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GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

SENIOR PHASE – SOCIAL SCIENCES

GRADE 9

TERM 2 GEOGRAPHY WORKBOOK

TEACHER'S GUIDE

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WEEK 1: Revision, feedback and corrections of Term 1 assessment
Introduction of the topic:
Development issues
Meaning of development, including economic, social and environmental aspects

1.1	**Choose the correct answer by underlining from the options given in brackets**	**(3x1)**	**3** **L1**
1.1.1	Countries moved away from agriculture to industratilisation (developed, Industrialised, developing) countries. **industrialised√**		
1.1.2	Countries that are advanced economically and socially (Developing, Less advanced, developed) countries, **Developed√**		
1.1.3	Countries with low standard of living, resources not effictively utilised and still in the process of developing (Developing, Developed, Adavanced) countries. **Developing√**		
1.2	**Indicate whether the following statements are True of False**	**(2x1)**	**2** **L1**
1.2.1	In developing countries, population is generally educated and workin class. **True √**		
1.2.2	LEDCs is the term normlly used to classify developing countries. **True√**		
			[5]
1.3	Study the photograph on development and answer the questions that follow: 		
1.3.1	Is the picture above depicts (developing or developed) country **Developed√**	**(1x1)**	**1** **L1**

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1.3.2	Develop countries are classified as MEDCs countries. What does the abbreviation MEDCs stand for? **More Economically Developed Countries√√**	**(1x1)**	**1** **L1**
1.2.3	Mention 4 characteristics of MEDCs? **Highly industrilised√√, resources used effectively√√, Good education System√√, High standard of living√√, Excellent health services√√, Good transport system√√** **ANY RELEVANT FOUR**	**(4x2)**	**8** **L2**
	 Figure 1.2 Living in the developing country 1.2.3. Explain the abriviation LEDCs in full **Less Economically Developed Countries√√**	**(1x2)**	**2** **L2**
	1.2.4 Looking at the figure 1.2 what are the living conditions in the LEDCs countries? List 4 aspects **Hihg level of poverty√√, Poor education√√, poor heath services√√, Poor transport system√√, Export raw materials√√, Receive aid from MEDCs√√** **ANY RELEVANT FOUR**	**(4x2)**	**8** **L2**
	1.2.4 How do people in developing contries could advance themselves? **By encouraging their children to go to school. √√** **By involving themseves in primary activities like farming, fishing etc. √√**	**(1x2)**	**2** **L2**
			[23]

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WEEK 2: Ways of measuring development			
2.1	How is the level of development measured? **Development is measured by using different indicators√√**	**1x2**	**(2)** **L1**
2.2.	Name the 3 indicators that make up the Human Development Index. **a. Life expectancy√** **b. Level of education√** c. **Per capita GDP√√**	**3x1**	**(3)** **L1**
2.3	Explain what social development incorporates. **a. Quality of life√√** **b. Access to social life√√** **c. Access to basic needs. √√**	**3x2**	**(6)** **L2**
2.4	List **THREE** factors influencing life expectancy. **a. Diet√** **b. Nutrition√** c. **Health care √**	**3x1**	**(3)** **L1**
2.5	Explain why people in income countries usually have a higher life expectancy. ➢ **They can afford expensive medical facilities. √√** ➢ **They eat healthy food. √√** ➢ **The have money to afford gyms etc.**	**2x2**	**(4)** **L2**
2.6	Do you think HDI is a helpful indicator of development? Give a reason for your answer. **Yes√, it combines social and economic indicators and is a more accurate way of measuring the level of development. √√**	**1+2**	**(3)** **L2**
2.7	Explain the meaning of the term Adult Literacy rate. **The percentage of the adult population that are able to read and write√√**	**1x2**	**(2)** **L2**
2.8	Explain why HDI is usually a more accurate measurement of the level of development than one social or economic indicator on its own. **It measures well being and compares the level of development of different countries. √√**	**1x2**	**(2)** **L3**

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WEEK 3: The Human Development Index (HDI) Life expectancy, education, GPD per Capita			
3.1	How is life expectancy calculated? **It is measured by the average lifespan from birth to death of a person in a particular country**. √√	**1x2**	**(2)** **L3**
3.2	Why is education seen as such an important indicator in the HDI? ➢ **Good education systems produce well qualified people.** √√ ➢ **People who are educated use their skills to make good use of their resources to create wealth.** √√ **(ANY OTHER RELEVANT REASON)**	**2x2**	**(4)** **L2**
3.3	Give the 3 indicators that are used in the HDI and explain each. **Life expectancy- is the measurement of the average lifespan from birth to death of a particular country.** √√ **Education- the average level of population in a country where people have high level of skills.** √√ **Per capita GDP- measures the total amount of goods and services produced in a country in a year divided by the number of people in the country**. √√	**3x2**	**(6)** **L2**
3.4	What does LE stands for? **Life Expectancy** √	**1x1**	**(1)** **L1**
3.5	**Answer True or False for the following statements.**		
	a) Countries with a high level of development are sometimes called developing countries. **False** √√	**1x2**	**(2)** **L1**
	(b) Two countries may differ widely on one indicator but have similar HDIs. **True**√√	**1x2**	**(2)** **L1**

