**YR 12 DEVELOPMENT STUDIES**

**# Work to be covered from week 8- 13 and also part of Term 2 2020**

**(See break down of the work at the bottom page).**

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| **STRAND 2: ECONOMIC DEVELOPMENT** | | | | |
| **Major Learning Outcome: 12DST2** | | 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** |
| **Indicators**  **of Economic Development (Review)** | **12DST2.1**  Upon successful completion of the sub-strand, students are able to demonstrate understanding  of the indicators of economic development and their limitation and advantages to development. | 12DST2.1.1.1 | **Define** GDP per capita, expressed in purchasing power parity (PPP). | 1 |
| 12DST2.1.1.2 | **Define** Human Development Index (HDI). | 1 |
| 12DST2.1.2.1 | **List** other common indicators of economic development. | 2 |
| 12DST2.1.2.2 | **Describe** the main limitations and advantages of using GNP per capita as an indicator of development. | 2 |
| 12DST2.1.3.1 | **Explain** how the GDP is calculated. | 3 |
| 12DST2.1.3.2 | **Explain** how GDP per capita is calculated. | 3 |
| 12DST2.1.3.3 | **Explain** the difference between GDP and GDP per capita. | 3 |
| 12DST2.1.3.4 | **Explain** the difference between GNP and GDP. | 3 |
| 12DST2.1.3.5 | **Discuss** the limitations of using GDP per capita as an indicator of development. | 3 |
| 12DST2.1.3.6 | **Discuss** the limitations of using GDP as the principal indicator of economic development. | 3 |
| 12DST2.1.3.7 | **Discuss** the limitations of using HDI as a principal indicator of  economic development. | 3 |

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|  |  | 12DST2.1.2.3 | **Calculate** GDP. | 2 |
| 12DST2.1.2.4 | **Calculate** HDI. | 2 |
| 12DST2.1.1.3 | **Identify** the level of development using GDP. | 1 |
| 12DST2.1.4.1 | **Assess** the problems affecting the quality of life in countries where economic indicators are high (e.g. Crime, road accidents, etc.). | 4 |
| **Sectors of Economic Development (Review)** | **12DST2.2**  Upon successful completion of the sub-strand, students are able to demonstrate understanding  of the features and importance of the four main sectors of economic development. | 12DST2.2.1.1 | **Identify** the different sectors/levels of economic development. | 1 |
| 12DST2.2.1.2 | **Give** examples of the four sectors of development. | 1 |
| 12DST2.2.2.1 | **Describe** the features of the primary sector. | 2 |
| 12DST2.2.2.2 | **Describe** the features of the secondary sector. | 2 |
| 12DST2.2.2.3 | **Describe** the features of the tertiary sector. | 2 |
| 12DST2.2.2.4 | **Describe** the features of the quaternary sector. | 2 |
| 12DST2.2.3.1 | **Differentiate** between the four sectors of economic development. | 3 |
| 12DST2.2.3.2 | **Explain** how the four levels of economic development are interdependent. | 3 |
| 12DST2.2.3.3 | **Summarize** the level of economic development for Vanuatu. | 3 |
| 12DST2.2.3.4 | **Relate** the importance of each sector of economic development to the economy of Vanuatu. | 3 |
| 12DST2.2.4.1 | **Criticize** Vanuatu’s custom economy. | 4 |

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| **Agriculture, Food Security and Poverty** | **12DST2.3**  Upon successful completion of the sub-strand, students are able to demonstrate understanding  of loss of food security, and  its solutions in developing  Countries. | 12DST2.3.1.1 | **Define** poverty. | 1 |
| 12DST2.3.1.2 | **Define** hunger. | 1 |
| 12DST2.3.1.3 | **Define** malnutrition. | 1 |
| 12DST2.3.1.4 | **Define** food security. | 1 |
| 12DST2.3.2.1 | **Describe** the negative effects of poverty on development. | 2 |
| 12DST2.3.3.1 | **Investigate** the main types of agriculture and agricultural systems in  Vanuatu. | 3 |
| 12DST2.3.1.5 | **Identify** the major problems faced by farmers in developing countries. | 1 |
| 12DST2.3.2.2 | **List** the factors that lead to the loss of food security. | 2 |
| 12DST2.3.4.1 | **Present** a seminar on possible solutions to overcome problems of food  security. (IA component). | 4 |
| 12DST2.3.4.2 | **Evaluate** the effects of climate change on agriculture – droughts, floods  and higher temperatures. | 4 |
| 12DST2.3.4.3 | **Advocate** for the adoption of agricultural techniques that can offset the effects of future climate change. | 4 |

