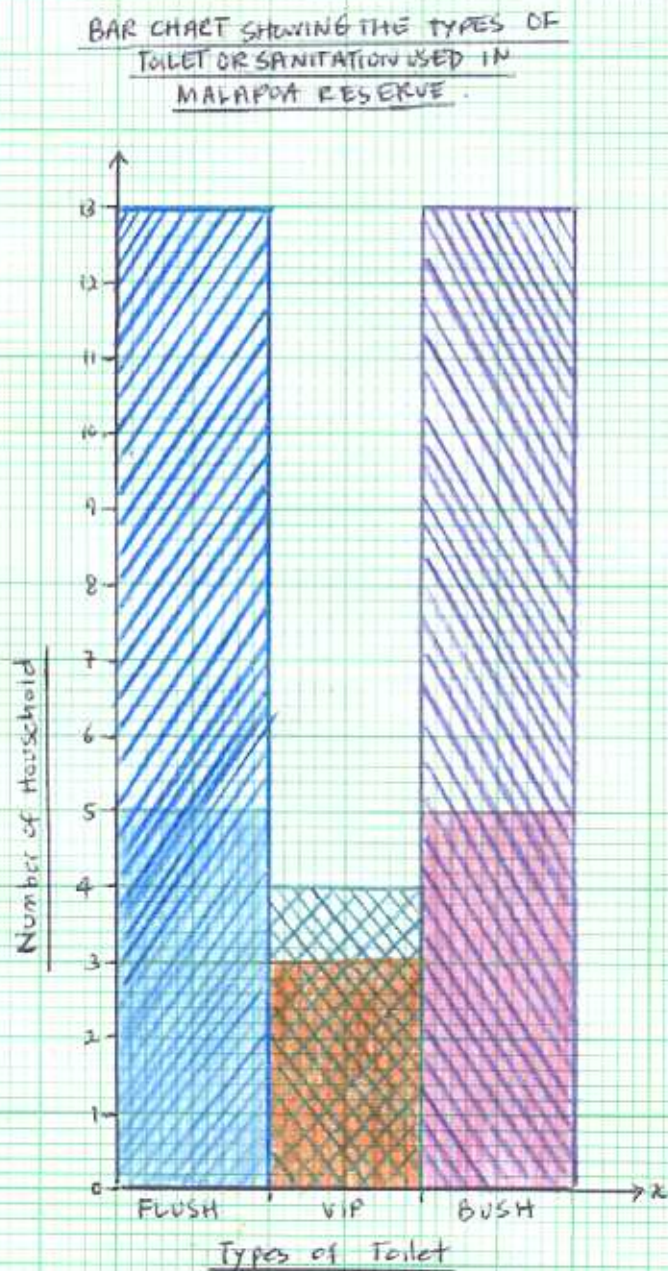
The second part of the graph shows that there are 6 different materials used as the walls and they are cement, corrugated iron, wood, masonite, iron and cement and lastly, wood and corrugated iron. It shows also that the highest number of materials used to construct walls is cement with 28 households, second is corrugated iron with 7 households, third is wood with 4 households, masonite comes forth with 2 households, iron and cement fifth with 1 household and lastly wood and corrugated iron with another 1 household. Therefore the graph is trying to show that the houses in Malapoa Reserve are not that bad because almost all the households have proper walls and roofs. It is also trying to show and explain that even though the houses are okay but still, there are some houses that are better off than others. For example, 21 households have cement walls while the rest either have corrugated iron or other materials. This could also explain that there are some houses who are wealthier than others so they could afford good building materials to construct their houses.

The third part of the graph shows that there are four different types of materials used as the floor of the households and they are cement, coral, sand and wood. It shows that the highest number of materials that is used

by the houses for floor is cement with 34 households, second is Coral with 6 households, third is Sand with 2 households and lastly is wood with 1 household. Here the graph is trying to explain that even though many households, that is 34 households could afford to have cement floor because they have well-paid job, there are other households who do not have a good job and so do not have the money to buy cement. So they either use coral or sand as floor as shown in the graph.

All in all, the building materials used to build the houses in Malapoh Reserve depends greatly on the salary one household earns. If the household earn a good salary, for sure it is likely that, that household would have a well built house.

SANITATION : GRAPH 2



- KEY:
- Own Flush
 - Shared VIP
 - Shared Flush
 - Own Bush
 - Own VIP
 - Shared Bush

SCALE:

Vertical: 1cm to 1 household

Horizontal: 2cm to 1 type of toilet

SOURCE: 2006 Year 12 Development studies, Quality of life survey

ANALYSIS : 2

The Bar graph shows the different sanitation (toilets) the households of Malapoa Reserve own. There are 3 main types of Sanitation and they are Flush toilet, VIP toilet and Bush toilet. However, these 3 main type of Sanitations are broken down into 6 different Sanitations. These are, own Flush toilet, shared Flush toilet, own VIP, shared VIP toilet, own Bush toilet and Shared Bush toilet.