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	c) Comparisons between the levels of development of different countries are used by economic planners and policy makers. (2x1=2) **True√√**	**1x2**	**(2)** **L1**
	d) The levels of development in countries in the same regions are often quite similar. **True√√**	**1x2**	**(2)** **L1**
	e) Countries with a low HDI include countries in USA, Canada, Western Europe, Japan, and Australia. **False√√**	**1x2**	**(2)** **L1**
	f) Developed countries are mostly found in the Southern hemisphere. **False √√**	**1x2**	**(2)** **L1**

WEEK 4: FACTORS AFFECTING DEVELOPMENT

Reasons for differences in development:

- Historical factors such as colonialism
- Trade imbalances: Unfair trade
- Technology and industrialisation

4.1.1	**Define the following concepts** a. **Colonialism** **When a country exploits other countries√√ OR** **When one country control or conquer another country (European countries capturing other countries around the World)**	**1x2**	**(2)** **L2**
	b. **Neo-colonialism** **New form of colonialism that remains after colonialism ended√√ OR** **Former colonial rulers reinforcing capitalism of their former colonies**	**1x2**	**(2)** **L2**
4.1.2	Match **Column A** with **B**	**4x1**	**(4)** **L1**

A	B	
1. Colony	A. To sell goods to another country	**C**
2. Political stability	B. Forced to move from where you live	**D**
3. Displaced	C. A country that is controlled by a more powerful country	

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		B		
	4. Export	D. A country with a stable government A		
4.1.3	Write a **paragraph** of **8 lines** explaining a trade imbalance - **Trade imbalnce is when imports are more than export and the country will suffer as the country will be paying more than it earns√√** - **This will show a negative balance of trade √√** - **Developing countries will exports goods at a lower rate and buy manufacturing products at higher prices√√** **The result of imbalance trade is that Developed countries get richer and developing countries remain poorer√√**		**4x2**	**(8)** **L3**
4.1.4	**What is the difference between Colonialism and Neo- Colonialism** **Both are still promoting controlling or capitalised form the difference is that neo still surpresses that even when coloniasation has ended√√.**		**2 x1**	**(2)** **L1**
4.1.5	**Do you think South Africa is still colonised (open-minded question)** **Yes – as we are still buying products from the colonies√**		**1 x1**	**(1)** **L1**
4.2.	Read the following passage about development in South Korea and answer questions that follow After the end of the World War II, Japan surrendered South Korea to the American forces creating an independent democratic state known as The Republic of South Korea. United states and later Japan invested money to help South Korea industrialise and use modern technology. **Stages in South Korea's industrialisation** **Stage 1: Reduce the need to import products.** Invested in local industries like electricity generation, oil refining, fertilizers, cement, steel manufacture and chemical industries. **Stage 2: Develop export industries.** Exports of TVs, cars, computers. Invested in education and training to produce skilled workers. **Stage 3: Invest and develop modern technology.** Export high-technology products such as space technology, bio- engineering, micro electronics. *(adapted from Platinum social sciences 2013 page 40)*			

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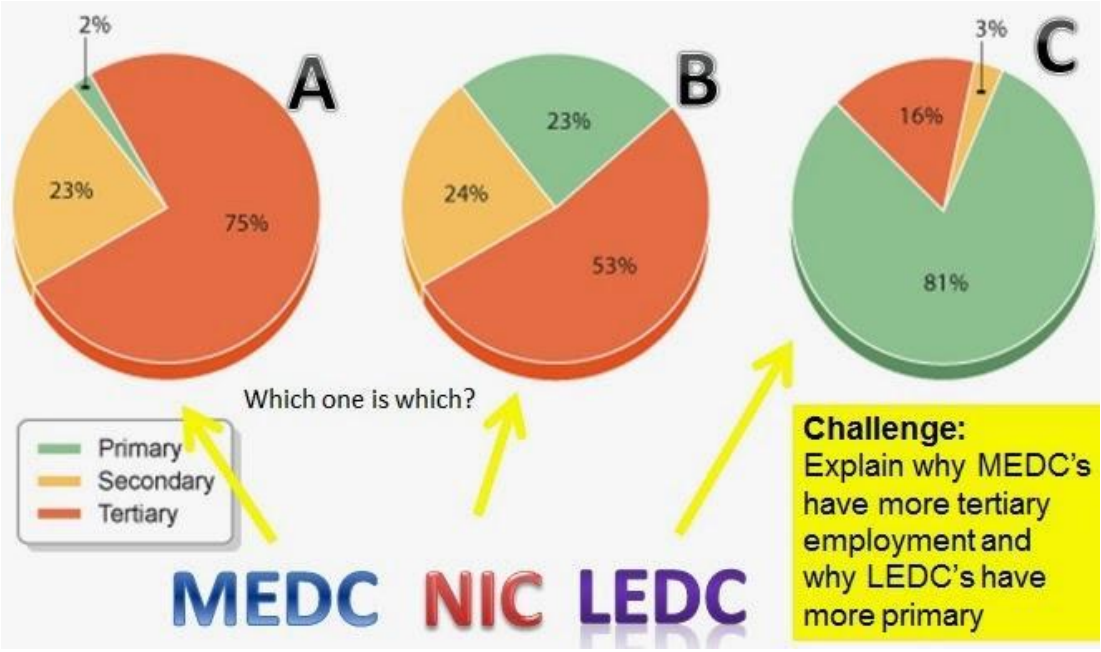
4.2.1	Using the information in the passage above, explain how **stages 1,2 and 3** were important in the development of South Korea. ➢ **Developed export industry, √√** ➢ **Invested in education, √√** ➢ **Produce many goods like tvs, cars** ➢ **More income from exports (ANY TWO)**	**2x2**	**(4)** **L2**
4.3	Look at the pie chart showing different sectors in South Africa and answer questions that follows:  		
4.3.1	Which chart show the most agricultural sector and why? **C√ – Because it is a less developed country√√** **Many people are not educated in the less developed countries**	**1 + 2**	**(3)** **L2**
4.3.2	Mention any three activities done in the tertiary sector ➢ **Providing services√** ➢ **Transport√** ➢ **Teaching√** ➢ **Banking ANY 3 RELEVANT ANSWER**	**3 x 1**	**(3)** **L1**

