EXAMINATIONS COUNCIL OF ESWATINI

JC

EXAMINATION REPORT

FOR

DEVELOPMENT STUDIES

YEAR

2021

Key messages

- Candidates should always explain their points adequately especially in Section D.
- It is essential that candidates can draw, interpret and analyse various data presentation methods including pie charts and photographs.
- Candidates should read and understand the demands of a question before responding. In Section D, Questions 1 and 3, for instance, most candidates demonstrated lack of understanding of the question.
- It is important that candidates understand that essay writing in Section D requires continuous writing instead of listing the points.
- It is essential that candidates follow the instructions to avoid rubric infringement.
- There is a need for candidates to be empowered with the skill of drawing, analysing/interpreting various data presentation methods like pie charts and photographs
- Candidates are also advised to avoid listing the points then repeat the same during explanation later, this waste time and space for writing, this was common in Section D

General comments

The number of centres has decreased from 6 to 5 hence the number of candidates who sat for the examination decreased. In Section C Question 1 was the least popular as most candidates avoided this question. Question 2 was the most popular in Section D, but the candidates' performance was below average. There was rubric infringement in Sections C and D as candidates would answer all the questions in sections instead of choosing. This compromises the time allocated for these sections. In some cases, in Section C candidates left out two questions unanswered instead of one.

Comments on specific Questions

SECTION B

Question 1

(a)   Name the process that has occurred in fig 4?   [1]

This was a fairly done question by candidates as most were able to identify the process.

(b)   State two reasons for the removal of the trees.   [2]

Most candidates were able to state the reasons for the removal of the trees.

Correct response:

Clearing forests for construction of buildings/settlements
Clearing the land for doing farming/ construction of roads

(c)   Describe three problems that can be caused by the removal of trees.   [3]

Most candidates were able to describe the problems caused by the removal of trees although some could not clearly describe the balance between carbon dioxide and oxygen.

Correct response:

Loss of habitat
Loss of scenic beauty
Decrease in oxygen which we get from the trees
Makes land bare to be bare which leads to soil erosion

(d)   Suggest two things that can be done to reduce the removal of forests.   [2]

This question was well answered by a majority of candidates.

Correct response:

Limiting or controlling population growth to ease the high demand of forests products and need of land use
Controlling the removal of trees through legislation
Educating the people about the importance of having trees and dangers of losing trees
Establishing woodlots where people can buy timber or forests products

Question 2

(a) Identify the picture which shows formal education between A and B. [1]

All candidates were able to identify the type of education shown in A.

Correct response: B

(b) State one advantage of traditional education. [2]

A majority of candidates were not able to express themselves clearly.

Correct response

Skills passed down from older members of the community to younger members
Children learn about their culture
Helps preserve heritage/culture

(c) Explain any one role education in Eswatini. [2]

Few candidates were able to explain the role of education in Eswatini.

Correct response

Educated children are literate and numerate and are more likely to get jobs
With a good income
Education teaches the importance of a balanced diet, hygienic living condition
And disease prevention and so leads to better health
Educated children are more likely to have careers and have fewer children

(d) Use table 1 to classify the following and show where they are in the stages of production. [7]

Few candidates got full marks. The candidates were unable to classify the various processes, the mixed them up.

Correct response

Primary stage	Secondary stage	Tertiary stage	Consumption
• Coal mining • Growing vegetables • Harvesting cotton	• Making cars • Building houses	• Train carrying petrol	• Selling food to workers

SECTION C

1. Differentiate between a sole trader and a limited liability company. Give an example of each to illustrate the differences. [6]

    This was the least popular question and not a well done. Candidates that attempted the question scored less marks. Most candidates could not differentiate between a sole trader and a limited liability company and could not give examples to illustrate the differences.

    Correct response:

    Sole trader - is a type of enterprise owned and run by one person and in which there is no legal distinction between the owner and the business entity. A sole trader does not necessarily work alone and may employ other people.

    Example: Owners of grocery shops, garage owners, taxi or bus owners.

    Limited liability company- a business enterprise owned by many people who do not run the business.

    Example: Eswatini MTN, Parmalat, Kentucky Fried Chicken

2. Differentiate between casual employment and seasonal employment. Give an example of each to illustrate the differences. [6]

    A fairly answered question. Casual employment was well described by candidates but somehow tended to confuse the example with the name of the place where people are employed using casual employment. Most candidates were able to describe seasonal employment and scored full marks.

