 Province of the

EASTERN CAPE

EDUCATION

**DIRECTORATE SENIOR CURRICULUM MANAGEMENT (SEN-FET)**

**HOME SCHOOLING SELF-STUDY WORKSHEET ANSWER SHEET**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SUBJECT** | **GEOGRAPHY** | **GRADE** | **11** | **DATE** | **6/07/20** |
| **TOPIC** | **DEVELOPMENT GEOGRAPHY(Part 1)** | **TERM 3**  **REVISION** | **√√** | **TERM 3 CONTENT** | **√√** |

**Answer sheets to worksheet 1 – Development Geography**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| 1.1. | 1.1.1 | NIC (1) |  |  |
|  |  |  |  |  |
|  | 1.1.2 | LDC (1) |  |  |
|  |  |  |  |  |
|  | 1.1.3 | LDC (1) |  |  |
|  |  |  |  |  |
|  | 1.1.3 | MDC (1) |  |  |
|  |  |  |  |  |
|  | 1.1.4 | MDC (1) |  |  |
|  |  |  |  |  |
|  | 1.1.5 | LDC (1) |  |  |
|  |  |  |  |  |
|  | 1.1.6 | MDC (1) |  |  |
|  |  |  |  |  |
|  | 1.1.7 | NIC (1) | (8 x 1) | (8) |
|  |  |  |  | **[8]** |
|  |  |  |  |  |
|  |  |  |  |  |
| 1.2 | 1.2.1 | Terms of trade (1) |  |  |
|  |  |  |  |  |
|  | 1.2.2. | Balance of trade (1) |  |  |
|  |  |  |  |  |
|  | 1.2.3 | Balance of payments (1) |  |  |
|  |  |  |  |  |
|  | 1.2.4 | Trade bloc (1) |  |  |
|  |  |  |  |  |
|  | 1.2.5 | Tariff (1) |  |  |
|  |  |  |  |  |
|  | 1.2.6 | Protectionism (1) |  |  |
|  |  |  |  |  |
|  | 1.2.7 | Liberalisation of trade (1) | (7x1) | (7) |
|  |  |  |  | **[7]** |
|  |  |  |  |  |
| 1.3 | 1.3.1 | They are in the process of still developing their economies  [CONCEPT] (1) | (1x1) | (1) |
|  |  |  |  |  |
|  | 1.3.2 | Average amount of money available to each person in that country **OR** The total value of goods and services produced in a country divided by the total population (1) | Any  (1x1) | (1) |
|  |  |  |  |  |
|  | 1.3.3 | Mass industrial growth led to growth in their economies  Export orientated products lead to higher foreign income (Any 1 x 2) (2) | (1x2) | (2) |
|  |  |  |  |  |
|  | 1.3.4 | It has the highest HDI ranking, which includes literacy as an indicator of development (2) | (1 x 2) | (2) |
|  |  |  |  |  |
|  | 1.3.5 | On a global scale, the USA, Europe and Japan are the major cores. The BRICS countries are the regions that span the distance between the core and the periphery   On a national scale the capital cities of the BRICS countries are the major cores and the surrounding cities and towns are the peripheral areas from where they draw their resources (2) | (2 x 2) | (4) |
|  |  |  |  | **[10]** |
| 1.4 | 1.4.1 | It is a corporation that has their facilities and other assets  in at least one other country than in its own country. (1)  **(Concept)** | (1 × 1) | (1) |
|  |  |  |  |  |
|  | 1.4.2 | It makes third world countries dependent on first world countries. (1)  It imposes Western cultural values on third world countries.(1) | (2x1) | (2) |
|  |  |  |  |  |
|  | 1.4.3 | The extract sees multinational corporations having a  positive influence on developing countries. (2)  The image illustrates how multinational corporations exploit the resources of developing countries. (2) | (2 × 2) | (4) |
|  |  |  |  |  |
|  | 1.4.4 | **Improving Economy:**   * Create employment which will increase the GDP (2) * Strengthen the economy by acquiring foreign currency (2) * The size and scale of the operations enable MNC to offer lower costs on products, which benefits the consumer (2) * Profits can be used for research and further development in developing countries (2) |  |  |
|  |  |  |  |  |
|  |  | **Improving Services:**   * MNC’s will work with local companies to develop their innovations and technology management. (2) * MNC’s can help fight diseases like HIV/Aids through research to benefit production output. (2) * MNC’s can improve the skills and knowledge of locals by providing educational and technical assistance and schooling. (2) * When factories are built, it will have a ripple effect on services like transport, electricity, education, etc. (2)   **(Any FOUR – Accept other relevant responses. BOTH ASPECTS**  **SHOULD BE DISCUSSED FOR THE FULL MARKS)** | (4 × 2) | (8) |
