

**UNIVERSITY OF SWAZILAND**  
**DEPARTMENT OF GEOGRAPHY, ENVIRONMENTAL SCIENCE AND**  
**PLANNING**  
**FINAL EXAMINATION PAPER – DECEMBER, 2009**  
**BASS IV**

TITTLE : SOCIAL IMPACT ANALYSIS

COURSE NUMBER: GEP 426

TIME ALLOWED : THREE (3) HOURS

INSTRUCTIONS : 1. ANSWER THREE (3) QUESTIONS.

2. QUESTION ONE (1) IS COMPULSORY.

3. CHOOSE TWO (2) OTHER QUESTIONS FROM SECTION B.

4. WHERE APPROPRIATE ILLUSTRATE YOUR ANSWER  
WITH EXAMPLES.

MARKS ALLOCATION: QUESTION ONE CARRIES FORTY (40) MARKS AND  
THE OTHER QUESTIONS CARRY THIRTY (30) MARKS  
EACH.

THIS PAPER IS NOT TO OPENED UNTIL PERMISSION HAS BEEN GRANTED  
BY THE INVIGILATOR

**GEP 426: SOCIAL IMPACT ANALYSIS – DECEMBER, 2009**

**SECTION A: COMPULSORY QUESTION**

**QUESTION 1**

Using a country familiar to you as an example:

- (a) Outline the main types of data you will need to collect for the planning of education.  
(10 marks)
  - (b) Discuss the policy issues likely to arise in the planning of education.  
(10 marks)
  - (c) Explain how you would assess the achievements of the education system.  
(20 marks)
- [40 marks]**

**SECTION B: ANSWER ANY TWO QUESTIONS**

**QUESTION 2**

- (a) Explain what is meant by a 'human centred development'.  
(10 marks)
  - (b) Discuss the requirements which have to be displayed by a human centred development.  
(20 marks)
- [30 marks]**

**QUESTION 3**

'It is generally accepted that there is need to re-evaluate and reformulate social indicators of development'. Discuss the validity of this statement.  
**[30 marks]**

**QUESTION 4**

Identify and discuss the major sources of social indicators, highlighting their strengths and limitations.  
**[30 marks]**

**QUESTION 5**

'The main criticisms of any form of planning are that targets set in the plan are not achieved'. Using social service as an example, discuss the conditions under which such criticisms arise.  
**[30 marks]**