**YEAR 11 DEV STUDIES HOME PACK.**

systems for Vanuatu.

in all four sectors.

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| **STRAND 2: ECONOMIC DEVELOPMENT** | | | | |
| **Major Learning Outcome: 11DST2** | | Upon successful completion of this strand, students are able to demonstrate understanding of economic development, globalization, international communications and global finances and their impacts on the quality of life of individuals and societies. | | |
| **Sub-strand** | **Key Learning**  **Outcome** | **Code** | **Specific Learning Outcome** | **Skill**  **Levels** |
| **Economic Systems and Economic Development** | **11DST2.1**  Upon successful completion of the sub-strand, students are able to demonstrate understanding of the term “economic development”,  and the different economic systems in Vanuatu. | 11DST2.1.1.1 | **Define** “economic development” and “economic systems”. | 1 |
| 11DST2.1.1.2 | **Identify** the different economic systems in Vanuatu. | 1 |
| 11DST2.1.2.1 | **Describe** the usefulness of subsistence and commercial economic | 2 |
| 11DST2.1.2.2 | **List** the advantages and disadvantages of economic development. | 2 |
| 11DST2.1.3.1 | **Differentiate** between different economic systems. | 3 |
| 11DST2.1.4.1 | **Discuss** the benefits and drawbacks of economic development using specific examples. | 4 |
| **Sectors of Economic**  **Development** | **11DST2.2**  Upon successful completion of the sub-strand, students are able to demonstrate understanding of the four main sectors of economic development and outline their importance to Vanuatu. | 11DST2.2.1.1 | **Name** the four sectors of economic development. | 1 |
| 11DST2.2.2.1 | Describeexamples of activities in each sector of economic development. | 2 |
| 11DST2.2.3.2 | Differentiate between each sector of economic development. | 3 |
| 11DST2.2.3.1 | **Explain** why it is important for Vanuatu to have economic activities | 3 |

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| **Commercial**  **and Subsistence**  **Agriculture** | **11DST2.3**  Upon successful completion of the sub-strand, students are able to demonstrate understanding of the commercial and subsistence agriculture and examples  of each from developing  countries. | 11DST2.3.1.1 | **Give** examples of commercial plantations in tropical areas. | 1 |
| 11DST2.3.1.2 | **Identify** the world’s major food and plantation crops. | 1 |
| 11DST2.3.2.1 | **Describe** the global distribution of major food and plantation crops. | 2 |
| 11DST2.3.3.1 | **Differentiate** between the following types of farming: subsistence and commercial; sedentary and shifting; arable and pastoral; and intensive and extensive. | 3 |
| 11DST2.3.3.2 | **Draw** a flow chart of an agricultural system, with inputs, processes,  outputs, markets, and feedbacks. | 3 |
| 11DST2.3.3.3 | **Summarize** the advantages and disadvantages of plantation agriculture. | 3 |
| 11DST2.3.3.4 | **Explain** why traditional agricultural practices should be maintained in Vanuatu. | 3 |
| **Extractive Primary**  **Industries** | **11DST2.4**  Upon successful completion of the sub-strand, students are able to demonstrate understanding of the features and effects of extractive primary industries. | 11DST2.4.1.1 | **Define** “extractive primary industry”. | 1 |
| 11DST2.4.1.2 | **Give** examples of extractive primary industries in the Pacific. | 1 |
| 11DST2.4.2.1 | **Describe** the features of one extractive primary industry in Vanuatu. | 2 |
| 11DST2.4.2.2 | **Describe** the methods of extraction or removal of a chosen resource  in one Pacific country. | 2 |
| 11DST2.4.3.1 | **Summarize** the negative effects of extractive primary industries on the environment using specific examples. | 3 |
| 11DST2.4.4.1 | **Discuss** ways to minimize the negative impacts of extractive primary industries on the environment. | 4 |
| **Employment**  **Structures** | **11DST2.5**  Upon successful completion of the sub-strand, students are able to demonstrate understanding of the employment structures in a developed and developing country. | 11DST2.5.1.1 | **Define** “employment” and “employment structure”. | 1 |
| 11DST2.5.2.1 | **Describe** the features of the employment structure in Vanuatu. | 2 |
| 11DST2.5.3.1 | **Differentiate** between employment structures in industrialized and developing countries. | 3 |
| 11DST2.5.3.2 | **Explain** the importance of each sector of employment in Vanuatu. | 3 |
| 11DST2.5.3.3 | **Explain** why most people in Vanuatu work in the primary sector and are self-employed subsistence farmers. | 3 |

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throughout human history.