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4.3.3	**Explain why MEDC's have more tertiary employment and the LEDC's have more primary** - **The MEDC's have access to technology and they are advanced√√** - **People are more educated as compared to other sectors√√**	**2x 2**	**(4)** **L2**
4.3.4	**Give the full word for LEDC** **Less developed countries√** Multiple choice question.Choose the incorrect word ,	**1x1**	**1** **L1**
4.4.1	**Countries not following under these Empires**		
	British Empire a) India b) South Africa c) Nigeria **d) Mexico√**	**1 x1**	**(I)** **L1**
4.4.2	French Empire a) Tunisia b) Ivory Coast **c) Colombia√** d) Vietman	**1 x1**	**(I)** **L1**
4.4.3	German Empire **a) Burundi√** b) Namibia c) Tanzania d) Cameroon	**1 x1**	**(I)** **L1**
4.4.4	Dutch Empire **a) Mozambique√** b) Indonesia c) Netherland d) Suriname	**1 x1**	**(I)** **L1**
4.4.5	Belgian Empire a) Rwanda b) Burundu	**1 x1**	**(I)** **L1**

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	c) Congo **d) Bonaire√**		
4.5.1	Describe how trade can benefit development **It lead to an increase in wealth√√**	**1 x2**	**(2)** **L2**
4.5.2	Mention three ways countries can implement unfair trade. **Trade barriers√** **Subsidies√** **Trade tarrifs√**	**3x 1**	**(3)** **L1**
4.5.3	Briefly explain one examples of unfair trade you know **Unfair labour practice – where employers employ workers under poor working conditions and paying them low wages. √√**	**1x2**	**(2)** **L2**
4.5.4	Write a paragraph on how Colonialism violated human rights? **During colonialism people were captured together with their resources√√** **People were subjected to unjust policies√√** **Colonised population lost their land,resources,cultural and even religious identities. √√** **People lived under slavery or apartheid√√** **Resources were sold to them at higher prices.**	**4x2**	**(8)** **L3**

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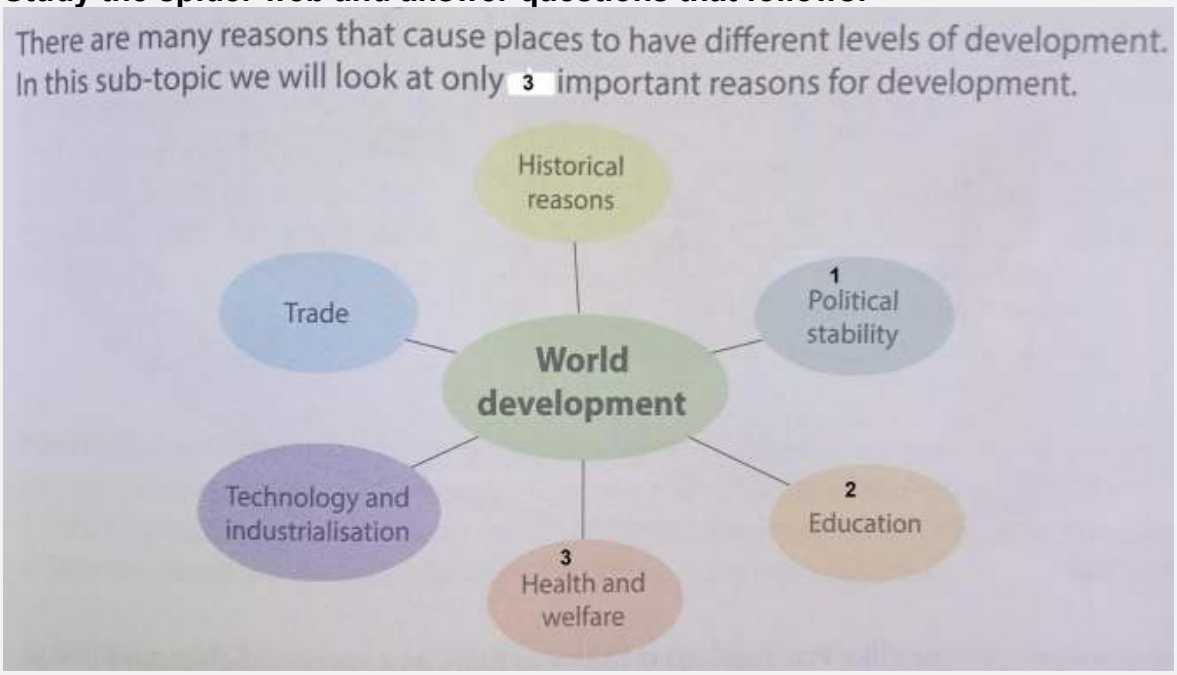
WEEK 5: FACTORS AFFECTING DEVELOPMENT