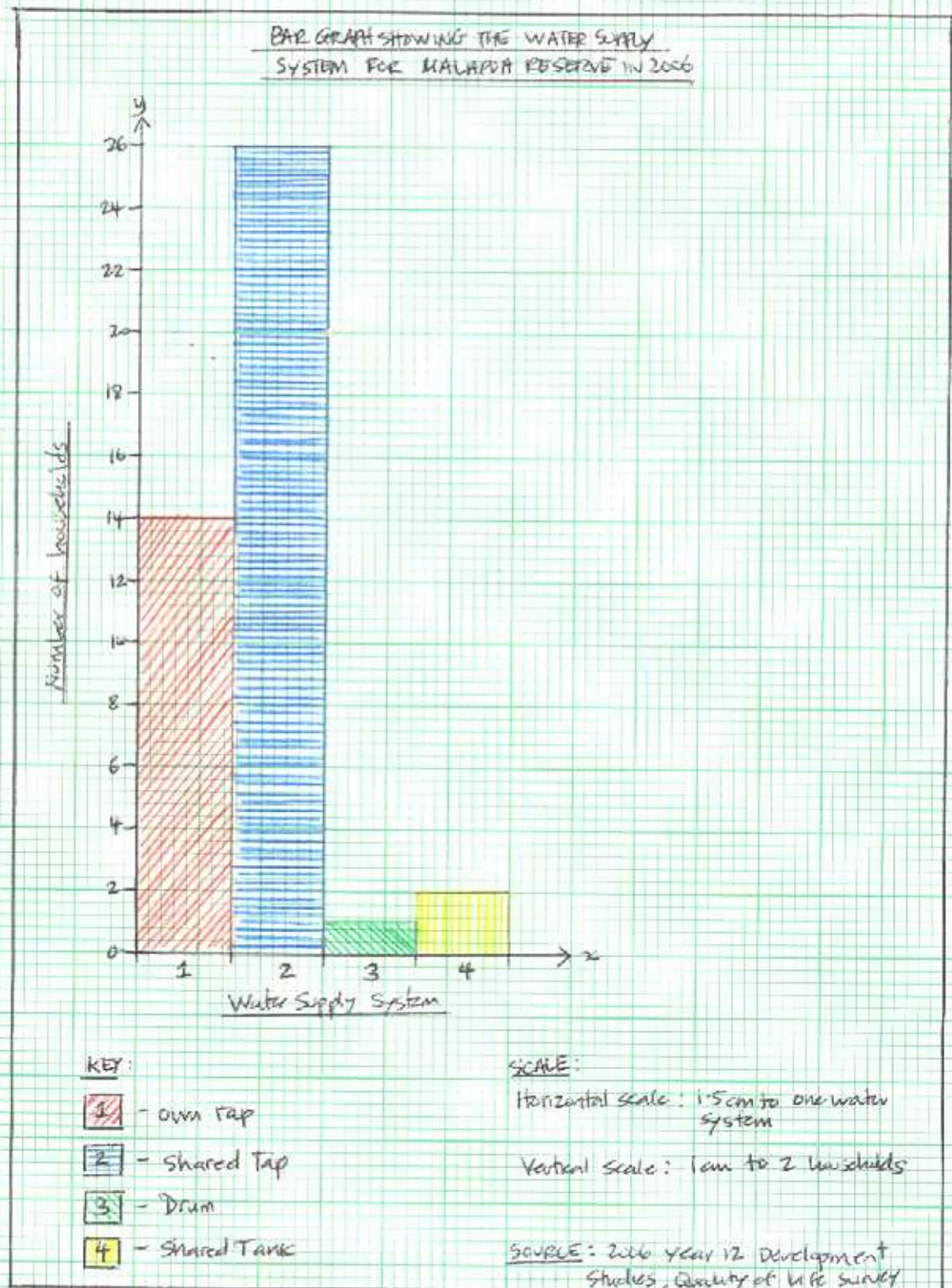
The graph shows that 13 households have own flush toilet for sanitation and 5 households use shared flush toilets for sanitation. This gives a total of 18 flush toilets. Next, the graph shows that 4 households own a VIP toilet and 3 households used shared VIP toilets. This gives a total of 7 VIP toilets altogether used for sanitation. Lastly, the graph shows that 13 households own a Bush toilet for sanitation and 5 households use a shared Bush toilet for sanitation. This again gives a total of 18 Bush toilets. Thus these figures show that own flush toilet and own Bush toilet are the highest sanitation in Malapoa reserve, second comes shared flush toilet and shared Bush toilet with 5 households each. Own VIP comes third with 4 households and lastly comes shared VIP with 3 households.

Therefore it indicates or tries to show that not much of the households in Malapoa Reserve are employed with good wages to build and own their own flush toilets.

Thus resulting in poor sanitation. For example there are 5 households that use shared Flush toilets and another 5 households that use a shared Bush toilet. Maybe these households do not have enough money to own a flush toilet of their own or build a proper toilet. The graph further tries to show that majority of the households do not have better jobs or are unemployed because they own VIP toilets and Bush toilets. Again the number of households that shares a VIP or Bush toilet indicates that quite a number of households are very poor in which they could not afford to own either a VIP toilet or a Bush toilet.

All in all, the bar chart shows that the number of households owning a flush toilet for sanitation equals the number of the households that own a bush toilet and share a bush toilet. It also shows that the type of toilet or sanitation a household has depends on the number of people employed in a household and how much money they earn.

