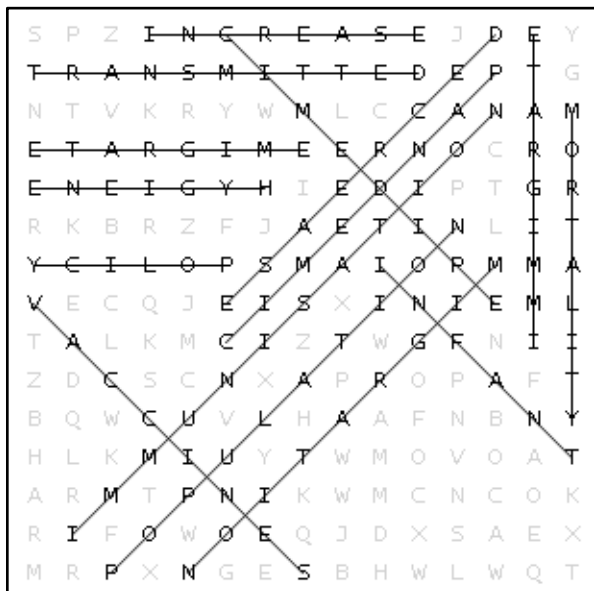


MEMORANDUM

GEOGRAPHY GRADE 7 : TERM 3

POPULATION GROWTH AND CHANGE

Word search: This activity is for fun. Teachers do not have to mark it.



ACTIVITY 1: Introduction

The answers to these questions are discussed in class. Learners only respond orally to the pictures. Responses will vary. Guide the learners to include aspects such as:

- 1.1 Many people live here because of the opportunity for work, accessibility to shops, banking, places of entertaining, housing, better education, etc.
- 1.2 Learners can mention any big city in the world.
- 1.3 Positive reasons to live here may include:
 - opportunity for work
 - better schools / universities
 - close to all amenities and services such as shops, banks etc.
 - no problem with transport and travelling as everything is within walking distance
 - access to entertainment an events
- 1.4 It might be a farm, village, holiday resort in a rural area.
- 1.5 Give learners the opportunity to give their reasons.

ACTIVITY 2: Population concepts

2.1.1 Birth rate: The **number** of *live babies* born per **1000** people ✓ **per year** in a country. ✓ (2)

2.1.2 Death rate: The **number** of *DEATHS* per **1000** people ✓ **per year** in a country. ✓ (2)

2.1.3 Population growth rate: The INCREASE in the number of people in a country in one year. ✓ ✓ (the difference between the birth rate and death rate) (2)

2.2	This population will <u>decrease</u> ✓	This population will <u>stay the same</u> . ✓	This population will <u>increase</u> . ✓ (3)
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2.3

2.3.1 a) highest birth rate: Mozambique ✓ b) highest death rate: South Africa ✓ (2)

2.3.2 Population growth rate:

a. Mozambique: 13 ✓

b. France: 3 ✓

c. Japan: -2 ✓ (3)

2.3.3 Learners can mention any two problems: ✓✓

Problems that can result are insufficient food and clean water, unemployment, need for more schools and medical treatment.

(All are problems in a less-developed (poor) country.) (2)

2.3.4 Some countries have a negative population growth rate because more people die than are born in a single year. ✓✓ (2)

2.3.5 An immigrant is a person who comes to live in a country, ✓ while an emigrant leaves the country to live somewhere else. ✓ (2)

(20)

ACTIVITY 3: Infant mortality rates

3.1 An infant is a baby or child under the age of one year. ✓ (1)

3.2 The **number** of *infants* that die ✓ before they are one year old. ✓ (2)

3.3 Africa ✓ (1)

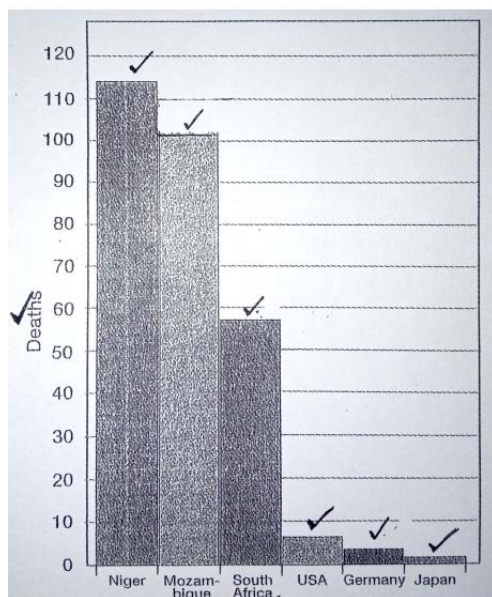
3.4 The learners' responses should suggest any two of the following ideas: ✓✓