Reasons for differences in development:
- **Health and welfare**
- **Education**
- **Political stability**

5.1 **Study the spider web and answer questions that follows:**



Source: Platinum: Social Platinum: Social Science by Ranby P and Johannesson 2022

5.1	What are the three(3) ways in which education can affect development? • **Raising productivity and creativity√** • **Stimulate entrepreneurship√** **Technological breakthroughs√.**	**3x1**	**(3)** **L2**
5.2	Explain briefly how each factor below contributed to development		
5.2.1	• Health and welfare **Societies where people are healthy and free from illness have higher levels of development than societies where large numbers of people are sick and poorly cared for. Poor housing and poor nutrition effect health. √√**	**1x2**	**(2)** **L2**
5.2.2	• Education • **Good education and training help countries to raise development levels. √√** • **Poor education affects the work force in a bad way or negatively. √√**	**1x2**	**(2)** **L2**

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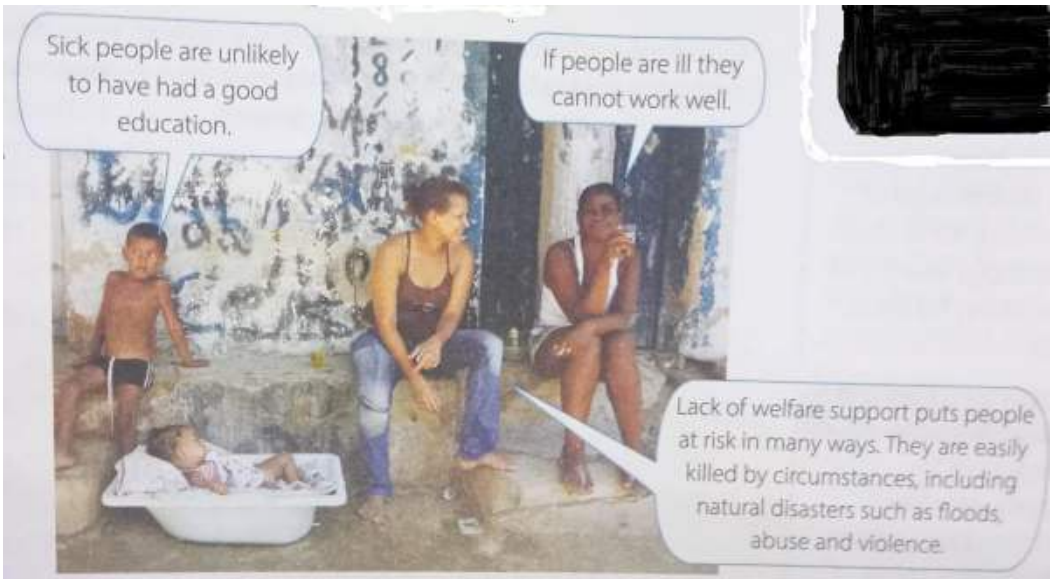
	A country with poor education remains low in skills and knowledge and is unable to provide quality of life. √√		
5.3.3	• Political stability • **Politically stable countries or regions are places that are not experiencing conflict and wars or social unrest. √√** **Political stability is important for the smooth running a country. √√**	**1x2**	**(2)** **L2**
5.4	• Distinguish between alternative and conventional development. • **Alternative: This involves opening or expanding market access for legal products, promoting access to land titles and rural infrastructure, and improving public services for remote cultivation regions. √√** • **Conventional: Identifies development with economic growth or increasing the Gross National Product (GNP), i.e., development is best stimulated by doing whatever will most increase production for sale, investment, exports, trade etc. √√** **Conventional: Is built on the idea of maximizing peace and security as well as economic and social development √√**	**2x2**	**(4)** **L2**
5.5	• How does education affect development in a country? **A country's economy becomes more productive as the proportion of educated workers increases√√ since educated workers are able to carry out tasks more efficiently that require literacy and critical thinking. √√**	**2x2**	**(4)** **L2**
5.6.	• Study figure 5 below and answer the questions that follows:  Some of the development challenges in a poor area in Rio de Janeiro in Brazil **Figure: 5**		
5.6.1	• How are the people in figure 5 affected by lack of health and welfare support?	**3x2**	**(6)** **L2**