WATER SUPPLY : GRAPH 3



ANALYSIS : 3

The bar graph shows the different ways in which the households in Malapoa Reserve obtain their water supply. There are four different ways in which these households obtain their water and they are through own tap, shared tap, drums and shared tanks.

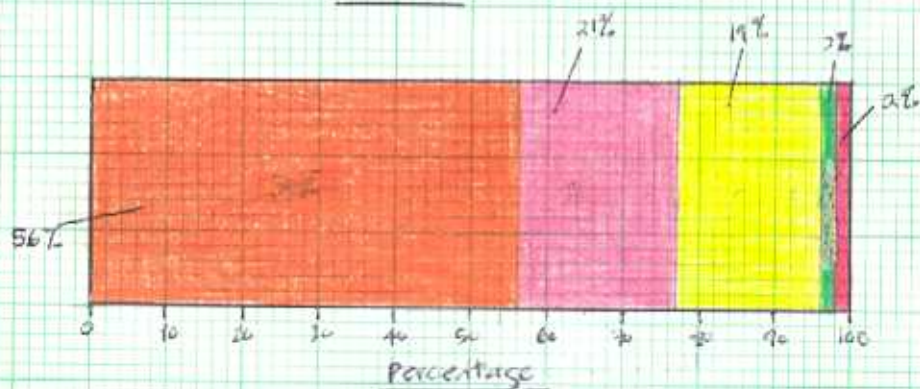
The bar graph shows that 14 households use own tap to obtain their water supply, 26 households use shared taps to get their water supply, 1 household used to get its water supply and lastly 2 households ^{use} shared tanks to obtain their water supply.

Thus, this shows that the common water supply system in Malapoa Reserve is shared tap, followed by own tap, shared tank and lastly drum. This indicates that more than half the number of households do not have a good job to be able to have own taps but instead share taps with several other households to get water. It also indicates that there is still a good number of households who receive good wages and are able to have own taps. However, maybe few other households do not have a well paid job or are unemployed which causes them to share a tank to get their water supply. In addition to that, there is one household who maybe do not have a job that causes him to use drums to collect its water system. So, despite the fact that most households obtain their water supply from the main Port Vila water supply system (UNESCO) from taps, there are a few households that could not afford it.

Therefore, the bar graph shows that the different types of water system used to obtain water in Malapoa Reserve could be affected by the job an household has.

FUEL FOR COOKING : GRAPH 4

HISTOGRAM SHOWING THE TYPES OF
FUEL USED BY HOUSEHOLDS
IN MALAPOA
RESERVE



KEY:

Firewood

Kerosene and
Sawdust

Gas

Firewood, Gas and
Sawdust

Gas and Firewood

SCALE: vertical : 1cm to 10 %

SOURCE: 2006 Year 12 Development Studies, Quality of life Survey

ANALYSIS : 4

The above Histogram is showing the types of fuels for cooking used by households in Malapoa Reserve. The histogram also shows and divides the types of fuels according to their percentages from the biggest usage of fuel to the smallest usage of fuel. There are five different types of fuels used and they are the use of firewood, Gas, Gas and firewood, kerosene and sawdust and lastly, Firewood, Gas and Sawdust.

The histogram shows that the biggest usage of fuel is Firewood with 56% of households using it, second comes Gas with 21%, third is Gas and Firewood with 14%, fourth is Kerosene and sawdust with 2% and lastly is the use of Firewood, Gas and Sawdust fuel with 2%.

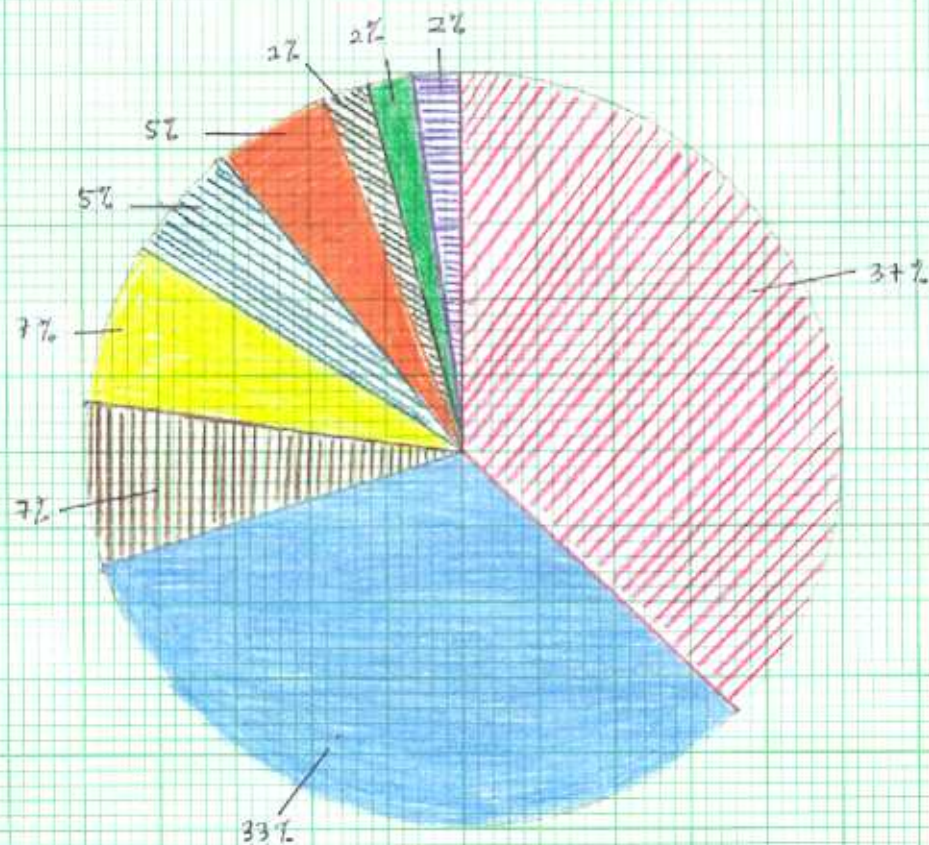
Therefore, the histogram is trying to show that more than half the number of households rely on firewood as fuel for cooking, about $\frac{1}{5}$ of the households use Gas as fuel for cooking and few households use Gas and firewood, very few use kerosene and sawdust and very very few rely on firewood, Gas and Sawdust for fuel for cooking.