- Poor health care system, lack of medicines and practitioners
- Poverty and poor living conditions
- Lack of education in parenting
- Unsanitary conditions
- Shortage of food and clean running water (2)

3.5 Accept all reasonable answers, e.g.

Better health care, access to medicine and doctors, improve nutrition and living conditions. ✓✓ (2)

3.6



✓ for names of countries (8)

(16)

ACTIVITY 4: Life expectancy

- 4.1 The age to which people can expect to live. ✓✓ (2)
- 4.2 Japan ✓ (1)
- 4.3 49 years ✓ (1)
- 4.4 The life expectancy in South Africa is 32 years lower than the life expectancy in France. / In France you can expect to get much older (32 years) than in South Africa. ✓
(1)
- 4.5 Any relevant ideas can be correct, e.g. ✓
Poor nutrition because of poverty;
Many people have HIV/ AIDS or TB;
Poor health services (few doctors, clinics, hospitals) (1)
- 4.6 True ✓ (1)
- 4.7 Any relevant ideas can be correct, e.g. ✓✓ (2)
Poor nutrition because of poverty.
Many people have HIV/ AIDS or TB.
Poor health services (few doctors, clinics, hospitals).
Inadequate housing with access to clean water and good hygiene.
People die because of crime and violence.

(9)

ACTIVITY 5: World population growth

- 5.1 a) 1 billion people: 1800 ✓
 b) 3 billion people: 1960 ✓
 c) 6 billion people: 1999 ✓ (3)

5.2 Accept any two reasonable answers, ✓✓ e.g. (2)

The people did not have enough nutritious food.

There were no medicines and vaccines and people died from diseases.

There was poor health care and no hospitals and clinics like we have today.

5.3 1930 ✓ (1)

5.4 Increased food production. ✓
 Scientific developments ✓
 Improved health care ✓ (3)

5.5 **Population growth**

- 100 to 400 AD: Extremely slow ✓
- 1 000 to 1600 AD: Very slow ✓
- 1650 to 1800 AD: Increasing steadily ✓
- 1800 to 1900 AD: Rapid(fast) increase ✓
- 1900 to 2000 AD: Extremely fast ✓ (5)

5.6 Learners can do their own research on Google and must discuss their findings in class.

Human population, now **nearing 8 billion**, cannot continue to grow indefinitely. There are limits to the life-sustaining resources earth can provide us. In other words, **there is a carrying capacity for human life on our planet.**

The optimum population of Earth – enough to guarantee the minimal physical ingredients of a decent life to everyone – was **1.5 to 2 billion people** rather than the 7 billion who are alive today or the 9 billion expected in 2050, said Ehrlich in an interview with the Guardian. "How many you support depends on lifestyles.

[Source: <https://www.theguardian.com/environment/2012/apr/26/world-population-resources-paul-ehrlich>]

Learners discuss what will happen if we are too many people on earth. Factors like: Wars for living space, lack of food and water, poor living conditions, pandemics, etc. can be discussed. ✓✓✓ (3)

(17)

