



GCE MARKING SCHEME

SUMMER 2016

**WORLD DEVELOPMENT - WD3
1393/01**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCE WORLD DEVELOPMENT - WD3

SUMMER 2016 MARK SCHEME

Internally Displaced Peoples in Colombia

1. (a) Describe and explain the economic, political and social challenges associated with armed conflict in Colombia. **[20]**

Indicative content

AO1 11	AO2 5	AO3 4
<p>Economic Dealing with corruption of drug barons, gold and oil businesses. Cost of providing social services to IDPs. Provision of employment for IDPs.</p> <p>Political Disarming criminal gangs and FARC. Making Victims Law operational. Large area of Colombia affected.</p> <p>Social Psychological trauma of IDPs. Provision of education for IDPs. Provision of social services for IDPs. Discrimination against IDPs.</p>	<p>Loss of income from taxes. Loss of agricultural land due to land mines. Loss of trade and food production.</p> <p>Achieving peace deal with no ceasefire. Dealing with human rights violations and abuses.</p> <p>Feelings of insecurity nationally from death threats, murders, disappearances. Stress on displaced families.</p>	<p>Identifies relevant material from Resource Folder.</p> <p>Interprets evidence from graphs and data.</p> <p>Communication of findings.</p>

17 – 20 marks	A thorough and balanced answer. Gives a full description and valid explanations of challenges. Makes full use of the resources. Uses own knowledge. Interrelationships understood.
13 – 16 marks	Detailed description and some explanation of range of challenges with some understanding of links between them. May be unbalanced between economic, political and social. Begins to use own knowledge. Ideas are generally supported by detailed evidence.
9 – 12 marks	Some detailed description using material from Resource Folder. Unbalanced description of all three aspects - economic, political and social challenges. Some evidence of own understanding.
5 – 8 marks	Some description of challenges. Paraphrases resources. Few issues recognised. Does not develop ideas. Limited use of resources. Unstructured essay.
1 – 4 marks	Very superficial description of one or two points. Lifts material from the resource booklet. Mostly an unstructured account.
0 marks	No creditable response.

- (b) Explain why the problems facing Internally Displaced Peoples in Colombia are difficult to resolve. [20]

Indicative content

AO1 10	AO2 6	AO3 4
<ul style="list-style-type: none"> • Poverty of IDPs. • Loss of culture, language and customs. • Discrimination means less support from host communities. • Dependence on aid. • Lack of education means IDPs are often un-empowered. • Lack of social networks. • Remaining anonymous does not help the IDP cause. • Few opportunities for employment. 	<ul style="list-style-type: none"> • Lack of political will by government. • Lack of resources in Colombia to deliver restitution. • Trauma of displacement hinders IDPs from fighting for their rights. • Political peace process is slow. • Influence of big business in palm oil, gold and drugs is greater than livelihoods of IDPs. 	<p>Interpretation of text and data.</p> <p>Communication of findings.</p>

17 – 20 marks	Well organised answer which shows good understanding of a range of problems of IDPs. Clear, logical and valid explanations of why problems are difficult to resolve. Relevant and accurate use of resources.
13 – 16 marks	Some valid explanation of range of problems facing IDPs. Explanations generally supported by detailed evidence.
9 - 12 marks	Some appreciation of problems of IDPs. Outline explanations offered. Unbalanced range of ideas.
5 – 8 marks	Limited and generalised description of problems of IDPs from resources.
1 – 4 marks	Very limited understanding of the problems of IDPs.
0 marks	No creditable response.

- (c) Assess the effectiveness of the international community in improving livelihoods in countries such as Colombia.

[20]

Indicative content

AO1 11	AO2 5	AO3 4
<p>Positive</p> <ul style="list-style-type: none"> • Help to resettle. • Help to restore land rights. • Identify and publicise human rights abuses. • Represent interests of IDPs for compensation, provision of services. • Training of community leaders and increase empowerment. • Collaboration of numerous agencies. <p>Negative</p> <ul style="list-style-type: none"> • Difficult to intercede with drug barons. • Difficult to help rural communities which are isolated. • Hard to make host communities more accepting. • Collaboration of numerous agencies. <i>(This may be viewed either +ve or -ve)</i> 	<p>Positive</p> <p>Political pressure. Brings stakeholders together.</p> <p>Negative</p> <p>It is national political will which ultimately will reduce violence Very hard to deal with corruption in international businesses.</p>	<p>Use of data and text.</p> <p>Communication of findings.</p>

17 – 20 marks	Offers well organised, reasoned and balanced discussion which focuses on livelihoods. Explicit assessment of effectiveness of different actors in the international community. Uses resources to critically assess their efforts.
13 – 16 marks	Challenges facing the international community in improving livelihoods fairly well understood. There may be some lack of critical analysis.
9 - 12 marks	Describes strengths and weaknesses of activities of international community in improving livelihoods. Some use of resources. Does not consider 'extent'.
5 – 8 marks	Describes some of the work of some actors. Evidence offered is limited and generalised. No attempt to assess effectiveness.
1 – 4 marks	Simple factual content lifted from the Resource Folder. Limited use of resources. Very superficial response.
0 marks	No creditable response.