The above figures could indicate that more than half the households do have a job but with low wages in which they could only afford to buy firewoods which is quite cheap or collect firewood from the surrounding bushes or gardens. It indicates also that about only $\frac{1}{5}$ of the households have good wages that could buy gas (stove gas) and therefore gas fuel to use for cooking, 14% of the households might have a job with minimum wages to buy gas and firewood fuels. It went on to indicate that about 2% of the households do not have good jobs and so could afford to pay only firewood and sawdust and also another 2% of the households do not have good jobs with good pays to pay for the other fuels but can afford at times only firewood, Sawdust and gas.

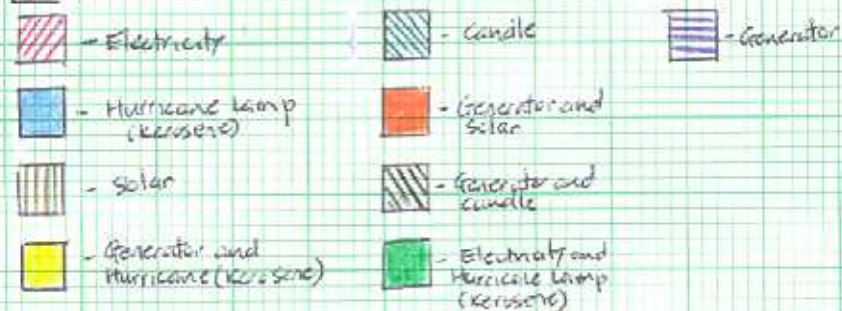
All in all, the histogram is trying to show that many households use firewood as fuel for cooking and the usage of fuels again depends entirely on the wages a household receives or earns.

FUEL FOR LIGHTING : GRAPH 5

PIE CHART SHOWING THE LIGHT SOURCES
FOR MALAPPA RESERVE



KEY:



SCALE:

5/8" to 1%

SOURCE - YR 12, 2006, DEVELOPMENT STU, QUALITY OF LIFE SURVEY

ANALYSIS : 5

The pie chart shows the different fuel for lighting used by households in Malapua Reserve area. The pie chart also shows the percentages of these different fuel for lighting from the biggest to the smallest. There are 9 different types of fuels for lighting but within these 9 different types, there are 5 main fuels and the other 4 are combination of the 5 fuels making a total of 9 altogether. The 3 main fuels are Electricity, Hurricane lamp (Kerosene), Solar, Candle and Generator. The other 4 combinations are Generator and Hurricane lamp (Kerosene), Generator and solar, Generator and Candle and lastly, Electricity and Hurricane lamp (Kerosene).