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| **STRAND 3: PROMOTING DEVELOPMENT** | | | | |
| **Major Learning Outcome: 11DST3** | | Upon successful completion of this strand, students are able to demonstrate understanding of the factors that contribute to promoting or hindering the development process, with special reference to rural areas. | | |
| **Sub-strand** | **Key Learning**  **Outcome** | **Code** | **Specific Learning Outcome** | **Skill**  **Levels** |
| **International Aid** | **11DST3.1**  Upon successful completion of the sub-strand, students are able to demonstrate understanding  of the main forms, problems and benefits of international aid, with reference to Vanuatu. | 11DST3.1.1.1 | **Define** “international aid”, “official development aid” (ODA),  “donor“ and “recipient”. | 1 |
| 11DST3.1.1.2 | **Identify** the main sources of aid e.g. ODA, NGOs, etc. | 1 |
| 11DST3.1.1.3 | **Name** the major international aid donors in the Pacific region. | 1 |
| 11DST3.1.2.1 | **Describe** the different forms of aid e.g. grants, loans, human resources, equipment, etc. | 2 |
| 11DST3.1.2.2 | **List** some examples of the different forms of aid to Vanuatu. | 2 |
| 11DST3.1.3.1 | **Explain** why aid is given. | 3 |
| 11DST3.1.4.2 | **Discuss** the advantages and disadvantages of receiving foreign aid for countries like Vanuatu. | 4 |
| **Major Technological**  **Changes** | **11DST3.2**  Upon successful completion of the sub-strand, students are able to demonstrate understanding  of the major technological changes that have affected human development. | 11DST3.2.1.1 | **Identify** major technological changes in today’s society. | 1 |
| 11DST3.2.2.1 | **Describe** the impacts of technological changes on today’s society. | 2 |
| 11DST3.2.2.2 | **Draw** concept maps (or a poster) of major technological changes | 2 |
| 11DST3.2.3.1 | **Explain** the inequalities caused by changes brought about by technology to society using specific examples to support arguments. | 3 |
| 11DST3.2.4.1 | **Discuss** the usefulness of selected examples of technological change, e.g. The industrial revolution, the green revolution, and the digital revolution. | 4 |

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| **Non-Government**  **Organizations** | **DST11.3.3**  Upon successful completion of the sub-strand, students are able to demonstrate understanding  of the importance of non- government organizations in the development of local communities. | 11DST3.3.1.1 | **Define** “non-government organization”. | 1 |
| 11DST3.3.2.1 | **List** examples of the work done by non- government organizations in Vanuatu and other countries. | 2 |
| 11DST3.3.2.2 | **Describe** the importance of NGOs in the development of local | 2 |
| 11DST3.3.3.1 | **Explain** how non-government organizations operate at the grassroots level with no strings attached. | 3 |
| 11DST3.3.4.1 | **Evaluate** the work of one non-government organization operating in Vanuatu. | 4 |

communities.