Level descriptors for essays

<p>17-20 marks</p>	<p>A well organised answer which uses appropriate, relevant and accurate exemplification. A balanced answer which addresses all dimensions of the question explicitly. Concepts are understood and used to support argument. Temporal or spatial contrasts in development are recognised. The answer offers an evaluation or assessment as required. Shows some flair and imagination. Fluent expression with few errors in grammar, punctuation and spelling.</p>
<p>13-16 marks</p>	<p>A good, well-structured and relevant answer. Clearly addresses the question set. Concepts are fairly well understood and inter-relationships are explored but there is a lack of critical analysis. Ideas are generally supported by detailed evidence. Some attempt made at evaluation or assessment as required. Fluent expression with few errors in grammar, punctuation and spelling.</p>
<p>9-12 marks</p>	<p>There is some structure and organisation to the essay. There is a fairly secure grasp of concepts relevant to the question. There is some appreciation of cause and effect. Tentative discussion of inter-relationships but the answer lacks range, depth and development. A relevant but pedestrian discussion with some descriptive knowledge. There is some exemplification. Arguments are partial and lack coherent or reasoned conclusions. Use of English is clear and fluent; the essay structure is sound and there may be occasional errors in grammar, punctuation and spelling.</p>
<p>5-8 marks</p>	<p>An answer which only partially address the question and lacks convincing structure. Reference to concepts is made but is insecure. Evidence offered is limited and generalised. Arguments presented a simplistic cause and effect. Lacks appreciation of inter-relationships relevant to the question. There are some errors in grammar, punctuation and spelling.</p>
<p>1-4 marks</p>	<p>Limited understanding of relevant concepts. Some accurate description or factual content but mostly a generalised unstructured account on the topic. A weak and superficial argument with limited relevance to the question set. Some simple statements of cause and effect at the top of this band. Errors in grammar, punctuation and spelling are intrusive.</p>

NB Credit accurate, relevant detail and case studies.

2. Discuss the ways in which governments and NGOs approach development. [20]

AO1	14	AO2	4	AO3	2
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Governments – top down, economic growth. Should be national perspective but in some countries may be development which benefits the elites.

NGOs – grassroots, community focus, small, local or regional scale. More likely to take an approach such 'as rights' based, sustainable development, basic needs.

Best answers will recognise the complexity of development and the responsibilities which both governments and NGOs have to all country nationals. Some NGOs take a pragmatic approach and work with government on the basis that this legitimises their work and ensures that they can stay in-country.

This is not a comparative question. Approach likely to be:

Governments' approach to development often include:

- Focus on modernisation of a country- major influence.
- Focus on development through economic growth which can then pay for improvements in infrastructure –health, education etc.
- Promoting western capitalist values – in order to benefit from support from international financial institutions.
- Development based on exploitation of resources.
- Promotion of industrialisation and income generation as key to development process.
- Accepting the global influence of the top 500 TNCs.
- Development through FDI.
- Social progress such as the importance of education.
- Some role for the state in supporting the development of the market, regulating financial system, development and transmission of technology, promoting equality and alleviating poverty, creating effective institutions, .e.g. in health and education.
- Accepting the ethical norms of the West as 'good' and the only route to development.
- Accepting inequality within the country.
- Trickle down approaches whereby development tends to benefit elite groups who then enable further progress within their society.
- Lower priority for cultural aspects/ national historical or tribal customs, or other people and places.

NGO approaches to development often include:

- Grassroots development.
- Focus on providing basic needs therefore focus on development for all.
- Recognition of importance of gender, environment in development which makes development more inclusive.
- Integration of social, economic and environment development.
- Encouraging active participation of people affected who become more effective in driving their own development. More is achieved and more is sustainable.
- Encouraging small scale local activities.
- Accepting a slow pace or trying to limit rapid economic development.
- Encouraging widespread participation within communities.
- Promoting egalitarian, democratic, participatory politics.
- A strong focus on new social movements as the medium of change.
- Helping to give non-West actors some say in their own development. Questions assumptions of the West's view of development.