DEVELOPMENTS THAT HAVE AFFECTED WORLD POPULATION GROWTH / BIRTH RATES AND DEATH RATES

ACTIVITY 6: Widespread illnesses and disease

- 6.1 The main diseases in Africa that kill people are malaria, ✓ TB, ✓ diarrhoea, ✓ HIV and AIDS. ✓ (4)
- 6.2 Poorer countries do not always have good health care facilities to cure diseases. ✓✓ (2)
- 6.3 In wealthier countries diseases such as TB and diarrhoea are controlled by medicines ✓ and good hygiene. ✓ (2)
- 6.4 In wealthier countries many people are overweight (obese) and more people are smoking. This may cause high blood pressure, diabetes, and high cholesterol which may all play a role in both heart (cardiovascular) diseases and deaths. ✓ (Any relevant explanation) (1)
- 6.5 Malaria: mosquitoes ✓
Cholera: Infected water or food ✓ (2)
- 6.6 Mosquito nets ✓
Insect repellent ✓
Short term drugs / medicine ✓ (3)
- 6.7 Small amounts of sugar and salt water (1 litre of water, dissolve 6 level teaspoons of sugar and half a teaspoon of salt). ✓ (1)
- 6.8 **Malaria** is endemic in some areas of **South Africa**, namely north-eastern KwaZulu-Natal, parts of Mpumalanga and Limpopo. ✓ (September to May is considered the **malaria** season.)
- Malaria typically is found in warmer regions of the world — in tropical and subtropical countries. **Higher temperatures allow the Anopheles mosquito to thrive.** ✓ (*Malaria parasites, which grow and develop inside the mosquito, need warmth to complete their growth before they are mature enough to be transmitted to humans.*)
- 6.9 a) True ✓
b) True ✓
c) False ✓ (3)

(20)

ACTIVITY 7: Pandemics

1.

Column A	Column B
1. The Black death	D- Two thirds of people in Europe died from this disease✓
2. Smallpox	B- Killed 300-500 million people ✓
3. Malaria	C- Spread by mosquitoes ✓
4. HIV and AIDS	A- Can be treated, but not cured ✓
5. Cholera	E- Spread by dirty food and water ✓

(5)

2. **Epidemic:** A disease that spreads in one area or country. ✓

Pandemic: A disease that spreads to many countries or the whole world.✓ (2)

3.

3.1 **True** ✓

3.2 **True** ✓

3.3 **True** ✓

3.4 **False** ✓

(4)

4.

4.1 The Coronavirus first appeared in China. ✓

(1)

4.2 "Immune" means your body can fight off a disease. ✓

No one was immune to COVID-19 because it was a new virus.✓

(2)

4.3 The WHO (World Health Organisation) ✓

(1)

4.4 Any reasonable explanation will be correct. ✓

(1)

Diseases spread faster now because people travel more around the world.
People are now more mobile.

More people travel and can easily travel to distant parts of the world in a few hours.

4.5 Any 2 measures may be correct: ✓✓

Keep social distance; wear a mask; wash hands often with water and soap;
sanitise your hands; stay at home as far as possible; do not go into crowded
areas; etc.

(2)

4.6 Countries asked people to stay at home to stop the virus from spreading.✓ (1)

4.7 By December 2021: Over 270 million cases and more than 5 million deaths. ✓

(1)

- 4.8 It can be that countries in Africa have a lower testing rate (fewer tests) than other countries. ✓ (1)
- 4.9 Any relevant effects, e.g., Job losses / unemployment ✓ and food insecurity ✓ (2)
- 4.10 About 20–30 million South Africans got the vaccine. ✓
- Learners will give their own ideas about the advantages / disadvantages of being vaccinated.
- Yes/No (any reasonable answer). ✓
- Example: Yes, I agree. Vaccines help protect people. (2)
- (25)

ACTIVITY 8: Economic status

- 8.1 The learners' responses will vary. Reasons, why poorer people have more children than wealthier people, may include: ✓✓
- Poorer people do not have access to education through health care organisations or schools where the consequences of having too many children are taught.
- Lack of food, lack of housing, lack of education and lack of schooling.
- Poor families are involved in primary and secondary activities and need more children to do work that supports the family, e.g. on farms.
- They may not have access to clinics, or health care facilities for family planning. (2)
- 8.2 In poor families the infant mortality rates are higher, because they do not have money to spend on health care. ✓✓
- or
- Wealthier people can spend more money on health care, and death rates are lower than with poor people. ✓✓
- or
- The large family will not have money for enough nutritious food, and family members may die of hunger and disease. ✓✓ (4)
- 8.3 The smaller family will be able to give their children the best chance of a successful future, ✓ because they will have more money left to pay for education and further studies. ✓ (2)
- 8.4 Teacher will write a model answer (5)

Learners may agree or disagree. They can also debate the topic in the class before writing their paragraphs. Here is an example:

Large families may contribute to poverty

I agree that large families can sometimes lead to poverty. When a family has many children, it becomes harder to provide for everyone's basic needs. For example, there may not be enough money for all the children to go to school or get proper medical care. The parents might also struggle to buy enough healthy food, which can lead to hunger and illness. In some cases, older children may have to leave school to work and help support the family. This makes it harder for the family to escape poverty in the future. That is why large families can sometimes make it more difficult to live a better life.