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	• **Sick people are unable to work and cannot contribute to the economy, so if people are unhealthy, productivity is low, which makes development difficult.** √√ • **If people have uncomfortable living conditions in terms of living in informal houses close to rivers, they can be affected by flooding and other disasters.** √√ • **Safety conditions are also important as a welfare issue – productivity is not good if people are subjected to violence and other crimes.**√√		

WEEK 6: FACTORS AFFECTING DEVELOPMENT

Alternative development, particularly alternatives to industrialisation

6.1	Explain the following concepts.		
6.1.1	Participatory. • **Encourages people to be part of the process.**√	**1x1**	**1** **L1**
6.1.2	Empower • **Allows people to develop skills and confidence.**√	**1x1**	**1** **L1**
6.2.	Study the Case Study: Sewing for development in Aghanistan. Examine the case study of the Zardozi sewing project. Case Study: Sewing for development in Afghanistan Zardozi is an organisation in Afghanistan that helps poor women use their sewing skills to earn a living. Zardozi helps to train women and market the products they make. Two thousand five hundred women are linked to Zardozi sewing development project. **How Zardozi supports the women** • It trains people with sewing skills • It helps to stimulate new deigns		

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	• It identifies women from the community to market products • It teachers people business skills • It earns money to help people buying sewing machines • It checks that high quality is maintained. ***Source:Platinum: Social Science by Ranby P and Johannesson 2022***		
6.2.1	List **THREE**(3) ways the project is empowering local women. • **Women are learning sewing skills.**√ • **They are learning business skills.**√ • **They are developing their skills in designing new designs.**√	**3x1**	**3** **L1**
6.2.2	Give **THREE(3)** reasons why the Zardozi sewing project is an example of alternative development and not conventional development. • **It involves a more participatory approach.** √√ • **It is empowering people.** √√ • **It is uplifting the whole community.** √√	**3x2**	**6** **L2**
6.2.3	• Study the spider web on sustainable alternative development and answer the questions below: Figure 6: Some aspect of alternative development		

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6.2.3.1	• Identify THREE(3) aspects of alternative development from the spider diagram in figure 6 of the Zardozi sewing project. • **Gender equality√** • **Education√** • **Community Involvement√**	**3x1**	**3** **L1**

WEEK 7: OPPORTUNITIES FOR DEVELOPMENT **Sustainable development, including economic, social and environmental factors**			
7.1	Indicate whether the following is **TRUE** or **FALSE**		
	a) Sustainable development is about increasing poverty. **False✓**	**1x1**	**(1)** **L1**
	b) Development that damages the environment is sustainable**.** **False✓**	**1x1**	**(1)** **L1**
	c) The environment provides people with resources they need to improve their lives. **True✓**	**1x1**	**(1)** **L1**
	d) Sustainable use of resources is about using it wisely. **True✓**	**1x1**	**(1)** **L1**
	e) Sustainability encourages simple and appropriate resources. **False✓**	**1x1**	**(1)** **L1**
			[5]
7.2	**Define the following concepts.**		
	(a) Development • **Development that focuses on profit without taking care of the social, economic and environmental aspects√√**	**1X2**	**(2)** **L2**

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	(b) Sustainable Development • **Development that meets the needs of the present citizens without compromising the needs of the future generations** √√	**1X2**	**(2)** **L2**
	(c) Energy efficient • **Energy efficient is the goal to reduce the amount of energy required to provide products and services**. √√	**1X2**	**(2)** **L2**
	(d) Eco-tourism • **Ecotourism is catering for holiday makers in the natural environment without damaging it or disturbing habitats**. √√	**1X2**	**(2)** **L2**
	(e) Fossil fuels **A fossil fuel is a fuel formed by natural processes, such as decomposition of buried dead organisms**√√	**1X2**	**(2)** **L2**
			(10)

WEEK 8: OPPORTUNITIES FOR DEVELOPMENT

Sustainable development, including economic, social and environmental factors

8.1 Refer to the figure below and answer the questions set:

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	(a) Name **3** characteristics of development that is sustainable? **Develops local skills√** **Uses local resources√** **Doesn't damage the environment√** **Uses and cares for renewable resources** **Doesn't need large amounts (ANY 3)**	**3X1**	**(3)** **L1**
	(b) Name **3** factors that contribute to sustainable development. **Economic Development√** **Social Development√** **Environmental Development√**	**3X1**	**(3)** **L1**
	(c) Explain how sustainable development can lead to an improvement in people's:		
	(i) Quality of life **SD can improve quality of life as it can offer job opportunities. √** **Healthy environment provides good quality of life√.** **Good social cohesion. √** **(ANY RELEVANT ANSWER)**	**3X1**	**(3)** **L2**
	(ii) Standard of living **Living standard can be improved with better economy√.** **Sustainiable use of resources can results to the development of industries√.** **People get employment and are able to look after their families. √** **(ANY RELEVANT ANSWER)**	**3X1**	**(3)** **L2**

