Leaving Certificate Economics Worksheet
Economic Growth & Development

Name		Date	

Instructions:

– Answer all questions in **Section A** and **Section C**.

– In **Section B**, answer **3** questions.

– In **Section D**, answer **1** question.

– Use correct terms: **economic growth, economic development, structure of society, urbanisation, education, democracy/governance, primary/secondary/tertiary sectors, income per head, HDI, IHDI, GNI (PPP), literacy, infrastructure, standard of living, ODA, foreign aid, opportunity cost, NGO.**

– For any evaluation question: **define, explain, apply to real-world examples, then judge.**

Section A – Short questions

A1. Define **economic growth**.

| |
| |
| |
| |

A2. Define **economic development**.

| |
| |
| |
| |

A3. State one key difference between **growth** and **development**.

| |
| |
| |
| |

A4. The notes refer to "fundamental change in the structure of society". Give **two** examples.

| |
| |
| |
| |

A5. What is meant by **income per head**?

| |
| |
| |
| |

A6. Define **HDI**.

A7. What is **IHDI** and why might it be useful?

A8. State two indicators used in HDI (other than income).

A9. Explain, in one sentence, why **infrastructure** matters for development.

A10. Name one way that **education** can increase a country's productive capacity.

A11. Define **foreign aid**.

A12. What does **ODA** stand for?

A13. Give two possible aims of overseas aid (from the notes).

A14. Define **opportunity cost** and give an example related to aid spending.

A15. What is an **NGO**?

Section B – Calculations & interpretation (Answer 3 of 5)

Each question: 12 marks   (Workings + final answer + brief interpretation where asked.)

B1. Ireland's Overseas Development Assistance (ODA): implied GNP

The notes state that in 2019 Ireland spent €869 million on aid and that this was **0.32% of GNP**.

(i) Convert 0.32% to a decimal.

(ii) Estimate Ireland's **GNP** in 2019 using:

$$ODA = 0.0032 \times GNP.$$

(iii) The notes describe this as "32c per €100 the country produces". Explain why this statement matches 0.32%.

B2. ODA breakdown by channel

The notes state:

DCAD managed €545m,   Other departments / EU channel €323m.

Total ODA = €869m.

(i) Calculate the percentage share of ODA managed by DCAD.

(ii) Calculate the percentage share managed via other channels.

(iii) Interpret your answers: what do the shares suggest about how Ireland delivers aid?

B3. HDI comparison: Iceland vs Mali (development gap)

The notes compare:
$$\text{HDI}_{\text{Iceland}} = 0.972, \qquad \text{HDI}_{\text{Mali}} = 0.419.$$

(i) Calculate the difference in HDI.

(ii) Calculate how many times larger Iceland's HDI is than Mali's (ratio).

(iii) Using the notes' idea of development (health, education, living standards), explain why a large HDI gap is meaningful.

B4. Interpreting development indicators (education, health, income)

The notes give the following (examples):

Life expectancy: 82.7 vs 60.4,   Expected years schooling: 18.9 vs 7.0,   GNI per capita (PPP): 69117 vs 2

(i) Calculate the gap in life expectancy (years).

(ii) Calculate the gap in expected years of schooling.

(iii) Calculate how many times larger the higher GNI per capita is (ratio).

(iv) Explain how differences in education and health can lead to differences in income per head (link to productivity/human capital).

B5. Growth or development? Apply the definitions

For each statement, decide if it is mainly **economic growth**, **economic development**, or **both**. Justify each answer briefly using the notes' definitions (income per head vs structural change).

(i) A country's income per head rises but most workers remain in low-productivity subsistence farming.

(ii) Universal primary education is introduced and literacy rises sharply over 10 years.

(iii) A new democratic constitution reduces corruption and improves public services.

(iv) A country shifts from primary activities into manufacturing and services.

| |
| |
| |
| |
| |
| |
| |
| |
| |

Section C – Data & visual interpretation

C1. Comparing countries using HDI

Figure 1 lists countries with **HDI**, life expectancy, schooling indicators, & **GNI per capita**.

