

# Revision and Assessment

## Key Issues

- 1 Development is a relatively new concept that emerged at the end of the Second World War as the countries of the north decided to focus on the “development” of the poorer countries in the south. It was therefore initially driven by western views of what development means.
- 2 Development terminology is often contested because it is used to position countries of the world in a hierarchy of development, from the more developed to the less developed countries. The newly industrialised countries and the emerging economies form a new group that lie in between what is considered “developed” and “less developed”. Many people are critical of the measures that are used to decide which countries are developed and which are less developed.
- 3 Development is a concept that needs to be considered in an integrated way. The assessment at the end of this unit uses a case study to explore the many different components of development: economic, social and environmental, as well as governance.
- 4 There is a wide range of measures that are used to measure development, such as the GNP and GDP, HDI, the Gini-coefficient, life expectancy and infant mortality. The main thinkers in development theory – Joseph Stiglitz and Amartya Sen – have said that we need to develop better measures of development that show all the different components of what development means.
- 5 A wide range of factors affect development and these include access to resources, energy and education and training, as well as the history of the country, trade imbalances, population growth, natural resource limitations and environmental degradation.
- 6 There are different theories that are used to explain how development should happen. These vary from models that say that development will trickle down from core areas to the periphery or from the success of good businesses to the poor, to those that say that we need to find new ways of doing development that concentrate on social justice, a more fair economic system and protection of the environment. These theories also say that the people the development is aimed at need to be included in the decision making of how development should happen.
- 7 The world has changed because of the connections between different people and places that have happened as a result of globalisation. Trade is very important for the development of countries and there are different ways in which trade is organised across the world. Most countries are being encouraged to do export-led development because of the success of countries such as those who make up the Asian Tigers and China, which have used this model.
- 8 There are many challenges in development. Issues around how women are included in development and how the environment is used wisely to ensure sustainable development have become very important.
- 9 Governments cannot do development on their own and so they form partnerships with private businesses (PPPs) to ensure more successful development.
- 10 Development aid is support given by wealthy countries to poor countries to help them overcome the poverty they face or the environmental disasters that happen, such as the 2010 Haiti earthquake. There are different ways aid is provided, which can both help recipient countries and cause problems.

## Assessment

**Time:** 3 hours      **Total:** 180 marks

Use your knowledge of development from this chapter, to answer the following questions. Study the topographic map 2929DC and the aerial photograph of the Pevensey area (in the Resource Section, Figures 25 and 26).

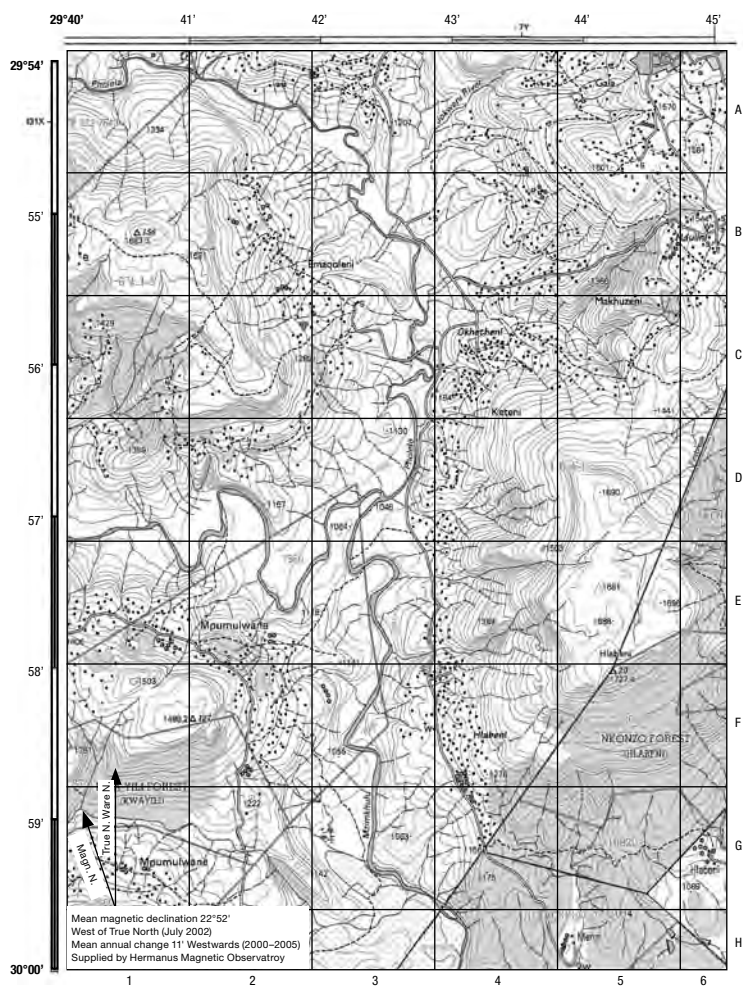
**Refer to the  
Resources Section  
Figures 25 and 26**