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8.2	Use the headings on the figure below to describe how sustainable development can be achieved **Sustainable Development** Population growth Use of forest Tourism Energy use Use of farming		
	Population growth **SD can be achieved with reduced populationn growth. Families should be introduced to family planning. With reduced population resources will be sustained** **(ANY RELEVANT ANSWER)**		
	Tourism **Tourism can be used to attract more tourists into rthe country and that provides job opportunities for the local people.** **(ANY RELEVANT ANSWER)**		
	Energy use **Sustainable use of coal and water to generate power. Mining of coal should be done in a sustainable way to consider the future generations.**		

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	There should be consideration on the use of non-renewable resources in power generation. **(ANY RELEVANT ANSWER)**		
	Use of farming **Appropriate use of farming methods and techniques. Use of fertile land for farmimg purposes to benefit every nation by producing food.** **(ANY RELEVANT ANSWER)**		
	Use of forest **Forests should be used in a sustainable way as they provide oxygen, habitat for animals and source of fuel and building material.** **(ANY RELEVANT ANSWER)**		
8.3	Describe the resources, teachers and learning opportunities that your school have. What impact does that have on the literacy and education level at your school?		
	Resources **This will differ from one school to another. Some schools are well resources while others do not have adequate resources to be utlilised in education (ANY RELEVANT ANSWER)** **Teachers** **Some schools are having enough teachers for all classes while others are having a shortage of teachers throughout the year. (ANY RELEVANT ANSWER)** **Learning Opportunities** **Learning opportunities will also vary from one school to another. Learners can include sports wherein other schools have adequate sporting facilities while other schools are lacking sporting facilities resulting to deprived sporting opportunities.**	**L3**	**(8)**

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	Learners can include lack of textbooks which affect learning **Lack of library, computer centre and laboratories which deprive them to do science subjects.(ANY RELEVANT ANSWER)** **OR**		
8.4	Case study: Collect-a- Can earns money: Collect-a-Can is an organization that pays people money for old cans. Collect-a-Can ensures that the old cans are recycled. 72% of all cans sold in South Africa are collected and sent to steel mills to be melted down and used in making new steel. Nearly 40 000 people, schools and business are earning money from collecting cans. Collect –a Can has helped to reduce poverty in many communities.	**L3**	**(8)**
	Collect-a- Can is an example of sustainable development in South Africa. Suggest a product that we can use in South Africa that can form part of Sustainability based on the Economy, Social and environment.		
	Rebox Recycling: **recycle excess paper and plastic waste by collecting and recycling.** • **Employment opportunities to local people when they collect the paper and plastic for recycling: poverty reduction** • **Social development: Society equipped with skills to look after the environment, learners at school learn responsibility and new values.** • **Environmental development: land pollution eradicated and beautification of the environment, recycling reduce the need of using new resources: using recycled paper than to cut the tree.** • **shredding & re-pelletizing supplying plastic pellets to plastic manufacturing companies.** **Greening and Open Space Management :** • **Neglected Open spaces in communities, illegal dumping sites are managed and taken care off** • **Improve the social well-being that enhances strong and healthy communities, social and physical well-being of the human population by a** • **Recreation for family and community gatherings**		

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	• **Empowering communities with historical indigenous information creating job opportunities and providing food security through the planting of fruit trees.** **(ANY RELEVANT ANSWER)**		

WEEK 9: REVISION & CONSOLIDATION	
9.1	Match the term in **COLUMN B** with its definition in **COLUMN A**. Write only the number (9.1.1 – 9.1.5) with its corresponding capital letter. For example 9.1.11 M

	COLUMN A		COLUMN B
9.1.1	Things that are useful and are used by humans	A	Infrastructure
9.1.2	Facilities such as transport, services and communication devices that help a country	B	Life expectancy
9.1.3	The total value of all goods and services that a country produces in one year	C	Resources
9.1.4	How long a person can expect to live	D	HDI (Human Development Index)
9.1.5	Meeting people's needs today, without compromising the needs of future generations	E	Globalisation
9.1.6	Countries, regions and settlements progress and improvement with time.	F	GDP
9.1.7	The process by which businesses or other organizations develop international influence or start operating on an international scale	G	Environmental development
9.1.8	To sell goods to another country.	H	Development
9.1.9	The purchase and sale of goods and services by companies in different countries.	I	Export
9.1.10	Improvement of our surroundings, such as a reduction in air and water pollution.	J	International Trade
		K	Sustainable development

