

ECS3707

OCTOBER/NOVEMBER 2017
OKTOBER/NOVEMBER 2017

DEVELOPMENT ECONOMICS
ONTWIKKELINGSEKONOMIE

STUDENT NUMBER / STUDENTENOMMER							

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[illegible]**Subject / Vak**

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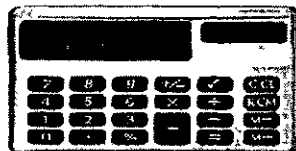
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**ECS3707**
 October/November 2017
 Oktober/November 2017

DEVELOPMENT ECONOMICS
ONTWIKKELINGSEKONOMIE

 Duration 2 Hours
 Tydsduur 2 Uur

 100 Marks
 100 Punte
EXAMINERS / EKSAMINATORE :
 FIRST / EERSTE MISS/MEJ KC NCHOE
 SECOND / TWEEDE MS/ME NW GAMEDE
 EXTERNAL / EKSTERNE DR FK SIEBRITS

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This paper consists of 22 pages including 3 pages for rough work (pp 20 to 22) plus the special front page

Hierdie vraestel bestaan uit 22 bladsye insluitende 3 bladsye vir rofwerk (pp 20 tot 22) plus die spesiale voorblad

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This paper consists of Section A and Section B. Section A is compulsory and represents 40 marks. Answer ALL questions from Section A. Choose ANY THREE questions from section B. Section B represents 60 marks.

Hierdie vraestel bestaan uit afdelings A en B. Afdeling A is verpligtend en verteenwoordig 40 punte. Beantwoord ALLE vrae in afdeling A. Kies ENIGE DRIE vrae in afdeling B. Afdeling B verteenwoordig 60 punte.

SECTION A: COMPULSORY
AFDELING A: VERPLIGTEND

QUESTION 1 / VRAAG 1

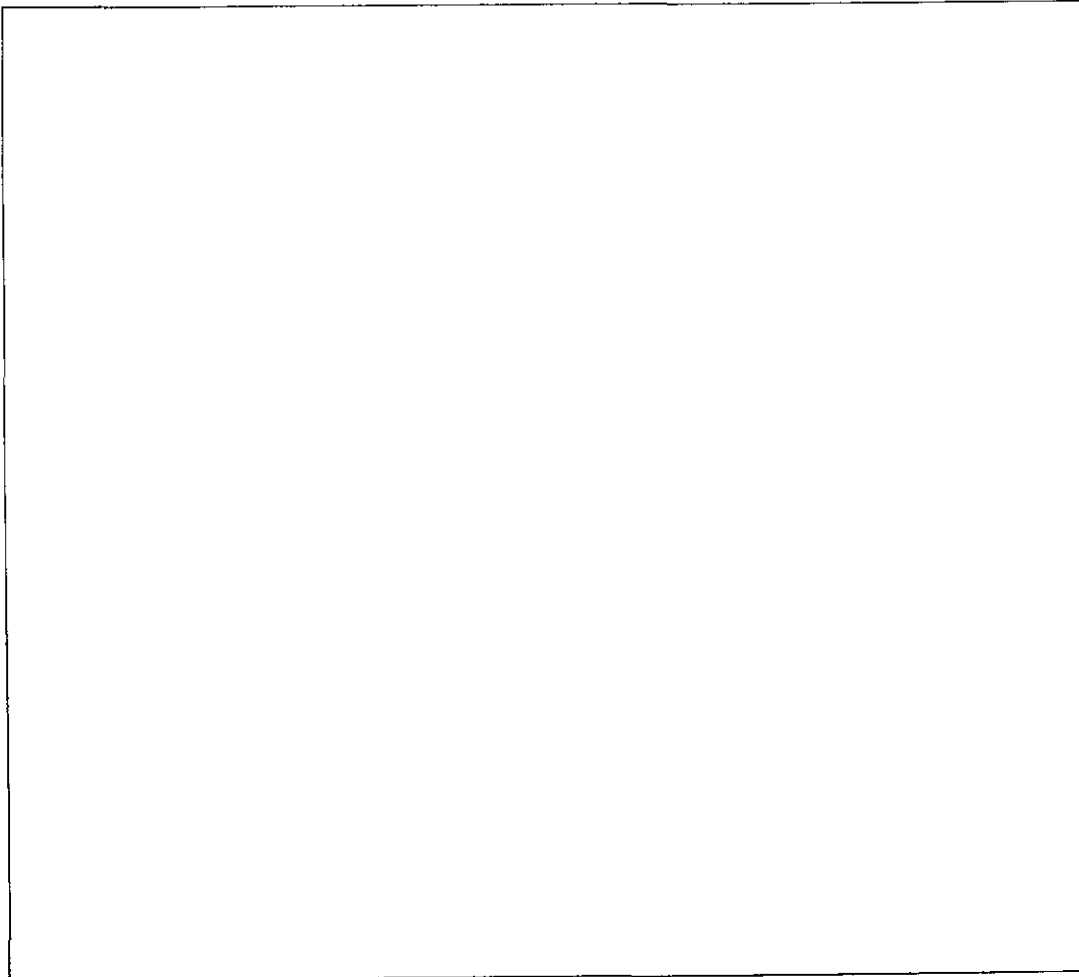
- 1.1 Briefly discuss economies as a social systems and why there is need to go beyond simple economic concepts (4)
- 1.1 Bespreek kortliks ekonomiee as 'n sosiale stelsels en waarom daar 'n behoefte is om verder as eenvoudige ekonomiese begrippe te gaan (4)