|  |  |  |  | **[15]** |
|  |  |  |  |  |
| 1.5 | 1.5.1 | Developed countries have in abundance and developing  countries have less than their basic needs  **(Concept)** (1) | (1 × 1) | (1) |
|  |  |  |  |  |
|  | 1.5.2 | Poor housing quality (2)  Low income (2)  Food insecurity (2)  Low standard of living (2)  Lack of employment security (2)  Overcrowded houses (2)  Lack of skills (2)  Lack of proper education and literacy (2)  Subsistence farming dominates (2)  **(Any TWO)** | (2 × 1) | (2) |
|  |  |  |  |  |
|  | 1.5.3 | **Economic indicator:**  In developing countries, primary activities dominate with generally low income for the majority of people, whereas in developed countries secondary, tertiary and quaternary activities dominate. (2)    **Social Indicators:**  Availability of services like water, electricity, education and health care is higher in developed countries (B) than developing countries (A) (2) In developing countries (A) the food and nutrition is poor, whereas it is  in abundance in developed countries (B).(2) | (3 × 2) | (6) |
|  |  |  |  |  |
|  | 1.5.4 | (a) X (2)    (b) The graph indicates that X has a very high workforce in the tertiary sector, which generally is an indication of a very high GDP. (2)  The sketch representing the developed countries indicate a  lifestyle of people with wealth. (2) | (1 × 2)  (2 × 2) | (2)  (4) |
|  |  |  |  |  |
|  |  |  |  | **[15]** |
| 1.6 | 1.6.1 | Human Development Index (1) | (1 x 1) | (1) |
|  |  |  |  |  |
|  | 1.6.2 | GDP/Capita √  Literacy (Education) √  Life Expectancy √  (**Any ONE**) | (1 x 1) | (1) |
|  |  |  |  |  |
|  | 1.6.3 | 1. Developed countries – Y (2)   Developing countries – X (2)  (b) The Gini-coefficient refers to the unequal  distribution of wealth in countries, therefore only  concentrates on economic development. (2)  The HDI combines social and economic indicators to differentiate between developed and developing countries (2) Both indicators provide a number out of I, but the HDI indicates a number nearest to 1 as more developed, whereas the Gini’s nearest to 1, indicates very poor and unequal distribution of wealth  (2) **(Any TWO)** | (2 x 2)  (2 x 2) | (4)  (4) |
|  | 1.6.4 | The population is still young and is an economic burden to the country (2)  Youth cannot enter work sectors (2)  High population growth will put more pressure on human and natural resources (2)  Overcrowded schools lead to poor education and low skills levels, which have a negative influence on productivity in the future (2)  **(Any TWO)** | (2 x 2) | (4) |
|  |  |  |  |  |
|  |  |  |  | **[14]** |
| 1.7 | 1.7.1 | A – Africa (1)  B – Europe (1) | (2 x 1) | (2) |
|  |  |  |  |  |
|  | 1.7.2 | Slave trade (1)  Colonialism (1)  Industrial revolution (1)  (**Any ONE**) | (1 x 1) | (1) |
|  |  |  |  |  |
|  | 1.7.3 | (a) B (1)   1. Europe’s infrastructure and technological development is greater and better than that of Africa (2) Europe is more urbanised than Africa (2)   Europe is developing at the expense of Africa (2)  (**Any TWO**) | (1 x 1)  (2 x 2) | (1)  (4) |
|  |  |  |  |  |
|  | 1.7.4 | Continent A will have a negative balance of trade (2) Raw materials have a lower monetary value than manufactured goods (2)  Raw materials especially non-renewable resources of country A will be exhausted (2)  This might lead to higher loans and stagnate economic development (2)  (**Any THREE**) | (3 x 2) | (6) |
|  |  |  |  | **[14]** |
| 1.8 | 1.8.1 | H (human development index) (1) |  |  |
|  |  |  |  |  |
|  | 1.8.2 | E (gross national product) (1) |  |  |
|  |  |  |  |  |
|  | 1.8.3 | F (gender inequality index) (1) |  |  |
|  |  |  |  |  |
|  | 1.8.4 | C (balance of trade) (1) |  |  |
|  |  |  |  |  |
|  | 1.8.5 | B (balance of payments) (1) |  |  |
|  |  |  |  |  |
|  | 1.8.6 | A (gross domestic product) (1) |  |  |
|  |  |  |  |  |
|  | 1.8.7 | D (Gini co-efficient) (1) | (7 x 1) | (7) |
|  |  |  |  | **[7]** |