Examples:

Individual countries. e.g.

Cuba: isolationist left-wing stance with centralist, state-controlled policies. Inefficient / bureaucratic delivery of social service provision, housing, infrastructure, employment may slow level of development. Also lack of integration into global economy. Egalitarian view of development. Anti-colonial attitudes.

Kenya: nationalism; 'big man' politics, concentration of power, development linked to tribal associations, top-down approach from government. Development seen as modernisation, integrating into global economy, wealth creation will eventually reduce increased inequalities in levels of development.

India: history of left wing, centralised state development with focus on rural communities. Recent opening up to global influences. Now sees development as modernisation with overseas investment, urbanisation, role of private enterprise.

China – state-led authoritarian capitalism.

Farm Africa: Priorities are grassroots development and community empowerment. Work focuses on self-help; community development through providing basic agricultural needs and training.

OXFAM: Range of operations from advocacy to supporting local NGOs. Development seen as redistribution of wealth from north the global south; influencing pro-poor decisions in governments; and training and advice for communities. Work increasingly at highest global / national level while providing training and financial support for basic needs (health, education), grassroots projects. Works alongside developing governments. Views development from both top-down and grassroots approaches.

Level 5 17 – 20 marks	An informed discussion with detailed and accurate knowledge and understanding of both government and NGO approaches to development. Understands the range of scales and stakeholders. Explicit link to development processes. Relevant and detailed exemplification.
Level 4 13 – 16 marks	A good discussion of government and NGO strategies. Begins to link to the development process. Relevant examples with some detail.
Level 3 9 – 12 marks	General discussion of government and NGO development strategies. Probably characterised by top-down and bottom-up approaches. Unbalanced discussion. Implied link to development. Max 10 marks if only one aspect.
Level 2 5 – 8 marks	Limited relevant knowledge of either top-down/government or bottom-up/NGO strategies. May offer a simple narrative of a government or NGO development project.
Level 1 1 – 4 marks	Very superficial response. Inaccurate knowledge of either government or NGO approaches or top-down or bottom-up.
0 marks	No creditable response.

3. With reference to examples, examine how local communities have influenced their own development. [20]

AO1	14	AO2	4	AO3	2
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This is about the participation of local people and how that makes development effective. Expect answers structured around case studies but look for variety of exemplification.

Look for specific details of how local people are involved; how they have made development programmes work; become more sustainable and more successful. Good answers may reflect that some local communities have not had a positive influence on their own development. That is acceptable provided the views are clearly and accurately justified.

Answers may include some of the following:

- Local people learn transferable skills and can take over the development activities once the programme has finished.
- Local participation and 'ownership' of a development programme tends to attract more people in the community than imposed programmes by outside 'experts'.
- Local people identify and implement their real needs rather than those needs assumed by outsiders.
- Local people are cheaper. Agents from 'outside' are more expensive
- Development of community cohesion.
- Development of trust and mutual responsibilities between individuals in communities.
- Sense of community pride.

Likely examples include microfinance, Excellent Development, Send a Cow, Farm Africa, Barefoot College.

Level 5 17 – 20 marks	Explicit examination of development as a result of participatory process. Probably exemplified by a project or programme. Understands how local people can influence issues. Breadth and depth. Accurate knowledge.
Level 4 13 – 16 marks	Range of examples with some examination of contribution of local people in their development. Breadth more likely than depth. Understands wide-ranging benefits of participation.
Level 3 9 – 12 marks	Describes an appropriate case study. Accurate knowledge. Begins to take idea of local people getting involved beyond the case study itself and into 'participation'.
Level 2 5 – 8 marks	Describes (bottom-up) projects run by local communities. Limited detail.
Level 1 1 – 4 marks	Limited detail. Some accurate description or factual content but mostly a generalised unstructured account on the topic. Limited relevance to the question set. Some simple statements.
0 marks	No creditable response.

Theme 4: Economic Development

4. Discuss the effects of different types of trade on particular communities and economies. [20]

AO1	14	AO2	4	AO3	2
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Types of international trade include:

Free trade, fair trade, export-led trade.

Accept protectionism as a type / strategy which affects international trade.

Look for specific references to particular communities such as tribal groups, women, subsistence farmers, Bangladeshi garment workers etc.

Answers may include some of the following:

Free trade: Producer economies benefit, especially efficient companies and advanced economies. It should lead to accumulation of wealth that could provide for increased infrastructure, health, and education. Some local economies can therefore be very successful.

However, it may also lead to concentration of wealth for a few rather than many, and lead to increased inequality. It may have negative impact on development in terms of exploitation of labour and environment.