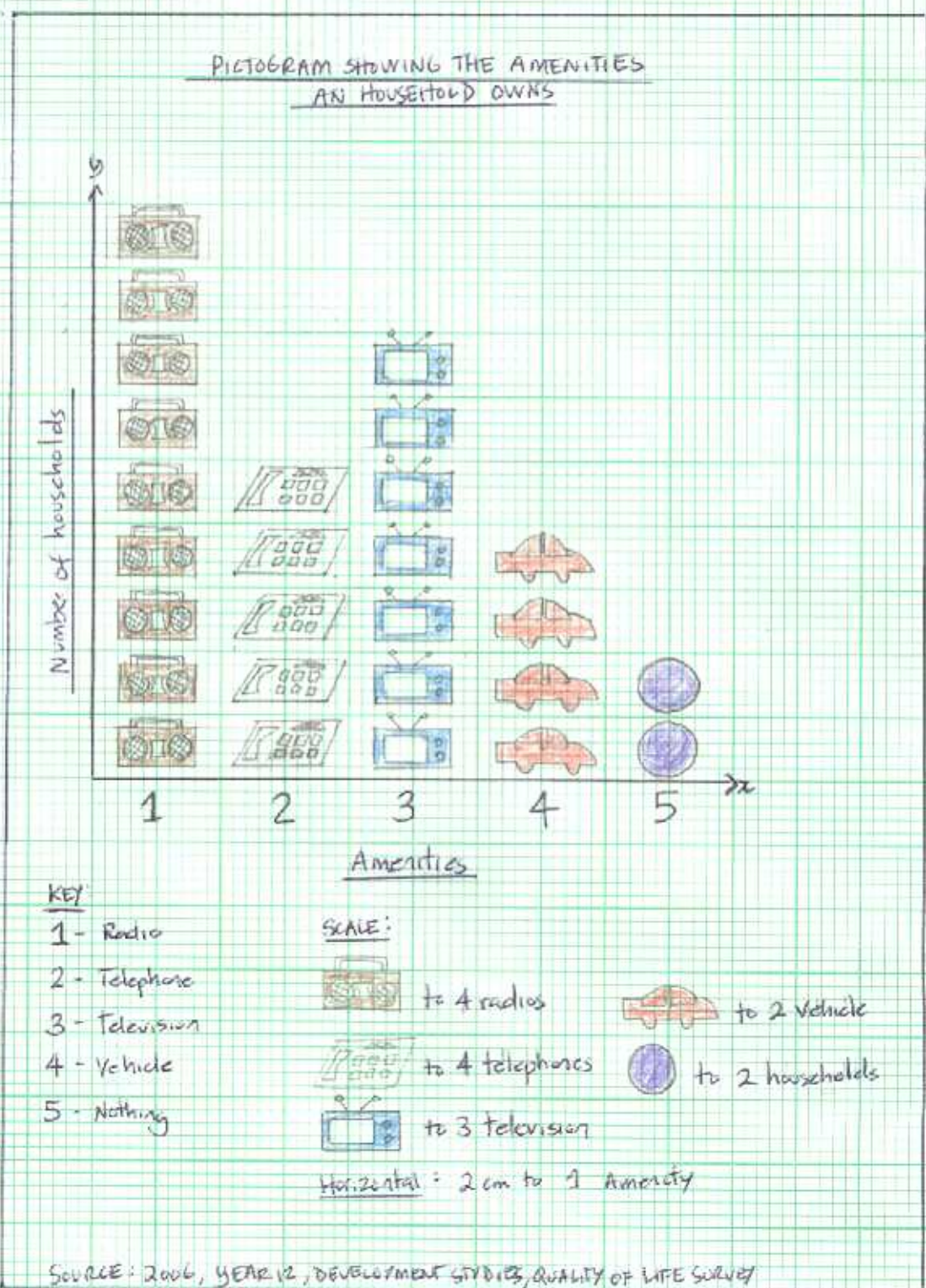
The pie charts show's that 37% of the households use electricity as a fuel for lighting, secondly, 33% of households use hurricane lamp (Kerosene) as a fuel for light, thirdly, 7% of the houses use Solar, fourthly 7% use Generator and Hurricane (Kerosene), fifth, 5% use Candle, sixth, 5% use Generator and solar, Seventh 2% use Generator and Candle, eighth 2% use Electricity and Hurricane lamp (Kerosene) and lastly 2% use Generator for light fuel.

Thus, the pie chart is trying to show that less than half the number of households have the money to pay for electric bills to use electricity as a fuel for light. This could indicate that employment in Malapua reserve is very high but only few have maximum income that could afford to pay electricity. Next, the 33% of household using Generator as a fuel for light is trying to show that even though the employment is high, most households receive a low income in which they could only pay for cheap fuels for light which is Kerosene (Hurricane lamp). Thirdly, the 7% of households using solar and the other 7% of households using Generator and hurricane lamp (Kerosene) could indicate or is trying to show that a few households even though they have a job and earn income but still they could not afford to pay Kerosene and electricity at all the time and so tend to use solar and Generator and hurricane (Kerosene). Further on the pie chart shows that 5% of households use candle and another 5% use Generator and solar as fuel for lighting. Thus, the pie charts is trying to show that a very few household again despite them having jobs, they could not afford to pay Kerosene all the time which is quite expensive so tend to use candles that are much cheaper to use as light fuels. Again, another same number of households cannot afford to pay for candles every day so turn to use Generator and Solar. Lastly, the graph is trying to show that again a very very few

households of 2% could not afford to pay for other fuels for lighting maybe because they have a very low income and there are other bills or fuels to pay so must use the cheapest light fuels which are Generator and Candle, Electricity and hurricane lamp (kerosene) and Generator.

All in all, the pie chart is trying to show that it is the job and the salary or wages that household receives that determines the type of fuel for light they are to use.

AMENITIES : GRAPH : 6



ANALYSIS : 6

The pictogram shows the different amenities the households in Malapoh Reserve have. It shows that there are 4 amenities altogether and the last column shows that there are some households with no amenities at all. The 4 amenities are Radio, Telephone, Television and vehicle.

The Pictogram shows that Radio is the amenity that most households with 36 households, Television second with 21 households, Telephone third with 20 households and vehicle fourth with 8 households. Further on, the graph shows that there is 4 households with no amenities at all. That is, no radio, telephone, vehicle or television.

The pictogram is trying to show that the cheapest amenity is what most households would likely to own and the expensive amenity is the least likely amenity the households in Malapoh Reserve could own. For example, Radio is the cheapest amenity among the other amenities so most household own it while compared to vehicles, they are very expensive and therefore only few households own it. In addition, the graph tries to show also that there are not many households with good well paid job that results in only a few households owning few amenities. Vice versa, it shows that most households in Malapoh Reserve have average income so they could afford a radio. However, a very few houses do not have any amenities at all. This could indicate that they do not have a job to pay for these amenities or they might have a good job but since they have other important stuffs to pay so could not afford an amenity like radio.