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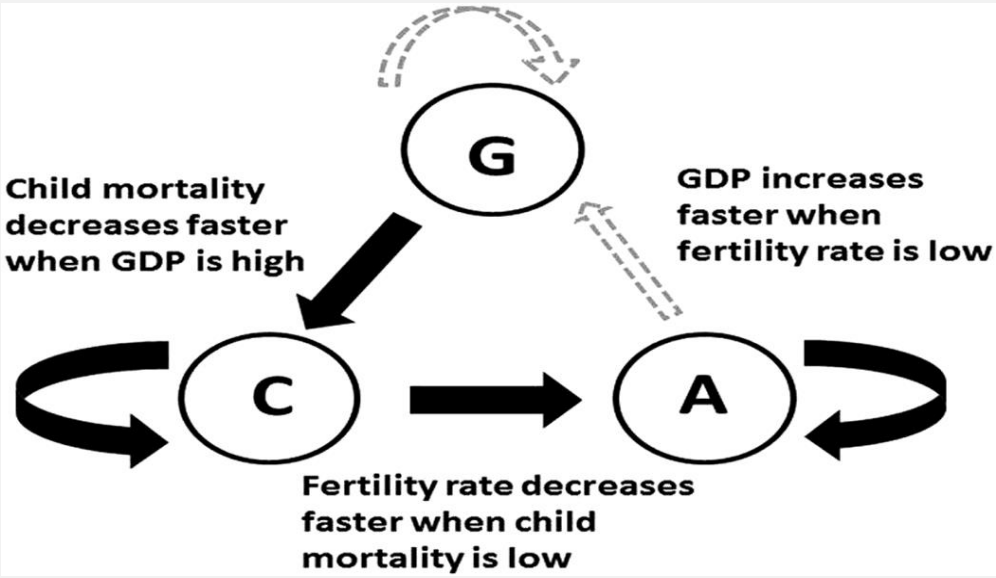
	9.1.1 _____C_____√__ **9.1.2 _____A_____√____** **9.1.3 _____F____√___** **9.1.4 _____B___√___** **9.1.5_____K__√___** **9.1.6_____H__√___** **9.1.7_____E__√___** **9.1.8_____I__√___** **9.1.9_____J__√___** **9.1.10_____G__√___**		
9.2	Refer to the diagram, which addresses various development issues.  		
9.2.1	How does high **GDP** influence the child mortality? **Chid mortality rates decrease(faster) if GDP is high. √√**	**1X2**	**(2)** **L2**
9.2.2	Interpret the term ***fertility rate***. **Fertility rate is the number of children an average woman will have in her lifetime √√**	**1X2**	**(2)** **L2**
9.2.3	Explain in your own words what you understand under the entry: ***"Fertility rate decreases faster when child mortality is low"*** **The average number of children per woman will decrease √√when there is a decrease in child/ baby mortality√√**	**2X2**	**(4)** **L2**

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9.3	**WAYS OF MEASURING DEVELOPMENT AND COLONISATION**		
9.3.1	With reference to natural resources, what was the aim of colonisation? **The aim of colonisation was to exploit and control natural resources in the lands that were colonised. √√**	**1X2**	**(2)** **L2**
9.3.2	Explain why the process of underdevelopment occurred in the colonised countries. **Powerful European countries-controlled trade. √√** **Powerful European countries would use cheap natural resources and labour in their colonies to manufacture goods and sell these goods at high prices in the MEDCs.** **The colonies miss earning this money from the use of their natural resources and labour, which led to underdevelopment.** **ANY ONE**	**1X2**	**(2)** **L2**
9.3.3	List **THREE** indicators of development **Economic indicators√** **Social indicators√** **Environmental Indicators√**	**3X1**	**(3)** **L1**
9.3.4	**Calculate** the South Africa's GDP per capita in 2022: Population= 60 700 000 million people GDP = 345.00 USD Billion **GDP per capita = _____GDP_____** **Total population** **345 000 000 000 USD✓** **60 700 000 people✓** **5683 USD per person✓**	**3X1**	**(3)** **L3**
9.4	**SUSTAINABLE DEVELOPMENT**		
	Study the cartoon and answer the questions below		

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9.4.1	What is ***sustainable development***? **Using resources to meet our needs without compromising the needs of future generations** √√	**(2x1)**	**(2)** **L2**
9.4.2	Use the above cartoon to identify:		
	a) **ONE** characteristic supporting sustainable development **renewable energy wind power**√	**(1x1)**	**(1)** **L1**
	b) **ONE** not supporting sustainable development **land pollution, air pollution from power station**√	**(1x1)**	**(1)** **L1**
9.5	Study the **FIGURE 9.5** below showing the development indicators of six countries in the world and answer the following questions:		

