

ALEXANDRAHIGH SCHOOL

GADE 9 APOLLO ACTIVITIES; JUNE 18.

ANSWERS

Activity 6: Review differences in development around the world for selected countries.

Answers:

1. Economic; GDP/capita
Social; Life expectancy, literacy level, average years of schooling
Environmental; Percentage of the population that is urbanised, carbon emission rates.
2. a) GDP/capita: the average income per year the average person would receive if the country's total GDP was divided by country's population. This value allows us to compare countries' income.
b) Life Expectancy: the number of years the average person can expect to live in a country.
c) HDI: Human Development Index-an index indicating a country's level of development; -ranges between 0(no development) and 1 (highly developed); comprised of GDP/capita, life expectancy and number of years of schooling.
3. a) False; Countries with a high GDP/capita generally have a high carbon emission rate (since They have more industries, use more energy and transport).
b) True
c) True
d) False; lower levels are associated with less urbanised countries-in more rural populations, to the access to education is less than in urban settings.
e) False; lower GDP/capita levels are associated with lower HDIs-GDP/capita is used to determine HDI

4. Countries with HDIs eg USA, Germany and New Zealand have high carbon emission rates which cause air pollution and contribute to global warming. It suggests that with development comes greater dependency on fossil fuels, energy consumption, industry and transport, all of which lead to increased emissions.

5. Highly developed countries: USA, Germany, New Zealand

Developing and less developed countries: Brazil, Turkey, China, South Africa, India, Tanzania, Nigeria.

Activity 2.3 Differences in Development.

1. Developed: Canada, USA, Germany, Japan, Britain, France, most of the countries in the northern hemisphere. Developing: South Africa, Mauritius, Brazil, any of the African states.
NB: South Africa is an unusual case, some aspects of South Africa make it a developed country and others are typical of a developed.
2. Answers will depend on the current exchange rate.

3. a) Ethiopia b) Japan

4.

Developed countries- the North	Developing countries- the South
Slow population growth Some of the population overweight Piped sewerage Exports manufactured goods 1 or 2 children families Running water Electricity for all industrialised	Exports unprocessed raw materials Rapid population growth Candles Illiteracy Few amenities Low income 5+ children families Tanker water Many informal settlement Political instability

5. Depends on the chosen country.

ACTIVITY 2.2: THE HDI

1. Explain WHY? Eg if you choose money as a priority, then explain why?
2. a) Quality of life is related to the enjoyment that you get out of life. It is often, but not always connected to money. Eg some learners might feel that people who work half- day might have a better quality of life because they have time to go for walks and spend time with family and friends, although they do not earn that much. Whereas directors of big companies might earn millions, eat the best food and dress in designer clothes, but they do not have time to enjoy life and are stressed all their waking hours.
 b) A better quality of life should be more important. (varying thoughts are acceptable)
 c) Anything that limits enjoyment of life and the environment in general. This includes poor health, time limits, environmental degradation, inadequate income and lack of safety.
3. a) Chile, Argentina, Australia, Uruguay, Peru, Ecuador and New Zealand, except Brazil
 b) Northern hemisphere
 c) Africa: colonialism (historical processes acceptable).

CLASSROOM ACTIVITY 2.3

ANSWERS:

1. Parts of the world that have high HDI rankings include North America, Europe, Australia And the southern part of South America.
2. Parts of the world that have low HDI rankings include Africa (mainly Central Africa), Asia and Madagascar.
3. a) HDI measures human development in terms of health, education, living standards, life expectancy, average and expected years of schooling, and GDP per capita.

b) (answers may differ), the general response should be YES, citing the importance and impact of health, education and income of individuals as being the result of economic, social, and environmental development.

4. If Human Development levels in areas such as education, life expectancy and income are high even if the if the GDP is low, then the country will have a high HDI ranking.

CLASSROOM ACTIVITY 2.4

ANSWERS:

1. More Economically Developed Countries (MEDCs) and Less Economically Developed Countries (LEDCs): MEDCs have higher development indicators (Higher per capita GDP, to healthcare and education provision, etc) than LEDCs, which have greater levels of poverty and less access to basic resources such as health care and education.
2. South Africa is classified as a LEDC as the majority of the population is poor, with an average annual income less than US\$5000 per year. There is a high unemployment rate. It has low social indicators because many people live in poverty, are unemployed and do not have access to good educational. Resources. There is a large discrepancy in the economic and social development of people in South Africa.
3. a) Photo A: the school in Photo A does not have a proper building, the children may be of different ages, they have slates instead of books. There is an obvious shortage of resources. Photo B: This is a well-resourced school. The children have uniforms, dedicated teachers who are working with a small group of learners. They have purpose built classrooms and computer facilities. It will be easier for learners in this school to do well.
b) Development planning focuses on bringing the quality of basic resources into line with acceptable standards, that the government focuses resources in this area, and that schools raise funds to provide additional equipment, etc.