All in all, the graph is trying to explain that the households in Malapoh Reserve own amenities with respect to their wages, the price of the amenity and the importance of the amenity.

CONCLUSION

The Quality of Life Survey has been successfully carried out. The surveying results could draw one's point of view concerning Development on Malapoa Reserve. Malapoa Reserve has achieved many developments throughout the last 7 years. There have been improvement or development in the Building materials used for housing. For example, on average there is about 36 households that had proper building materials for housing. For instance, 41 households had iron roofing and more than half the number of households have cement floors. However, there is still need for improvement concerning the building materials used to build floors and walls. For example, 6 houses had coral as floors, 2 households had bare earth or soil and 1 had wood. There should be more improvement here. For walls there should be more development so that the 2 houses with masonry walls could have more strong walls, and the 4 households with wood could have better strong walls like cement.

For Sanitation, Malapoa Reserve has not quite improved or developed on that because it is seen that 23 households do not have their own toilet but instead share toilets with other households. It is seen also that 7 houses use VIP toilets and 18 households use Bush toilets. That is not a good sanitation and is not very hygienic. Therefore there is still great need for improvement or development concerning the Sanitation System for Malapoa Reserve so we could do away with the VIP and Bush toilet.

Water Supply System of Malapoa Reserve have seen a lot of development compared to the past. There were 40 households who use water pipe or tap pipe and 2 household collecting water from tanks and 1 from drums. That is big development for Malapoa Reserve. However there is still need for improvement or development because the results show that 26 household use shared taps and 2 households used shared tank. Therefore, the UNICEF water supply should take more water to Malapoa so that these households could own their own water taps which is much safer compared to sharing taps or tanks.

The fourth topic, Fuel for cooking has seen little development. There is still 56% of households using Firewood, 19% using Gas and Firewood, 2% using Kerosene and sawdust and 2% using firewood, Gas and sawdust. Only 21% use Gas as fuels for cooking. This shows that 79% of household still use natural fuel.

gas. Therefore there should be more development concerning fuels so that more households could use Gas which is more easier to use as fuel for cooking.

Fuel for lighting has seen little improvements or development. The results shows that only 37% of the households use Electricity while the rest use other fuels. For example 33% still use hurricane lamp, 7% use Solar, 7% use Generator and hurricane, 5% use Candle, 5% use Generator and solar and so on. More than 60% of the households still use other sources of fuels for lighting. Therefore there is still great need for development for UNEDCO to put light or electricity to the remote areas of Malapoa Reserve so all could have access to Electricity.

The last topic surveyed on is Amenities. The results shown has seen a lot of development concerning Amenities. There were only 4 households without Amenities but otherwise, all the other households had amenities. For example, 36 households own radio, 26 households own telephones, 21 households own television and lastly 8 households own vehicle. However, there could still be little improvement or development made in Amenities in Malapoa Reserve for the 4 households without Amenities.

All in all, there have been a good number of development in Malapoa Reserve which has contributed to the people's Quality of Life. Therefore the Quality of Life of the people in Malapoa Reserve have improved but needs more improvement.

BIBLIOGRAPHY OR APPENDIX

TOILET / SANITATION

| | FALL Y | TOTAL |
|--------------|---------------------------------|-------|
| VIP (own) | | 4 |
| BUSH (own) | | 13 |
| FLUSH (own) | | 13 |
| Shared Bush | | 5 |
| Shared VIP | | 3 |
| Shared Flush | | 5 |

BUILDING MATERIALS

Roof

| MATERIALS | TALLY | TOTAL |
|-----------------------------|-------|-------|
| Corrugated iron | | 41 |
| Corrugated iron and Plastic | 1 | 1 |
| Wood | 1 | 1 |

WALL

| MATERIALS | TALLY | TOTAL |
|----------------------------|-------|-------|
| Cement | | 4 |
| Corrugated iron | | 28 |
| Wood | | 4 |
| Masonite | | 1 |
| Corrugated iron and Cement | | 2 |
| Wood and corrugated iron | | 1 |

FLOOR

| MATERIALS | TALLY | TOTAL |
|-----------|-------|-------|
| Cement | | 34 |
| coral | | 6 |
| Soil | | 1 |
| Wood | | 2 |

WATER SUPPLY

| | TALLY | TOTAL |
|-------------|-----------------------|-------|
| Tap own | ### ### IIII | 14 |
| Tap shared | ### ### ### ### ### I | 26 |
| Drum | I | 1 |
| Shared Tank | II | 2 |