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- 1.3 Draw and describe Kuznets's inverted-U hypothesis by referring to its merits and limitations (8)
- 1.3 Teken en beskryf Kuznets se omgekeerde U-hipotese deur te verwys na die konsepsuele meriete en beperkinge daarvan (8)



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- 1 4 Explain, illustrate with a graph and criticise the Malthusian Population Trap in developing countries (10)
- 1 4 Verduidelik, illustreer en kritiseer die bevolkingslokval van Malthus in ontwikkelende lande (10)

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QUESTION 2 / VRAAG 2

Bespreek of omskryf kortliks die volgende begrippe (5 x 3 punte elk = 15)

- | | | |
|------|-------------------------|-----|
| (ii) | Urban giantism | (3) |
| (ii) | Stedelike reusagtighede | (3) |

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(iii) Inward-looking development policies (3)

(iii) Inwaarts georiënteerde ontwikkelingsbeleid (3)

(iv) Foreign direct investment (3)

(iv) Buitelandse directe investering (3)

(v) Economic plan (3)

(v) Economische plan (3)

(15)

[40]

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SECTION B: ANSWER ANY 3 QUESTIONS
AFDELING B: BEANTWOORD ENIGE 3 VRAE

QUESTION 1 / VRAAG 1

- | | | |
|-----|---|-----|
| 1.1 | Differentiate between traditional and political economy | (6) |
| 1.1 | Ononderskei tussen tradisionele en politieke ekonomie | (6) |

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1 2 Discuss the basic differences between the classic theories of economic development

1 2 Bespreek die basiese verskille tussen die klassieke teorieë van ekonomiese ontwikkeling

(a) Linear-stages-of-growth model (2)

(a) Liniêre-groefase model (2)

(b) Theories and patterns of structural change (4)

(b) Teorieë en patrone van strukturele verandering (4)

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(c) International-dependence revolution (4)

(c) Internasionale afhanklikheidsrevolusie (4)

(d) Solow neoclassical growth model (4)

