



GCE AS/A level

1391/01

**WORLD DEVELOPMENT WD1
INTRODUCTION TO WORLD
DEVELOPMENT ISSUES**

A.M. THURSDAY, 19 May 2011

2 hours

1391
01/0001

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

In addition to this question paper you will need a 12 page answer booklet.

Answer **all four** questions.

MAKE FULL USE OF EXAMPLES IN SUPPORT OF YOUR ANSWERS WHERE POSSIBLE.

INFORMATION FOR CANDIDATES

Each question carries **25** marks.

You are reminded that assessment will take into account the quality of written communication used in your answers.

The number of marks is given in brackets at the end of each question or part-question.

SECTION A

Theme 1: Development, Resources and Global Citizenship

Answer **both** questions in this section.

Make full use of examples in support of your answers where possible.

1.

Figure 1 Ecuador oil pipeline opens up Amazon



The Oleoducto de Crudos Pesados (OCP Pipeline) in Ecuador has opened up the last remaining indigenous territories in the Amazon for oil exploitation.

www.grassroots.delecas.html

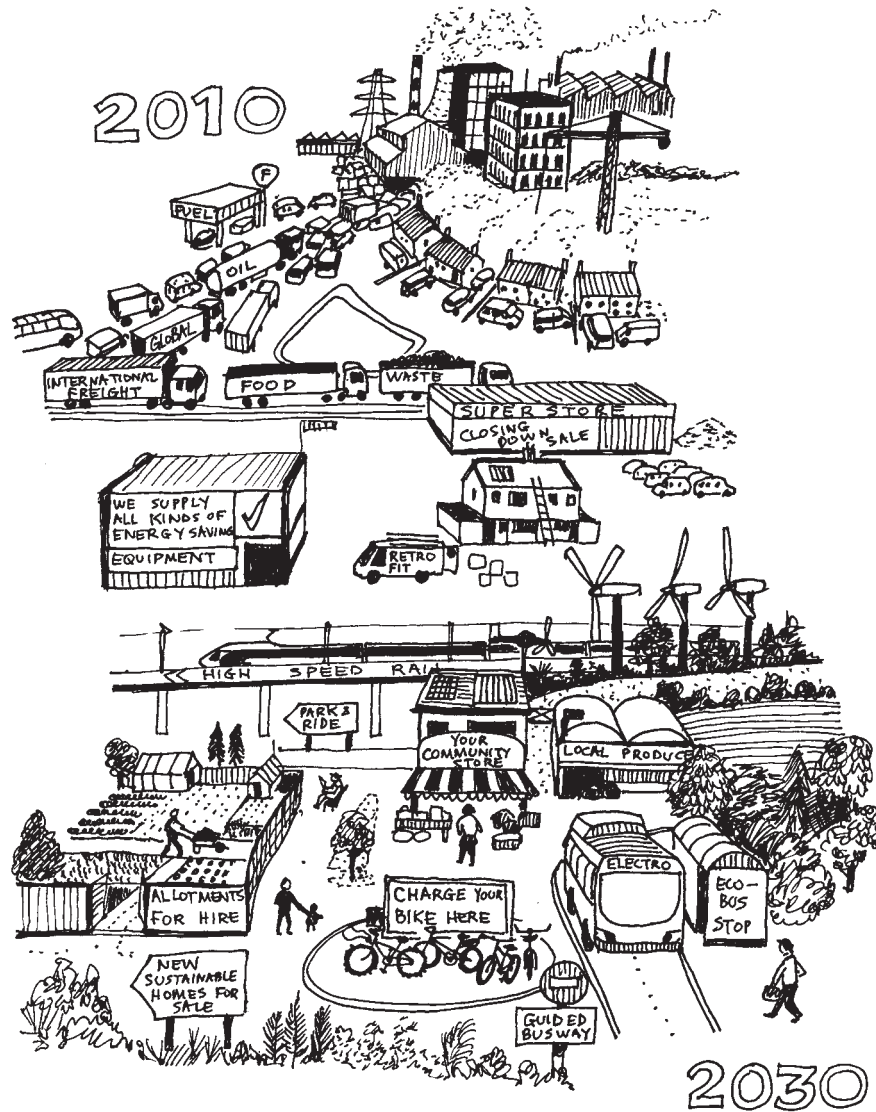
www.amazonwatch.org

- (a) Use **Figure 1** to outline the arguments against the building of the OCP Pipeline. [5]
- (b) (i) Briefly describe a bottom-up approach to the management of **one** resource. [4]
- (ii) For a resource you have studied, explain why there may be different views on its development. [6]
- (c) With reference to examples, explain how resources can be used to meet basic human needs. [10]

2.