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| **Secondary, Tertiary, and Quaternary Production** | **12DST2.4**  Upon successful completion of the sub-strand, students are able to demonstrate understanding  of the present day strategies for industrialization that can be adopted by developing countries. | 12DST2.4.1.1 | **Define** the term industrialization. | 1 |
| 11DST2.4.2.1 | **Describe** the main features of the industrial revolution in the early 1800s. | 2 |
| 12DST2.4.1.2 | **Give** examples of strategies for industrialization that are available to  Pacific Island countries. | 1 |
| 12DST2.4.1.3 | **Define** the term multinational/transnational companies. | 1 |
| 12DST2.4.1.4 | **Define** the term small scale enterprises. | 1 |
| 12DST2.4.1.5 | **Define** the term micro-finance. | 1 |
| 12DST2.4.1.6 | **Define** agribusiness. | 1 |
| 12DST2.4.1.7 | **Identify** multinational companies, small-scale enterprises and micro-  finance that are operating in Vanuatu. | 1 |
| 12DST2.4.2.2 | **Describe** appropriate strategies for industrialization for Pacific Islands. | 2 |
| 12DST2.4.2.3 | **Describe** the role of multinational/transnational companies, agribusinesses and other forms of foreign direct investment. | 2 |
| 12DST2.4.2.4 | **List** the advantages of multinational/transnational companies and agribusinesses for developing countries. | 2 |
| 12DST2.4.2.5 | **List** the disadvantages of multinational/transnational companies and agribusinesses for developing countries. | 2 |
| 12DST2.4.3.1 | **Explain** on the role and importance of multinational companies, agribusinesses and other forms of foreign direct investment for a developing country such as Vanuatu. | 3 |
| 12DST2.4.4.1 | **Evaluate** the importance of small-scale enterprises and micro-finance to  the people and economy of Vanuatu. | 4 |
| 11DST2.4.4.2 | **Discuss** the benefits and drawbacks of industrialization for Vanuatu using specific examples. | 4 |
| 12DST2.4.4.3 | **Criticize** the work of foreign direct investments in Vanuatu. | 4 |

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| **Employment**  **Issues** | **12DST2.5**  Upon successful completion of the sub-strand, students are able to demonstrate  understanding of the different forms of employment, and  its surrounding issues for developing countries. | 12DST2.5.1.1 | **Define** “labour migration”. | 1 |
| 12DST2.5.1.2 | **Identify** examples of labour migrations from the world and the Pacific area, including the RSE scheme operating in New Zealand. | 1 |
| 12DST2.5.2.1 | **List** the employment issues in developing countries. | 2 |
| 12DST2.5.1.3 | **Identify** the employment issues that exist in Vanuatu. | 1 |
| 12DST2.5.3.1 | **Explain** why those employment issues exist in Vanuatu. | 3 |
| 12DST2.5.2.2 | **Describe** the inequalities of employment in developing countries. | 2 |
| 12DST2.5.1.4 | **Define** formal employment. | 1 |
| 12DST2.5.1.5 | **Define** informal employment. | 1 |
| 12DST2.5.2.3 | **List** examples of formal employment. | 2 |
| 12DST2.5.2.4 | **List** examples of informal employment. | 2 |
| 12DST2.5.3.2 | **Differentiate** between formal and informal employment. | 3 |
| 12DST2.5.4.1 | **Evaluate** the importance of informal employment for developing  countries with specific examples. | 4 |
| 12DST2.5.3.3 | **Discuss** the factors that cause exploitation of workers. | 3 |
| 12DST2.5.4.2 | **Express** opinions on the exploitation of women and children in the workforce in Vanuatu and other countries. | 4 |

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| **STRAND 3: PROMOTING DEVELOPMENT** | | | | |
| **Major Learning Outcome: 12DST3** | | 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** |
| **Rural**  **Development** | **12DST3.1**  Upon successful completion of  the sub-strand, students are able to demonstrate understanding of the features and strategies for rural development in Vanuatu, and the link to international aid. | 12DST3.1.1.1 | **Define** rural development. | 1 |
| 12DST3.1.1.2 | **Define** top-down development. | 1 |
| 12DST3.1.1.3 | **Define** bottom-up development. | 1 |
| 12DST3.1.1.4 | **Identify** some of the features of rural development projects, e.g. Sustainable use of local resources, poverty alleviation, etc. | 1 |
| 12DST3.1.2.1 | **Describe** the key features of top-down and bottom up development. | 2 |
| 12DST3.1.2.2 | **Describe** the key features of bottom-up development. | 2 |
| 12DST3.1.2.3 | **List** examples of top down and bottom up developments. | 2 |
| 12DST3.1.3.1 | **Differentiate** between top down and bottom up types of development. | 3 |
| 12DST3.1.3.2 | **Discuss** why a rural development project must be in harmony with the traditional way of life of rural communities. | 3 |
| 12DST3.1.3.3 | **Explain** the importance of the bottom-up approach to development. | 3 |
| 12DST3.1.3.4 | **Explain** how factors such as decentralization, micro-finance and community-based organizations are promoting rural development in Vanuatu. | 3 |
| 12DST3.1.3.5 | **Investigate** the strategies used by some countries for rural development. | 3 |
| 12DST3.1.4.1 | **Present** a report on some strategies for rural development used in  different countries, e.g. land reform in China, cooperatives in India, etc. | 4 |