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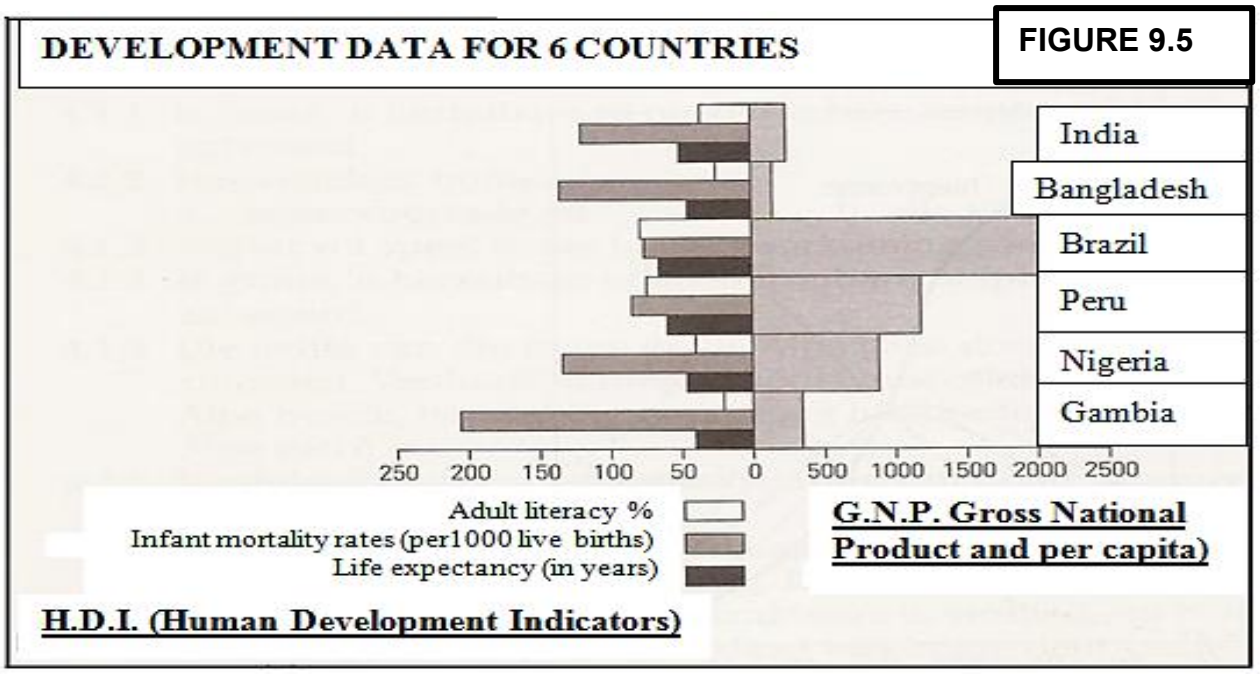

9.5.1	Identify the economic and social indicators represented by the following 9.5.1.1. Human Development Index (HDI) **Economy√** 9.5.1.2. Infant Mortality Rates **Social√**	**(2x1)**	**(2)** **L1**
9.5.2	Explain why Gambia has high Infant mortality rate and Low life expectancy. **Gambia has poor medical facilities with limited skilled doctors. √√**	**(1x2)**	**(2)** **L2**
9.5.3	Which country would have been considered the most developed country according to the data given in **FIGURE 9.5**? **Brazil√√**	**(1x2)**	**(2)** **L1**
9.5.4	Evaluate your answer in **QUESTION 9.5.3**. by giving evidence from **FIGURE 9.5** **Brazil has higher GNP and per capita than all other countries. √√** **Brazil has higher life expectancy compared to other countries. √√** **Brazil has higher adult literacy than other countries which more people can read and write.** **ANY OTHER 2 RELEVENT ANSWERS.**	**(2x2)**	**(2)** **L3**

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9.6	Study the following **SOURCE** and answer the question below **Unfair trade in Uganda** Coffee importers from developed countries borrow money from their home countries at 3% interest rate. They come to Uganda and compete with local traders, who borrow at 27% interest rate. Buyers from developed countries buy coffee from their own people (not Ugandans) because their price is cheaper compared to the prices of Ugandan sellers. Slowly, the Ugandans exporters are squeezed out of business because they cannot compete favourably with buyers from developed countries.		
9.6.1	Write a paragraph with not more than **TEN** lines and explain the principles of fair trade. **Creating Opportunities for Economically Disadvantaged Producers√√** **Transparency and Accountability√√** **Fair Trading Practices√√** **Payment of a Fair Price√√** **Ensuring no Child Labour and Forced Labour** **Commitment to Non Discrimination** **Gender Equity and Freedom of Association** **Ensuring Good Working Conditions** **Providing Capacity Building** **Promoting Fair Trade** **Respect for the Environment** **ANY FOUR.** **Accept any other relevant responses**	**4x2**	**(8)** **L3**
9.6.2	Write a paragraph of approximately **EIGHT** lines and explain how the improvement of certain factors in a country may lead to a developing country growing into a developed country. Discuss the following **FOUR** factors: ***Education, Health care, Research & Political stability*** ***EDUCATION*:** **People are trained in skills and acquire knowledge, which result in development. Literacy levels affect the development of the country. In some countries, there are not enough adequate schools or opportunities for training. It affects the country`s development.** ***HEALTH CARE*:**	**4x2**	**(8)** **L3**

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	It affects the life expectancy of a country`s people. If people are unhealthy, it affects th productivity. HIV, dietary, availabitity of medicine and protection against diseases are important issues. *RESEARCH*: This is important for future development projects. In agriculture, mining and other activities, research can help to ensure success. *POLITICAL STABITILY*. Instability is negative for development. It costs alot of money. Infrastructure(bridges, roads etc) are damaged. War, riots and strikes are negative to the economy and development. Trade weakens and unemployment arises. (Learners must discuss 2 facts per theme. Accept other answers or examples.)		

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