Figure 2 Transition Towns

Transition towns aim to become more sustainable by producing more goods and services within the local community. This is to help people living in them to manage resources for the future.



© C. Warn

- (a) Use **Figure 2** to describe how transition towns are trying to become more sustainable. [5]
- (b) (i) Suggest **two** reasons why sustainable development strategies may be difficult to introduce in **rural** areas. [4]
- (ii) With reference to **one** organisation, suggest how it encourages sustainable development. [6]
- (c) Discuss how useful the models of both Malthus and Boserup have been in understanding the population-resource relationship in **one** named country. [10]

SECTION B

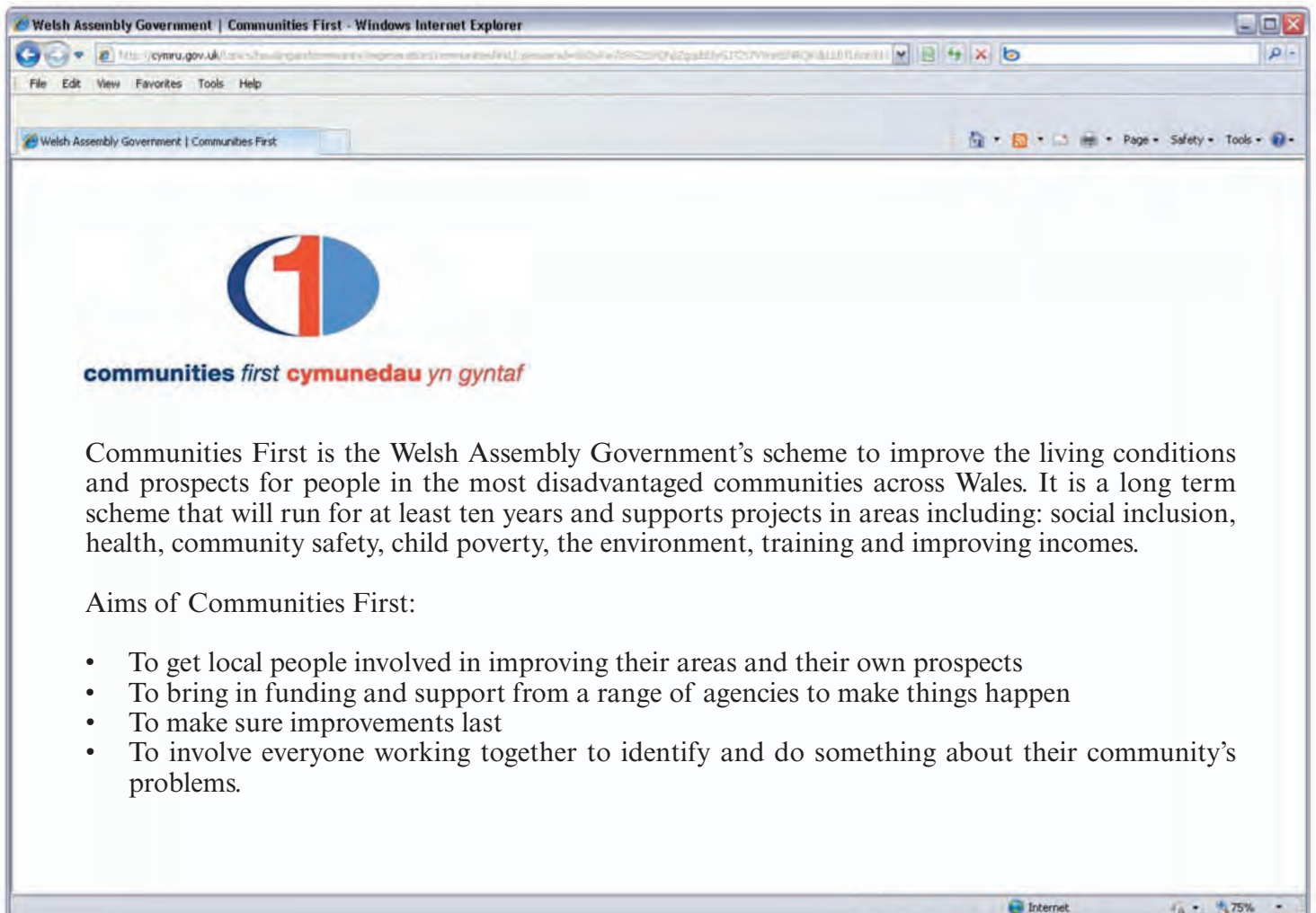
Theme 2: Poverty and Inequality

Answer **both** questions in this section.

Make full use of examples in support of your answers where possible.

3.

