**Grade 10 International Disparities IDU Assessment**

**How can international disparities be reduced?**

In 2018 the [UNDP](https://www.undp.org/) produced its annual [Human Development Report](http://hdr.undp.org/sites/default/files/2018_human_development_statistical_update.pdf). Data for 189 countries was obtained and countries were ranked using the UN’s Human Development Index based on; GNI per capita, life expectancy & years in education.

This assignment considers;

1. how quality of life (level of development) in countries is measured.

2. how quality of life rankings can be used to help reduce the disparities that exist between countries.

**Task A - Team of three (Assessed in Humanities Cri A & C)**

You and your team have been asked to **produce a 3-5-minute pre-recorded presentation (using the media of your choice) for an executive of the UNDP.**

The presentation will be based on data for a sample of twenty countries from around the world.

The presentation will identify the ***three*** countries in most need of assistance and recommend appropriate strategies to help reduce the disparities that exist between them and the other countries.

**Sub-tasks**

1. Use the [World Bank Website](http://datatopics.worldbank.org/world-development-indicators/) to obtain data on these six variables for the twenty countries;

* 1. Total population
  2. Population growth rate
  3. Proportion of seats held by women in national parliaments
  4. PM2.5 air pollution
  5. Access to electricity (% of population)
  6. Agricultural land (% of land area)

2. Conduct Spearman’s rank correlation tests between each of the six variables and the United Nations HDI data for the twenty countries. Then,

a) Identify the ***three*** variables that are most closely correlated to the UN’s HDI and explain why this might be.

b) Identify the ***two variables*** that have the lowest correlation to the UN’s HDI & suggest possible reasons for this.

You should record your findings and explanations in your presentation

c) Replace the two variables with the lowest correlation with two that your group believes are better indicators of development, then use the Spearman’s rank to confirm this. (Data may be obtained from the [World Bank website](http://datatopics.worldbank.org/world-development-indicators/) or another reliable source)

2. Create a composite disparities index using data on the six variables you now have for the twenty countries.

3. Conduct a Spearman’s rank correlation test between your composite index rank and the UN’s HDI rank for the twenty countries. Use the result to evaluate the effectiveness of your composite index as a measure of development. Include this evaluation in your presentation.

4. Use the results of **your** composite index to identify the ***three*** countries in most need of help in reducing disparities. Identify them in your presentation.

5. Create a 3-5-minute media presentation aimed at a UN official that summarises how these three countries were selected and recommends appropriate strategies to improve the lives of their citizens. This will be based on the individual task that follows.

**Task B - Individual task (Assessed in Humanities Cri D)**

Using the data and other information provided, **evaluate** the likely effectiveness of **two** strategies aimed at improving the quality of life for the people in **one** of the three named countries. Consider strategies that affect the variables that have the highest correlation to the HDI rankings.

Use the template provided (Appendix B) and submit through Veracross. A summary of each person’s evaluation should be included in the group presentation.

**Humanities Assessment Criteria**

| Level | A - Knowing & understanding | C - Communicating | D - Thinking critically |
| --- | --- | --- | --- |
| 1-2 | The student:  ii. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples. | The student:  i. communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose | The student:  ii. summarizes information to a limited extent to make arguments |
| 3-4 | The student:  ii. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples. | The student:  i. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose | The student:  ii. summarizes information to make arguments |
| 5-6 | The student:  ii. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples. | The student:  i. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose | The student:  ii. synthesizes information to make valid arguments |
| 7-8 | The student:  ii. demonstrates detailed knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples. | The student:  i. communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose | The student:  ii. synthesizes information to make valid, well-supported arguments |