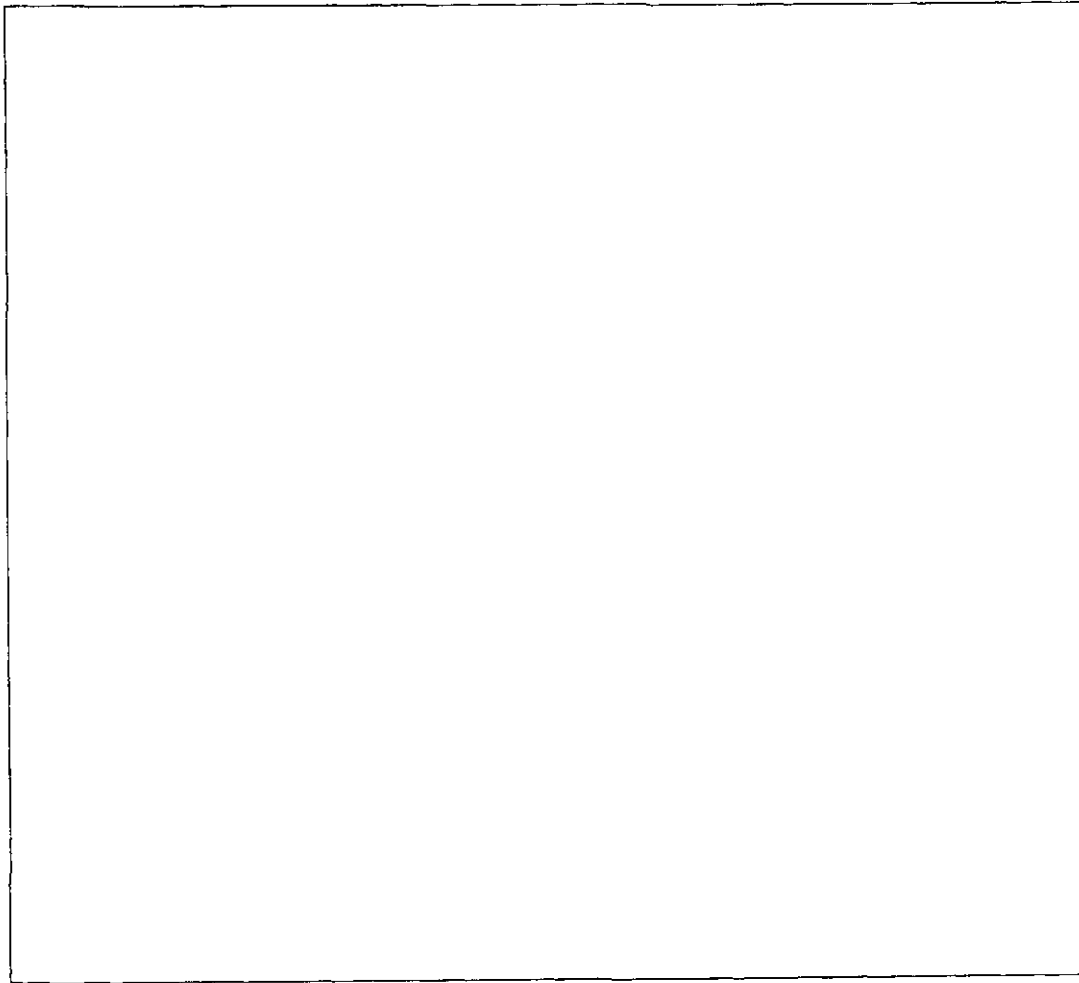
(d) Solow se neoklassieke groeimodel. (4)

[20]

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QUESTION 2 / VRAAG 2

- 2.1 Explain the Lorenz curve by means of a graph. Indicate a relatively equal distribution of income and a relatively unequal distribution of income. (8)
- 2.1 Verduidelik die Lorenz-kromme deur van 'n grafiese voorstelling gebruik te maak. Dui 'n relatiewf gelyke en 'n relatiewf ongelyke verdeling van inkome aan. (8)



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2 2 Poverty is one of South Africa' biggest threats, with nearly 12 million people living in extreme poverty Discuss poverty in South Africa by referring to the characteristics of different poverty groups (8)

2 2 Armoede is een van Suid-Afrika se grootste probleme, met meer as 12 miljoen in absolute armoede omit Bespreek armoede in Suid-Afrika deur te verwys na die eienskappe van verskillende armoedegroepe (8)

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2 3 What is meant by the term neoclassical counterrevolution, and what are its principal arguments? (4)

2 3 Wat beteken die term neo-klassieke teenrevolusie Wat beteken die term neoklassieke teenrevolusie en wat is die vernaamste argumente van dié teorie? (4)