- 1 This is a rural area. Give evidence from the map to support this statement. (3 × 2 = 6)
- 2 Refer to the vertical photograph of the Pevensey area and the topographic map. Identify the following features and answer the questions about each feature.
  - 2.1 The name of the river labeled A. How does this river support development needs in the area?
  - 2.2 The land use at B. How does this activity link in to trade in the global economy?
  - 2.3 The name of the settlement at C and describe its level of development.
  - 2.4 The type of road at D. What does this road tell you about development in the area?
  - 2.5 The activity at F. What do you think levels of income are like in this area? Explain your answer. (5 × 4 = 20)
- 3 Find the shop (w) in Hlabeni (F3) and in Ndulini (B6).
  - 3.1 Calculate the distance in kilometers along the road from the shop in Hlabeni to the shop at Ndulini. (2 × 2 = 4)
  - 3.2 What is the direction and magnetic bearing from the school at Emaqoleni to the shop at Hlabeni? The mean magnetic declination is 15 degrees west (2006) and the mean annual change is 2'E. (4 × 2 = 8)
  - 3.3 What types of goods would be found in these shops? Explain your answer. (2 × 2 = 4)
  - 3.4 What do the types of shops in this area tell you about the level of development of Pevensey? Explain your answer. (3 × 2 = 6)
- 4 The main activity in this area is farming.
  - 4.1 Is the farming in this area commercial or subsistence farming? Give reasons from the map to support your answer. (1 + 3 × 2 = 7)
  - 4.2 What does this tell you about the level of development in this area? (3 × 2 = 6)
- 5 Level of services
  - 5.1 Describe the level of services such as housing, roads, electricity and water supply in this area (4 × 2 = 8)
  - 5.2 What does this tell you about the level of development of Pevensey? (3 × 2 = 6)
- 6 Education
  - 6.1 Give the exact location (longitude and latitude) of the two schools NNW of Hlabeni. (4 × 2 = 8)
  - 6.2 How many schools are shown on the Pevensey topographical map? What does this mean for development in the area?
  - 6.3 What level of education do you think the children in this area receive? Explain your answer. (3 × 2 = 6)
- 7 An integrated development plan for this area aims to improve electricity supply, water supply and sanitation in the area. Identify possible problems that could be encountered in this development process. Use evidence from the map and aerial photograph to support your answer. (4 × 2 = 8)

- 8 The indigenous forests in this area are under threat from further development
  - 8.1 Explain why the forests are under threat. (2 × 2 = 4)
  - 8.2 Describe the impact that deforestation will have on this area. Refer to the topography, local climate and farming practices in this area. (4 × 2 = 8)
  - 8.3 An NGO in the area has been contacted by a Norwegian aid agency who wants to support development in rural South Africa. Explain how aid could be used to help the people living in this area. What are the problems that the aid agency may encounter in trying to develop this area? (5 × 2 = 10)
- 9 Mapping out development prospects.
  - 9.1 What type of broad development model that you learnt about in Unit 2 would be appropriate for this area? Give reasons for your answer. (4 × 2 = 8)
  - 9.2 In Term 2 you learnt how to construct layers that could be used in GIS mapping. Use five pieces of tracing paper and complete the following layers using the vertical aerial photograph: the plateau and steep slopes; the roads; the settlements, areas of forest, and the rivers. (5 × 3 = 15)
  - 9.3 Using the different layers you have drawn, plan a development that could be done by a public-private partnership which would improve development in this area. Indicate what type of development project you would implement and explain where it would be located. (10 × 2 = 20)
- 10 A Chinese company is looking to invest in and develop a textile factory in this area.
  - 10.1 As the local councilor, argue for or against this development, based on your knowledge of trade and development. (5 × 2 = 10).
  - 10.2 As the leader of a women's sewing group, which produces clothes for sale in the market at Hlabeni, argue for or against the development of the Chinese factory in this area. (4 × 2 = 8)



*Orthophoto map of Pevenssey*



*Topographical map of Pevensey*