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| **International**  **Trade, and**  **Neo-colonialism** | **12DST3.2**  Upon successful completion of the sub-strand, students are able to demonstrate understanding of the main features of present-day  international trade and international  debt, and the different forms of  “neo-colonialism”. | 12DST3.2.1.1 | **Define** “neo-colonialism” and “international trade”. | 1 |
| 12DST3.2.1.2 | **Define** international trade. | 1 |
| 12DST3.2.1.3 | **Define** international debt. | 1 |
| 12DST3.2.2.1 | **Describe** the features of international debt crisis. | 2 |
| 12DST3.2.2.2 | **Describe** the concept of unfair trading for developing countries. | 2 |
| 12DST3.2.2.3 | **List** examples of unfair trading. | 2 |
| 12DST3.2.3.1 | **Differentiate** between colonialism and neo-colonialism. | 3 |
| 12DST3.2.3.2 | **Explain** why some countries have large international debts, e.g. imports exceeding exports, raw materials dominating exports, large loans, etc. | 3 |
| 12DST3.2.3.3 | **Explain** the impacts of international debt on developing countries. | 3 |
| 12DST3.2.4.1 | **Discuss** why trade is important and how it benefits countries at  different levels of development using relevant examples. | 4 |
| 12DST3.2.3.4 | **Explain** how neo-colonialism is related to multinational companies, international trade, aid and debt. | 3 |
| 12DST3.2.3.5 | **Explain** why some countries are forced to take out large loans, e.g. for infrastructure projects. | 3 |
| 12DST3.2.4.2 | **Evaluate** the influences of neo- colonialism in Vanuatu, and how it  might be reduced. | 4 |
| 12DST3.2.4.3 | **Express** opinions on whether Vanuatu is truly economically independent. | 4 |

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| **Local and National Organizations** | **12DST3.3**  Upon successful completion of the sub-strand, students are able to demonstrate understanding of the roles of local and national organizations, aid agencies and charities in the development process of Vanuatu. | 12DST3.3.1.1 | **Identify** the roles of local and national organizations, aid agencies and charities in Vanuatu. | 1 |
| 12DST3.3.1.2 | **Name** some of the local and national organizations, aid agencies and charities in Vanuatu. | 1 |
| 12DST3.3.2.1 | **List** examples of the work of charitable organizations in Vanuatu. | 2 |
| 12DST3.3.2.2 | **List** examples of the work of aid agencies in Vanuatu. | 2 |
| 12DST3.3.2.3 | **Describe** the work done by national organizations in Vanuatu. | 2 |
| 12DST3.3.3.1 | **Discuss** the reasons why aid agencies give support to development in Vanuatu. | 3 |
| 12DST3.3.3.2 | **Explain** the challenges/problems arising from receiving foreign aid in Vanuatu. | 3 |
| 12DST3.3.4.1 | **Evaluate** the work of local and national organizations, aid agencies and charities in the development process of Vanuatu. | 4 |

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| **STRAND 4: DEVELOPMENT AND ENVIRONMENT** | | | | |
| **Major Learning Outcome: 12DST4** | | 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** |
| **Environmental degradation**  **and Sustainable development** | **12DST4.3**  Upon successful completion of the sub-strand, students are able to demonstrate understanding of the ways  in which our environment is being degraded, and the importance of sustainable development for Pacific islands. | 12DST4.3.1.1 | **Define** environmental degradation. | 1 |
| 12DST4.3.1.2 | **Define** environmental security. | 1 |
| 12DST4.3.1.3 | **Define** sustainable development. | 1 |
| 12DST4.3.1.4 | **Identify** ways in which the environment in Vanuatu is being degraded. | 1 |
| 12DST4.3.2.1 | **List** the environmental issues in Vanuatu. | 2 |
| 12DST4.3.2.2 | **List** the main causes of environmental degradation. | 2 |
| 12DST4.3.4.1 | **Discuss** with specific examples some of the impacts of different  types of environmental degradation in Vanuatu. | 4 |
| 12DST4.3.3.1 | **Explain** how environmental degradation can result from economic  development in one or more Pacific island nations. | 3 |
| 12DST4.3.2.3 | **Describe** strategies for reducing pollution in Vanuatu. | 2 |
| 12DST4.3.3.2 | **Explain** the importance of environmental security and sustainable development. | 3 |
| 12DST4.3.2.4 | **List** examples of sustainable development in Vanuatu. | 2 |
| 12DST4.3.3.3 | **Explain** how sustainable development can offset the effects of climate change. | 3 |