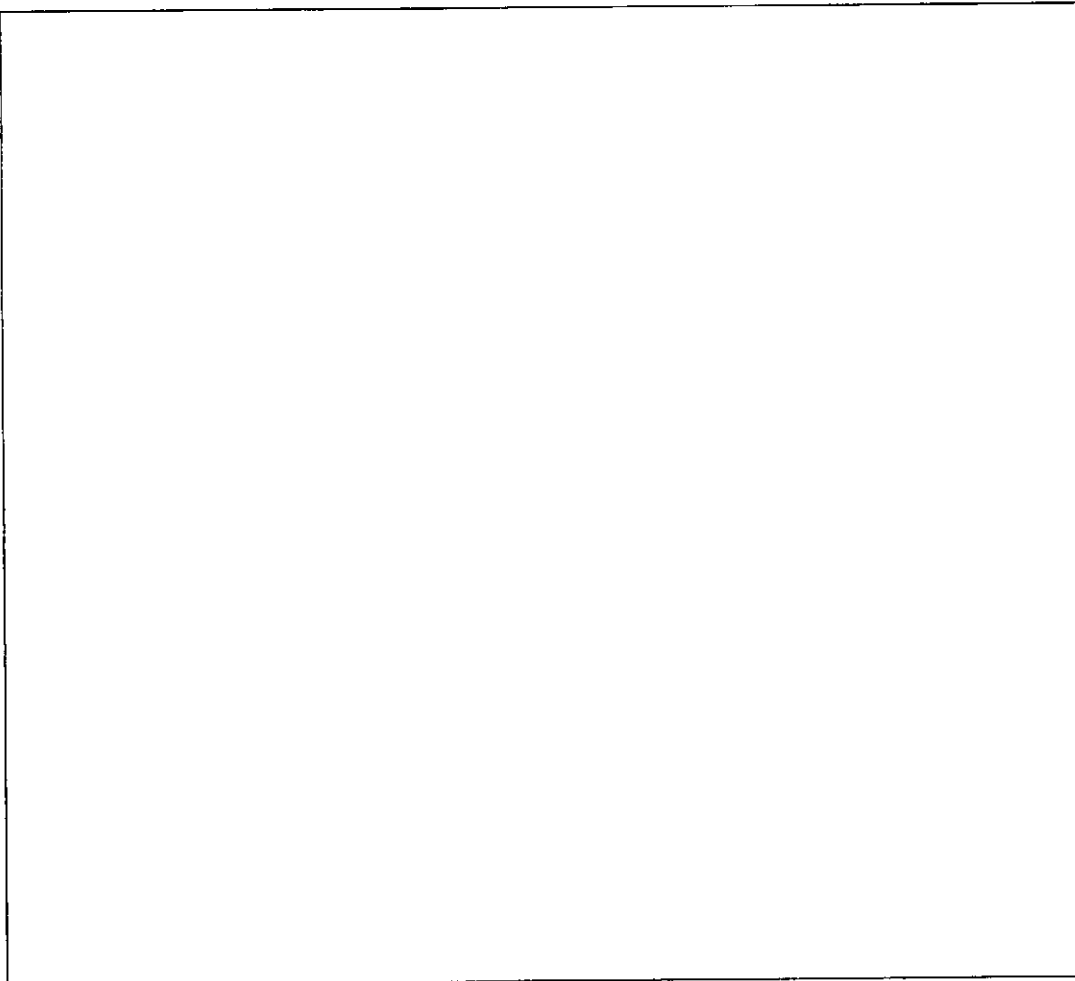
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QUESTION 3 / VRAAG 3

3 1 In South Africa, it is not common for people with a secondary-school education to suffer long periods of unemployment. How would this reality affect the choice whether or not to continue in school beyond the primary level? (6)

3 1 Dit is in Suid-Afrika nie ongewoon vir mense met sekondêre onderwys-opleiding om vir lang tydperke werkloos te wees nie. Hoe sal hierdie werklikheid/gebeurtenis die keuse beïnvloed om wel verder of nie verder as die primêre skoolstadium te vorder nie? (6)



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3 2 What policy strategies are used to address the issue of child labour? Indicate the strengths and weaknesses of these approaches (8)

3 2 Watter beleidstrategie word gebruik om die probleem van kinderarbeid op te los? Dui die sterk- en swakpunte van die strategie aan (8)

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3 3 Discuss the importance of the informal sector in developing economies (6)

3 3 Bespreek die belangrikheid van die informele sektor in ontwikkelende ekonomieë (6)

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QUESTION 4 / VRAAG 4

- | | | |
|-----|---|------|
| 4 1 | Discuss in detail why donors give aid and why recipient countries accept aid | (12) |
| 4 1 | Bespreek in detail waarom donateurs skenkings doen en ontvanger lande skenkings aanvaar | (12) |

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4 2 Briefly discuss the rationale for development planning in developing countries (4)

4 2 Bespreek kortliks die rasionaal vir ontwikkelingsbeplanning in ontwikkelende lande (4)

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4 3 Discuss the new consensus born in April 1998 by the Washington Consensus (4)

4 3 Bespreek die konsensus/eenstemmigheid wat uit die Washington Konsensus in April 1998 ontstaan het (4)

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TOTAL / TOTAAL [100]

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