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| **STRAND 4: DEVELOPMENT AND ENVIRONMENT** | | | | |
| **Major Learning Outcome: 11DST4** | | Upon successful completion of this strand, students are able to demonstrate understanding of the  key aspects of the natural environment, the harmful effects of development on the environment, and how environmental security can be attained in the face of current human activities. | | |
| **Sub-strand** | **Key Learning**  **Outcome** | **Code** | **Specific Learning Outcome** | **Skill**  **Levels** |
| **The Earth in Space** | **11DST4.1**  Upon successful completion of the sub-strand, students are able to demonstrate understanding of the unique characteristics of planet earth, including its rotation and revolution. | 11DST4.1.1.1 | **Name** the planets in our solar system | 1 |
| 11DST4.1.2.1 | **Draw a** diagram of the earth and its location and relative size in relation to the sun and other planets. | 2 |
| 11DST4.1.1.2 | Label the North and south Pole, and the Prime meridian and equator | 1 |
| 11DST4.1.1.3 | Identify some important features of the earth – water, land, etc. | 1 |
| 11DST4.1.3.1 | **Explain** the unique features of planet earth – water in 3 states, life, etc. | 3 |
| 11DST4.1.2.2 | **Describe** how the earth looks like from space. | 2 |
| 11DST4.1.2.3 | **Show** how the earth revolves and rotates. | 2 |
| 11DST4.1.3.2 | **Compare** the characteristics of planet earth to other planets. | 3 |
| **Latitude, Longitude, and Map Projections** | **DST11.4.2**  Upon successful completion of the sub-strand, students are able to demonstrate understanding of the  different map projections, and  coordinates of latitude and longitude to measure positions on maps. | 11DST4.2.1.1 | **Name** important lines of latitude and longitude on a world map. | 1 |
| 11DST4.2.1.2 | **State**  the longitudinal coordinate of places and countries | 1 |
| 11DST4.2.2.1 | **Describe** the importance of map projections in education and navigation. | 2 |
| 11DST4.2.2.2 | **Describe how** Mercator’s projection is influenced by colonialism. | 2 |
| 11DST4.2.4.1 | **Discuss** the differencesbetween the Mercator and Peters projections. | 4 |
| 11DST4.2.3.1 | **Explain** why the Mercator projection gives a distorted view of the world, with Europe and north America too large and tropical areas too small. | 3 |

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| **The Earth’s Natural**  **Environment** | **11DST4.3**  Upon successful completion of the sub-strand, students are able to demonstrate understanding of the main features of the earth’s  natural environment, and its  geological history, atmosphere and climate. | 11DST4.3.1.1 | **Identify** relief features of continents (fold mountains, plateaux, plains) and oceans (shelves, trenches, ridges and plains). | 1 |
| 11DST4.3.2.1 | **Describe** the features of the earth’s atmosphere, tropical, sub-  tropical, temperate, and arctic climates. | 2 |
| 11DST4.3.2.2 | **Describe** the nature of “greenhouse gas” and the “greenhouse effect”. | 2 |
| 11DST4.3.2.3 | **Describe** the causes of the “greenhouse gas” and the “greenhouse effect”. | 2 |
| 11DST4.3.4.1 | **Discuss** the role of the atmosphere in controlling our weather and climate (water cycle, greenhouse gases, ozone layer, etc.). | 4 |
| 11DST4.3.3.1 | **Explain** how increasing levels of greenhouse gases can lead to global warming. | 3 |
| 11DST4.3.3.2 | **Construct** a time line and/or pictures to show the earth’s history from creation to present. | 3 |
| 11DST4.3.3.3 | **Draw** the link between natural vegetation and climate. | 3 |
| 11DST4.3.3.4 | **Differentiate** between forest, savannah, grassland, desert and tundra biomes. | 3 |
| 11DST4.3.4.2 | **Evaluate** the factors that influence Vegetative productivity using specific examples. | 4 |
| **Natural Resources** | **11DST4.4**  Upon successful completion of the sub-strand, students are able to demonstrate understanding of the classification and importance of natural resources. | 11DST4.4.1.1 | **Define** the term “Natural resources”. | 1 |
| 11DST4.4.1.2 | **Identify** energy resources available to people in Vanuatu. | 1 |
| 11DST4.4.3.1 | **Classify** natural resources under non-renewable (stock), renewable  (flow) and renewable (continuous) resources. | 3 |
| 11DST4.4.4.2 | **Discuss** how natural resources are being used sustainably and  unsustainably in Vanuatu using specific examples. | 4 |
| 11DST4.4.3.3 | **Analyze** the impact of over-exploitation of resources in Vanuatu. | 3 |
| 11DST4.4.4.1 | **Discuss** why traditional conservation measures are environmentally friendly. | 4 |