    Correct response:

    Casual employment - when a person earns a living by doing one kind of work for an employer one day and doing another type of work for a different employer the next day.

    Example: cleaning the yard, washing a car for a neighbour, clearing land

    Seasonal employment - when a person gets a job according to the four seasons of the year. These jobs are usually found in the agriculture industry.

    Example: citrus picking, sugarcane cutting, pineapple harvesting

3. Differentiate between commercial farming and traditional farming. Give an example of each to illustrate the differences. [6]

    Candidates were able to differentiate between commercial farming and traditional farming. Most candidates got the answers correct. However, they struggled with providing examples of traditional farming.

    Correct response:

    Commercial farming - this is growing of crops and rearing of livestock on individual tenure farms with the intention to sell. They are usually done on a large-scale using technology.

    Example: sugarcane growing at Mhlume

    Traditional farming- this the growing of crops and livestock on Swazi Nation Land mainly for subsistence farming. Farmers use family labour and draught animals.

Example: A traditional farmer at Mahlangatja

4. Differentiate between customary law and common law. Give an example of each to illustrate the differences. [6]

This was one of the popular questions but was not well done by most candidates. Very few candidates were able to differentiate between customary law and common law. In most cases candidates misinterpreted customary and common law and defined law in general They were also not able to give the correct examples.

Correct response:

Common law - this is the law that developed for certain situations and originated from the European customs, and it is enforced by the courts.

Example: common law marriage

Customary law- this is the law that developed from the customs of a society.

Example: Swazi law and custom

5. Differentiate between direct aid and indirect aid. Give examples of each to illustrate differences. [6]

This was the least popular question, and the performance was below average.

Correct response:

Direct aid this is aid that is directly from one government to another without any intermediary. Such aid usually comes from one government of friendly developed countries.

Example: the Government of Taiwan giving aid to Eswatini

Indirect aid this is the aid whereby the governments that are providing the aid do not directly deal with the government who need help.

Example: aid given to Eswatini through UNICEF, World bank, WHO, etc

6. Differentiate between preventive measures to diseases and curative measures to diseases. Give an example of each to illustrate the differences. [6]

The candidates' performance in this question was below average as most were not able to preventive measures to diseases nor were they able to provide examples.

Correct response:

Preventative measures to diseases - these are control measures whereby people are helped to resist contracting diseases.

Example: eating a balanced diet, being physically fit, immunisation to increase body resistant to diseases, taking preventative medicine

Curative measures to diseases: these are measures taken to cure people who are sick.

Example: Treating all those was sick, isolating or controlling the movement of those already sick, investigating contacts to see is they have been infected

SECTION D

1. Explain five reasons why good health is necessary for the human resource. [15]

This was the least popular question, and it was not well done by almost all the candidates that attempted it. Candidates could not explain the reasons why good health is necessary for human resource. Most candidates referred to measures that can be done to improve health.

Correct response:

Human beings should be physically and emotionally well so that all the organs of the body function well
A healthy person feels strong and happy
Healthy person and shows production of goods
A healthy nation can contribute to the national development of the country
A healthy person can reproduce ensuring availability of human resource in the future

2. Explain five ways by which too many cars affect the environment and human beings. [15]

This was a well-done question by candidates as most were able to explain ways by which too many cars affect the environment and human beings. Candidates were able to score above average marks.

Correct response:

Air pollution increases and could lead to sickness
Long queues of traffic two in from work and home, it affects the time arrival
Accidents leading to the loss of able-bodied people to boost the economy, lo of people who support families, damage of property
Shortage of packing space which might lead to accidents
Lot of script cars leading to visual pollution
Increased pollution which could affect the environment and the people

3. Explain five strategies by which the government can reduce the gap between the rich and the poor in the country. [15]

It was attempted by a sizeable number of candidates, but it was not well done by a majority who chose it. The candidates were not able explain strategies by which the government can reduce the gap between the rich and the poor. Some candidates answered by saying the rich should share with the poor which was not a government strategy.

Correct response:

Having salary reviews
Advising people to engage in cash crop farming especially the unemployed
Giving Swazis access to loans to start businesses
Charging low fees in hospitals, clinics and public health units
Controlling the prices of colds regarded as basic needs
Taxing goods regarded as luxury like tobacco and alcohol
Adjust the salaries of the workers that the low income earns more in the high-income earn less