(13)

ACTIVITY 9: Family needs, attitudes and beliefs

- 9.1 Mom with baby: custom ✓
Old man: custom ✓ and work ✓
Mother with girls: work ✓ & custom ✓
Young girl: religion ✓

Be prepared for answers that may differ from your memorandum. Allow learners to discuss and debate their answers as this leads to understanding and critical thinking.

- 9.2 Yes, in some rural areas ✓ people have many children to work in the fields, look after cattle and to fetch water. ✓
- 9.3 The birth rate will be high. ✓ Girls marrying very young are able to have more children. ✓
- 9.4 The population growth rate of the country may increase ✓ as more babies will be born. ✓
- 9.5 The population growth rate will be low, as fewer babies are born. ✓
- 9.6 Give learners chance to debate the statement.

ACTIVITY 10: Conflict and wars

- 10.1 Reasons for the decrease in the birth rate during a war could be: (any two)
- More people than usual die during the time of a war.
 - People have fewer children during a war.
 - People may leave a country during a war and move to other countries. (2)

- 10.2 Because people leave their country and move (flee) to other countries, sometimes as refugees, these countries will show an increase in their population growth rate. ✓✓ (2)
- 10.3 People do not only die from injuries. ✓
People can also die from starvation and disease because food production and health care may be interrupted during a war. ✓✓ (3)
- 10.4 Ukraine✓
On 24 February 2022 Russia invaded Ukraine to take over the land. ✓
Population of neighbouring countries will increase, because People from Ukraine flee to these countries. ✓ (3)
- (10)**

ACTIVITY 11: Government policy

- 11.1 The law was introduced to help solve problems of high population numbers such as: poverty, shortage of food and clean water, overcrowding, and damage to the environment (pollution). ✓✓ (2)
- 11.2 Yes, it reduced the number of births. ✓
The graph first rose after the policy was introduced, but later declined over a longer period. ✓ (2)
- 11.3 Any punishment can be named, according to the textbook. ✓
They were fined. They were not promoted at work, and they received less money from the government. Parents were sterilised. (1)
- 11.4 The government realised the population is ageing and they need more young people to build a strong economy. ✓ (1)
- 11.5 a) Learners' answers will vary. Any relevant reason may be correct. (2)
b) Any relevant reason, e.g.
The Chinese government realized that the resources in the country will not be enough to sustain the large and fast-growing population. ✓ (1)
- (9)**

ACTIVITY 12: Scientific developments

Developments that have affected population growth.

RUBRIC FOR ASSESSMENT OF ESSAY

Example paragraph:

Developments that have affected population growth

The world's population has grown very fast in the last 200 years because of important developments. One reason is that more food is being produced, so fewer people die from hunger. Another reason is scientific progress, like machines that help farmers and clean water systems. Lastly, health care has improved, with better medicine and hospitals. These changes help people live longer and have healthier lives.

	0-1 Mark	2-Marks	3-Marks	4-Marks	5-Marks
Level 1 Uses evidence in an elementary manner e.g., shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic.	Only wrote 1 or no point showing little, or no understanding of how scientific developments have affected population growth.				
Level 2 Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner.		Some attempt at structuring paragraph with about 2-3 points showing understanding of how scientific developments have affected population growth.	Good attempt at structuring paragraph with about 2-3 points showing understanding of how scientific developments have affected population growth.		
Level 3 Uses relevant evidence e.g., demonstrates a thorough understanding. Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.				Good topic sentence, 3 supporting sentences with examples & concluding sentence Showing good understanding of how scientific developments have affected population growth	Good topic sentence, 3+ supporting sentences with examples & good concluding sentence. Excellent discussion of how scientific developments have affected population growth.