	Country	Human development index	Life expectancy at birth in years	Expected years of schooling (a)	Mean years of schooling (a)	National income per capita at PPP in US$
1	Iceland	0.972	82.7	18.9	13.9	69,117
2	Norway	0.970	83.3	18.8	13.1	112,710
2	Switzerland	0.970	84.0	16.7	13.9	81,949
4	Denmark	0.962	81.9	18.7	13.0	76,008
5	Germany	0.959	81.4	17.3	14.3	64,053
5	Sweden	0.959	83.3	19.0	12.7	66,102
7	Australia	0.958	83.9	20.7	12.9	58,277
8	Hong Kong, China (RAE)	0.955	85.5	16.9	12.4	69,436
8	Netherlands	0.955	82.2	18.6	12.7	68,344
10	Belgium	0.951	82.1	19.0	12.7	63,582
11	Ireland	0.949	82.4	19.2	11.7	90,885
183	Madagascar	0.487	63.6	9.1	4.6	1,656
184	Yemen	0.470	69.3	7.5	5.5	1,018
185	Sierra Leone	0.467	61.8	9.1	3.5	1,714
186	Burkina-Faso	0.459	61.1	8.7	2.3	2,391
187	Burundi	0.439	63.7	9.8	3.5	859
188	Mali	0.419	60.4	7.0	1.6	2,342
189	Nigeria	0.419	61.2	8.3	1.4	1,590
190	Chad	0.416	55.1	8.3	2.3	1,748
191	Central African Republic	0.414	57.4	7.4	4.0	1,100
192	Somalia	0.404	58.8	7.5	1.9	1,475
193	South Sudan	0.388	57.6	5.6	5.7	688

C1.1 Choose **one** high-HDI country and **one** low-HDI country from Figure 1. Write down their HDI values and state which is higher.
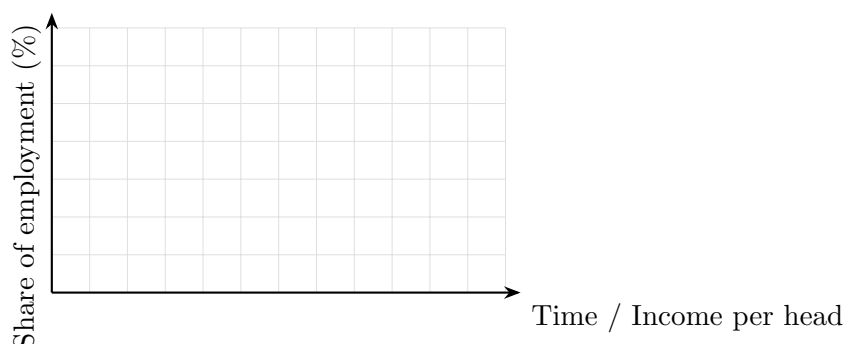
C1.2 Using the same two countries, compare **two** of the indicators in the table. Explain what the differences suggest about development.

C1.3 Give **two limitations** of using HDI alone to judge development and explain why an inequality-adjusted measure can change the picture.

C2. Structural change and development

> The notes list examples of "fundamental change" such as: **urbanisation/industrialisation**, **universal education**, and shifting from **primary** to **secondary/tertiary** activity.

C2.1 Sketch a simple diagram to show a typical development pattern: as time/income rises, the share of employment in **primary** activities falls, and the share in **secondary/tertiary** rises. Label your axes and curves clearly.

C2.2 Explain, using an everyday example, why moving from subsistence production to commercial production can raise income per head.

C3. Evaluating Irish foreign aid (ODA)

> The notes describe Ireland's aid programme (ODA) and list aims such as: ending poverty, education access, health/sanitation, clean water, fair trade and growth. They also discuss conflicts between **State priorities** and **NGO priorities**.

C3.1 Choose **one** aid priority area from the notes (e.g. education, clean water, health). Propose **two measurable indicators** that could be used to judge whether aid is effective in that area. Explain why each indicator is relevant.

C3.2 The notes mention opportunity cost and State vs NGO conflicts. Explain one realistic conflict that can arise when deciding how to spend public money (use an example like housing, refugees, roads, or overseas aid).

Section D – Evaluation & discussion

> **HL style:** definitions + developed arguments + real-world relevance + counterargument + clear judgement.

D1. "Economic growth does not necessarily lead to economic development." Discuss.

In your answer:

- define **economic growth** and **economic development**,
- explain what the notes mean by **"fundamental change in the structure of society"** (give 3 examples),
- use **HDI (and IHDI)** to explain why development is broader than income per head,
- compare a developed country and an LDC using at least **two indicators** (education/health/income),
- finish with a judgement: when can growth support development, and when might it fail to do so?

D2. Evaluate the effectiveness of Ireland's overseas development aid.

In your answer:

– define **foreign aid** and **ODA**,

– use the notes' figure for Irish aid spending (include one statistic),

– explain **three benefits/aims** of Irish aid (from the notes) and how they could support development,

– discuss **one criticism** or limitation (e.g. opportunity cost, effectiveness, governance, measurement),

– explain one **State vs NGO** conflict in priorities and how it affects policy choices,

– finish with a clear judgement (is Irish aid effective overall? under what conditions?).