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There is no single textbook that contain all the knowledge, skills and attitudes required for the development studies course. Therefore one will have to use his or her own initiative to obtain relevant information from existing text, magazines, newspaper articles, web-sites

Development Studies is a rapidly-changing field, so teachers and students must ensure that

they are using resources that are not outdated.

Main texts and materials that can be useful for different sections of the course:

y S,T - Students text

y T - Teachers text

y S,T Waugh D., The Wider World, (latest edition), Thomas Nelson, (most recent

date) ISBN 0-17-434309-4

y S,T Flint D., Progress and Change in Developing Countries, Basil Blackwell,

1991

y S,T Morrish M., Development in the Third World, OUP, 1991

y S,T Population Reference Bureau, World Population Data Sheet (annual publication)

y S,T SPC/GIZ, Coping with Climate Change (first draft), NCCAS, May 2011

y T Development Education Project, Teaching Development Issues (7 booklets), Manchester, UK, 1986

y T Nielsen R., The Little Green Handbook, Scribe Publications, Melbourne,

2005, ISBN 1-920769-30-7

y T World watch Institute, State of the World, Norton, New York (annual

publication)

y T World watch Institute, Vital Signs, Norton, New York (annual publication)

y T McNaught A. et al, Global Challenge, Pearson Education, UK,

y ISBN 0582-42980-3

y T Potter, R. et al, Geographies of Development, Pearson/Prentice Hall, UK,

y ISBN 0-130-60569-7, 2004

y T Lomborg, B., Solutions for the World’s Biggest Problems, Cambridge

University Press, ISBN 978-0-521-88772-4, 2007

y T Baha’i International Community, Valuing Spirituality

**Useful websites**

y <http://blds.ids.ac.uk/blds/guides/index.htmlBritish>Library for Development

Studies, Institute of Development Studies, Brighton, UK (guide to information

on all aspects of development)

y <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)

y [www.ingentaconnect.comOnline](http://www.ingentaconnect.comOnline/) version of the journal Progress in Development

Studies

y [www.meteo.gov.vu](http://www.meteo.gov.vu/) Vanuatu Meteorological Service

y [www.geohazards.gov.vu](http://www.geohazards.gov.vu/) Vanuatu Geo hazards Department

y [www.livelearn.org](http://www.livelearn.org/) Live and Learn Vanuatu (educational materials on climate change, human rights, water, biodiversity)

y [www](http://www.giz.de/).giz.de GIZ - materials on adaptation to climate change under the

CCCPIR programme

y [www.prb.org](http://www.prb.org/) Population Reference Bureau (for World Population Data Sheet, published annually)

**BREAKDOWN OF WORK TO BE COVERED DURING THE HOME STAY**.

TERM ONE 2020

\* Strand 2. Sub strand 2.1. This lesson should be covered in week 9

Sub strand 2.2 and week 10. Most of these are revision work.

\* Strand 2. Sub strand 2. 3. This lesson should be covered in week 11

\* Strand 2. Sub strand 2.4.work to be done in week 12

\* Strand 2. Sub strand 2.5. This lesson should be covered in week 13

TERM TWO 2020

\* Strand 3. Sub strand 3.1. This lesson should be covered in week 1

\* Strand 3. Sub strand 3.2. This lesson should be covered in week 2

\* Strand 3. Sub strand 3.3. This lesson should be covered in week 3

TERM TWO 2020

\* Strand 4. Sub strand 4.1. This lesson should be covered in week 4

\* Strand 4. Sub strand 4.2. This lesson should be covered in week 5

\* Strand 4. Sub strand 4.3. This lesson should be covered in week 6

! You can do google search (internet) to access the information for most of these lesson.