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|  |  | 12DST4.3.2.5 | **List** strategies for environment conservation e.g. tree planting, observing traditional taboos, etc. | 2 |
| 12DST4.3.4.2 | **Suggest** strategies to address the environmental issues in Vanuatu. | 4 |
| 12DST4.3.4.3 | **Propose** strategies for the management of resources for sustainable development. | 4 |
| **Land and Energy**  **Issues** | **12DST4.4**  Upon successful completion of the sub-strand, students are able to demonstrate understanding of the Land and energy issues and their solutions, using examples from Vanuatu and the Pacific. | 12DST4.4.1.1 | **Define** energy. | 1 |
| 12DST4.4.1.2 | **Define** energy security. | 1 |
| 12DST4.4.1.3 | **Identify** the main sources of energy available in the Pacific Islands. | 1 |
| 12DST4.4.3.1 | **Explain** why energy security is important in the Pacific and Vanuatu**.** | 3 |
| 12DST4.4.1.4 | **Identify** the factors that affect energy security in the Pacific and  Vanuatu. | 1 |
| 12DST4.4.2.1 | **Describe** the factors which affect energy security in the Pacific and  Vanuatu. | 2 |
| 12DST4.4.2.2 | **List** the main issues for sustainable use of energy in the Pacific Vanuatu. | 2 |
| 12DST4.4.3.2 | **Discuss** the major challenges for sustainable use of energy in the  Pacific. | 3 |
| 12DST4.4.3.3 | **Explain** why it is essential to move towards the use of renewable sources of energy. | 3 |
| 12DST4.4.2.3 | **Describe** the land ownership system in Vanuatu. | 2 |
| 12DST4.4.1.5 | **Identify** the land issues in Vanuatu. | 1 |
| 12DST4.4.2.4 | **Describe** land issues in Vanuatu. | 2 |
| 12DST4.4.4.1 | **Propose** possible solutions to the problems of land issues in Vanuatu. | 4 |
| 12DST4.4.4.2 | **Discuss** the importance of land resources in Vanuatu using specific  examples. | 4 |

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**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 in Development, Baha’i**

**Publishing Trust, UK, ISBN 1-870989-86-4, 1998**

**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 Geohazards 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)

**Key Words and Ideas**

**ADVISORY NOTE:**

This section defines and explains key words and ideas

to be used throughout the Development Studies course.

**“Bottom-up”** development that begins at the grassroots or local community level,

**Development t**hat is initiated by the people themselves using their own funds and resources; in time, regional organizations develop, e.g. for marketing, and benefits spread to a wider area.

**Compare and** “compare” means to point out the similarities between two things or

**Contrast** 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, or the continuum between dictatorships and democracies.

**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 judgment about something or assess its usefulness or give an opinion, giving reasoned arguments or evidence to support your view.

**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** this is a method of adjusting GNP/GDP per capita so that it more

**power parity** 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** is a 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.

**Synthesize** to make a generalization about a number of features or processes;

to look for patterns and trends; to create an 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 that is started by a national government and

**development** proceeds through regional agencies down to the 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.

**\*Break down of the work.**

TERM ONE 2020

\* Strand 2 – Sub strand 2.1 to 2.2 are part of recap studies to be covered in week 9 term one

\* Strand 2- Sub strand 2.4 to be covered in week 10 term one

\* Strand 2- Sub strand 2.4 to be covered in week 11 term one

\* Strand 2- Sub strand 2.5 to be covered in week 12 term one

\* Strand 3- Sub strand 3.1 to be covered in week 13 term one

**TERM TWO 2020 (work to cover in term two 2020),**

\* Strand 3 – Sub strand 3.1 to be cover in week 1

\* Strand 3- Sub strand 3.2 to be covered in week 2 term two

\* Strand 3 Sub strand 3.3 to be covered in week 3 term one

**TERM THREE 2020 (work to cover in term three 2020),**

\* Strand 4- Sub strand 4.3 to be covered in week 4 term two

\* Strand 4- Sub strand 4.4to be covered in week 5 term two