FUEL FOR LIGHT

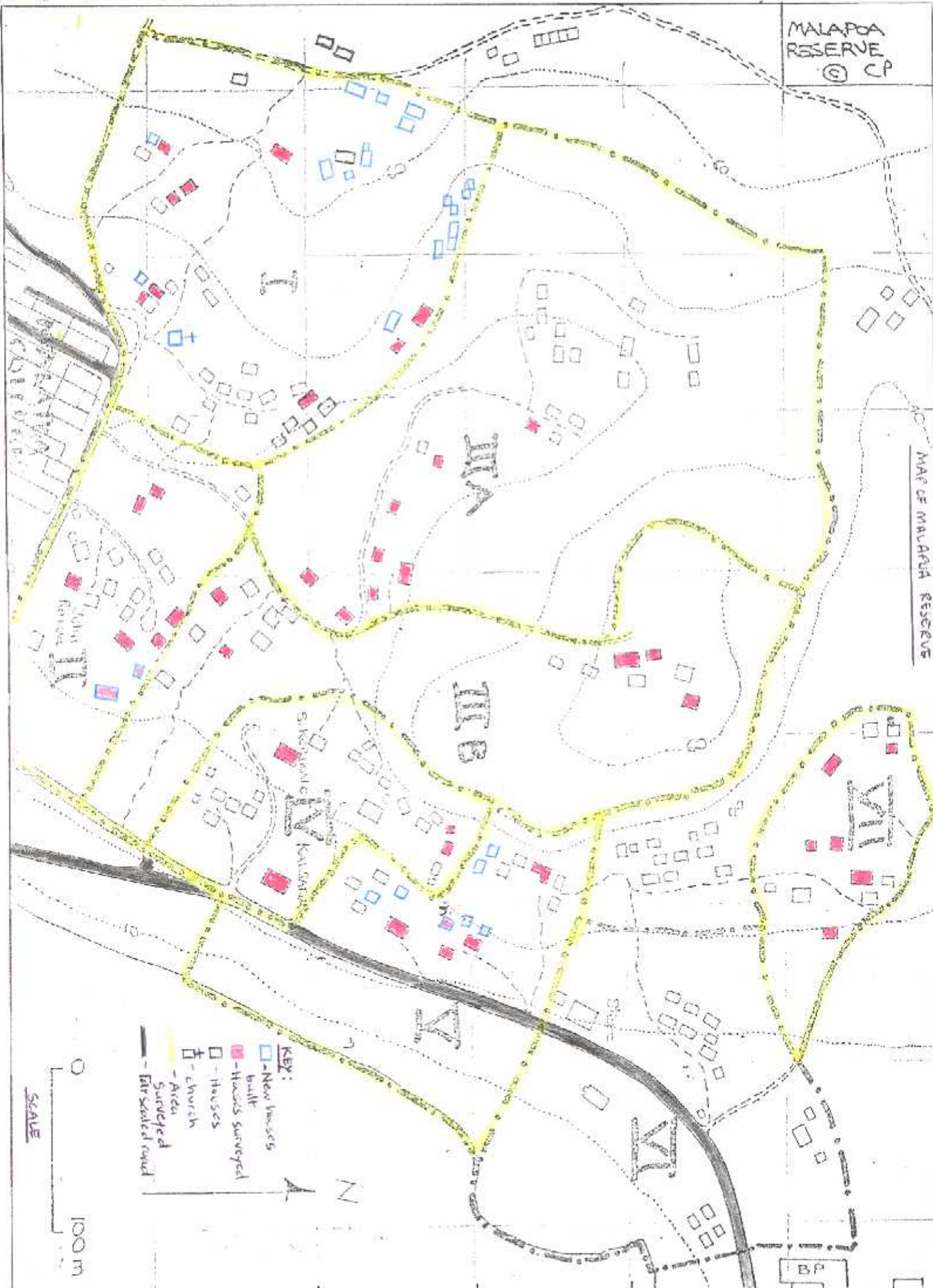
| | TALLY | TOTAL |
|--------------------------------|---------------|-------|
| Electricity | ### ### ### I | 16 |
| Hurricane lamp | ### ### IIII | 14 |
| Solar | III | 3 |
| Candle | II | 2 |
| Generator and Hurricane lamp | III | 3 |
| Generator and Candle | I | 1 |
| Generator and Solar | II | 2 |
| Electricity and Hurricane lamp | I | 1 |
| Generator | I | 1 |

FUEL FOR COOKING

| | TALLY | TOTAL |
|---------------------------|----------------------|-------|
| Firewood | ### ### ### ### IIII | 24 |
| Gas | ### IIII | 9 |
| Kerosene and Sawdust | I | 1 |
| Gas and Firewood | ### III | 8 |
| Firewood, Gas and Sawdust | I | 1 |

AMENITIES

| | TALLY | TOTAL |
|----------------|-------|-------|
| Radio | | 36 |
| Telephone | | 20 |
| Tv | | 21 |
| Vehicle | | 8 |
| Nothing at all | | 4 |



- KEY:
- - New houses built
 - - Houses surveyed
 - - Houses
 - ✕ - church
 - Area surveyed
 - Farmland road

0 100m
SCALE

QUALITY OF LIFE SURVEY (FAMNOMAS: 1997 LEEB BOOKS CI P202)

EXPERIMENT(S):

AREA: 1

DATE OF INTERVIEW: 7/02/06

NAME OF HEAD OF H/H:

CODE NO. OF H/H: 5

1. Mi waten save nen blong eni man yuman mo sikinini we oli slip long haas ia las naet, weten yia blang ogeta mo saet moa stanting abot ogeta:

| | Full name | M or F | Relationship with Soc | FAMNOMAS (Age/Sex) | How was piece with mo aulani? | How was piece with na men? (How long?) | Did me? (Y/N) | When did you work for me? | Work for me? |
|----|-----------|--------|-----------------------|--------------------|-------------------------------|--|---------------|---------------------------|--------------|
| 01 | Jeff | | BOB | 31 | Auto - Ave | 1 | Yes | Nb | Office/entry |
| 02 | Kalo | M | brother | 30 | VCH | brother | Yes | no | — |
| 03 | Mark | M | casual | 18 | VCH | brother | Yes | no | — |
| 04 | Yogana | M | Uncle | 2 1/2 | VCH | brother | Yes | no | — |
| 05 | Erica | F | wife | 19 | Austria | brother | Yes | no | — |
| 06 | | | | | | | | | |
| 07 | | | | | | | | | |
| 08 | | | | | | | | | |
| 09 | | | | | | | | | |
| 10 | | | | | | | | | |

2. Haomas man ogeta i bin slip long haashol ia las naet? ☒ 45

3. Haomas haas blong slip haashol ia i stap yusum? ☒ 3

4. Olen waten long haas ia? ☒ 4

Yi stap long haas mo gwan blong yu, o blong famle blong yu

Heni no haas o gwan blong yu, be yu stap long hen firi nomo

Heni haas blong yu, be waten gwan

4 no waten haas

1039 1039 1039

[illegible]

| | | |
|------------------|---------|------------|
| VT long | VT long | las man. |
| Ver. long member | 1/4/1 | |
| long | | 500,000 ft |
| body | | 40,000 |
| wife | | 30,000 ft |
| face | | |

2) 200 long eni navelle, samling
 alien, tent, rod make:

| | |
|--|--|
| | |
| | |

TOTAL: 1,000,000

2) Adv. loc. ent. navig. samling
also, text, rock market...

70 3 0 0 1 1 0

[illegible]

| | | |
|------------------------------------|----------|---------------------|
| 9. Waren Kaen toilet haard in gas? | Elong is | Vu. Seers water, na |
| Bus toilet | | |
| VIP toilet | | |
| Flas toilet | ✓ | |
| Narefala | | |

$\frac{1}{\sqrt{2}}$

11. Wiswan long a gon' go
blong yu, ^{last} Radio
Television
- Talk
TV & Video

[illegible]

2

7

Wade
Leon (Kapa)
Lif
Nichafala

WOL:

Wacht
jean (kapan)
Simen ma drink
Lif o waalken
Norafalan -

= DA:
 Simon
 Korah
 Graon nom
 Nawafala -

Yü stap kaseu nein wota blang
ding long weav.
Paep we'i kam insaed long
naes blang yu
Paep we'i stap coased, be
i' blang haechal blang yu namo
Paep we yu seem weitem
nawafala haachai
Tanx blang yu
Tanx we yu seemv
wiall
Nawafala

—
 waarom meig laet we you visum otaom
 lang naet
 Katoen
 Kaiman
 Katoen laet
 Katoen

QUALITY OF LIFE SURVEY (FAEMEMAST LEAST LAEF BLONG OL PIPOL)

ENUMERATOR(S):

AREA: Malapoa

DATE OF INTERVIEW: 7/02/06

CODE NO. OF H/H: 5

NAME OF HEAD OF H/H:

Mi wantem save nem blong etri man woman mo pikinini we oli slip long notes ia LAS NAET, westem yia blong olgeta, mo sam moa samting about olgeta: 10

| Full name | M O F | Rikigensip Wet bos | Hoomas Yia (age/sex) | Bon wea ples (vili mo aelan) | Hoo det an | Wanam Yia nem Kam long ema ia P? | Rid. maet Pact Y/S/N | Lukin daga long tis yia from we hem bicycle | See doctor | Wok from Sei wik long aen nem wik long aen nem wik long aen nem shuter / Kitem / Mo m company |
|-----------|-------------|--------------------------|----------------------------|---------------------------------|------------------|---|-------------------------------|--|------------|--|
| 01 Jeff | M | BOS | 31 | Santo - Ave | yes | 1 | Yes | No | No | offshore company |
| 02 Kalo | M | Brother | 30 | VCH | yes | 3 months | Yes | No | No | Construction " |
| 03 Mark | M | Cousin | 18 | VCH | yes | 3 months | Yes | No | No | " |
| 04 Xegawa | M | Uncle | 2 1/2 | VCH | yes | 1 month | (NO) | " | " | " |
| 05 Eria | F | Wife | 19 | Austria | yes | 1 year | Yes | " | " | work |
| 06 | | | | | | | | | | |
| 07 | | | | | | | | | | |
| 08 | | | | | | | | | | |
| 09 | | | | | | | | | | |
| 10 | | | | | | | | | | |

2. Hoomas man olgeta i bin slip long haashol ia las naet? ☒ 5

3. Hoomas haas blong slip haashol ia 1 stop yusum? ☐ 3

4. Olsem wanem long haas ia?

- * Yu stop long haas mo greeon blong yu, o blong fanke blong yu
- * Hemi no haas o greeon blong yu, be yu stop long hem fri namo
- * Hemi haas blong yu, be yu rentem orason
- * rentem haas