Figure 3 Communities First

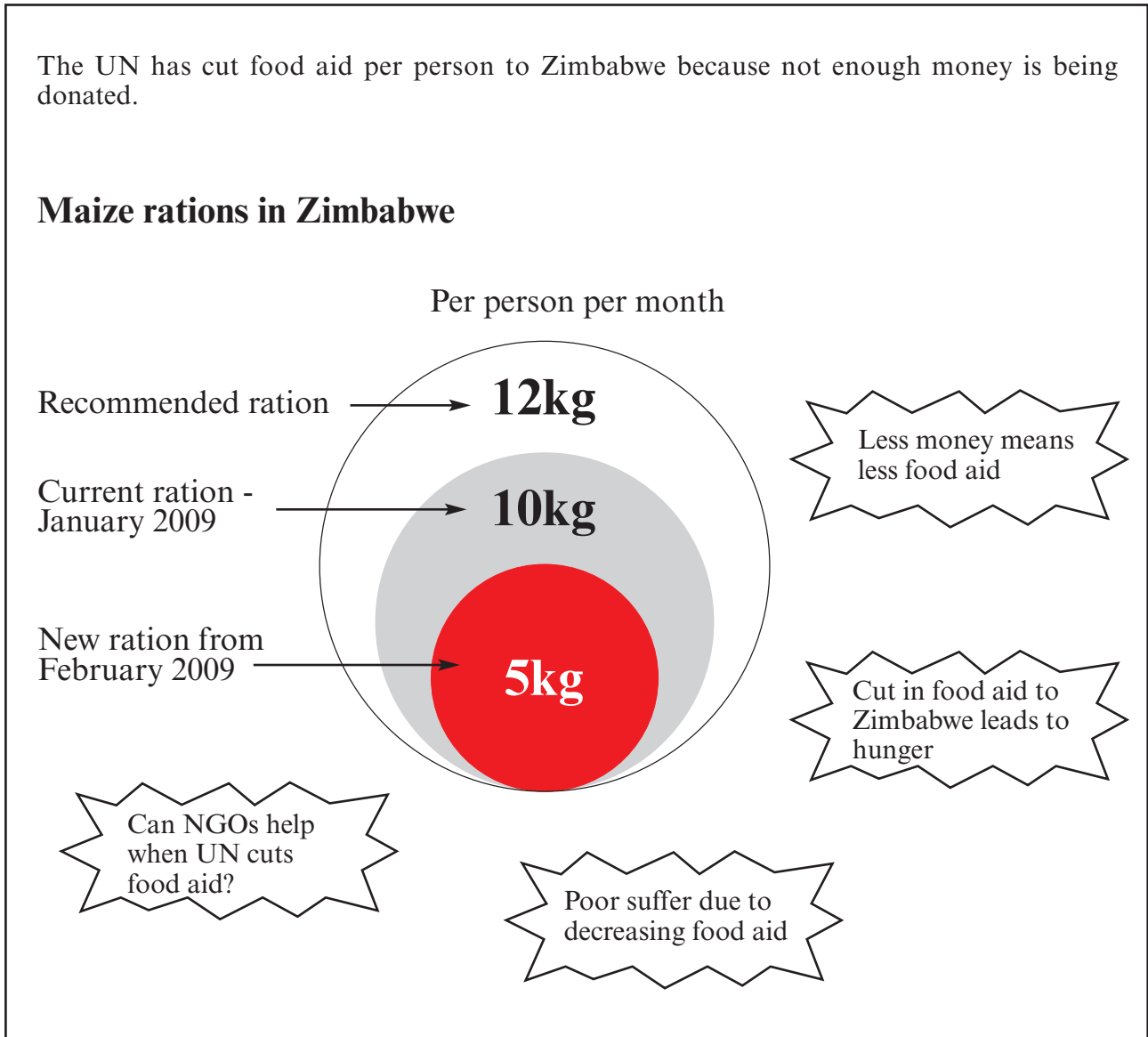


Adapted from <http://wales.gov.uk>

- (a) Use **Figure 3** to outline how the Communities First scheme could reduce poverty in Wales. [5]
- (b) For **one** country you have studied:
- (i) describe the causes of poverty; [6]
- (ii) suggest **two** reasons why it is difficult to reduce poverty. [4]
- (c) Explain how negative images and stereotypes have reinforced the inequality experienced by **one** named group. [10]

4.

Figure 4 Food aid challenge for United Nations (UN)



Adapted from: www.guardian.co.uk 2009

- (a) Use **Figure 4** to describe possible problems resulting from the changes in food aid to Zimbabwe. [5]
- (b) (i) Food aid is an example of emergency aid. Describe **two** other types of aid. [4]
- (ii) Explain how the use of aid has improved people's lives in **one** country. [6]
- (c) Discuss the impact of a Poverty Reduction Strategy Paper (PRSP) on **one** named country. [10]