Often difficult for small enterprises / newcomers / new communities to establish and integrate into the global market.

Some local economies may suffer if they become inefficient and fail to compete with producers elsewhere. Result can be catastrophic e.g. any number of examples in UK where firms close / rationalise / restructure because of competition from overseas.

Small, less developed nations are caught in a trap between needing access to global markets while protecting fragile national economies. Free trade is seen by some observers to make local economies very vulnerable.

Export-led trading: usually actively driven by governments (eg in SE Asia). Can generate substantial national income which may be used to further education, health, infrastructure. Potentially affects whole country but top down development may not produce hoped for or expected progress at the level of local economies / grassroots. Risk of exploitation of workforce.

Fair trade: encourages development at grassroots level. Small, local scale improvements. Increased income for individuals and communities (including the social dividend) increases access to education, health etc. May have negative consequences on progress for non-FT producers at local scale. Impact on progress at national / regional scale likely to be limited.

Protectionism: may improve local economic opportunities in country in the short term but sustained growth may be hampered by lack of competition and an open consumer market. May provide more equitable development across economy of whole country but this can be self – limiting.

Trading blocs: at supra-national scale this may increase rates of progress as core areas support local economies in peripheral areas. But may have negative impact on economies outside the trade area which cannot benefit from trade and preferential arrangements.

Level 5 17 - 20	Well organised answer which uses accurate and relevant exemplification. Accurate knowledge and understanding of at least two types of international trade. Explicit and balanced comment concerning impact on particular economies or communities.
Level 4 13 - 16	Relevant knowledge of at least two types of international trade. Discussion of range of impacts on different economies / communities fairly well understood but lacks critical analysis.
Level 3 9 - 12	Some structure and organisation in descriptions of at least two types of international trade. Limited discussion of local impacts .Unbalanced discussion of either communities or economies. Lacks range and depth and developed ideas. Arguments are partial and lack reasoned conclusions.
Level 2 5 - 8	Partially addresses question with limited, generalised knowledge of international trade. Impacts on economies / communities presented as simplistic cause and effect.
Level 1 1 - 4	Very superficial response. Some accurate description but mainly a generalised unstructured response to the question.
0 marks	No creditable response.

5. With reference to **one** named country, examine how aid has been integrated into the national development strategy. [20]

AO1	14	AO2	4	AO3	2
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Responses should show:

- knowledge and understanding of specific national development plans programmes for main ministries such as health, education, transport, employment, trade etc. Example Kenya’s Vision 2030, or Ghana’s Shared Growth and Development Agenda;
- some K and U of aid programmes, and how they integrate into the development plans for food, medicine; technology transfer; expertise / capacity building; finance; education;
- best answers will offer some evaluation of the contribution of aid, i.e. positive and negative to different development programmes;
- use of detailed evidence at the national planning scale.

NB answers need not rely on UKAID. There are many other donors.

Examples of how aid contributes to national development plans:

- Increases rate of development by providing infrastructure
- May improve governance, accountability.
- Encourages capacity building.
- Contributes to provision of basic services.
- Gives technological support.
- Encourages trade.
- Encourages participatory element to increase empowerment.
- Meets basic human needs, saves lives so country nationals can rebuild their livelihoods.

Level 5 17 - 20	An informed examination with an understanding of the national development strategy and how aid is integrated. Relevant and detailed examples of links to aspects of the national development strategy. May discuss at range of scales, or refer to one strand of the development strategy.
Level 4 13 - 16	A good understanding of the contribution of aid to the national development strategy. Relevant examples and detail of purpose of that aid.
Level 3 9 - 12	General discussion of aid given to a named country. Some reference to some national development.
Level 2 5 - 8	Limited relevant knowledge of aid given to a specific country. Vague and imprecise links to national development strategy.
Level 1 1 - 4	Very superficial response. No detail of either aid or national development strategy.
0 marks	No creditable response.

Theme 5: Political Development

6. Discuss the extent to which the policies and operations of global financial institutions are influenced by developed countries. [20]

AO1	14	AO2	4	AO3	2
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Major institutions expected are IMF, World Bank, WTO. May refer to development banks such as ADB, AfDB which have neo-liberal attitudes.

Question will probably be answered through case studies.

Must focus on *extent to which* governance and policies of the global financial institutions are driven by agendas and voting rights particularly of US, EU. Also influence of global business practices.

IMF: voting blocks (US 19.5%, EU 34%, East Asia 17.4%) based on loans of various types. Conditionality based on establishing 'good housekeeping' – often equated with neo-liberal. Right of centre economics. SAP / PRSPs. Focus on reduced government spending on health, education and welfare and opening of internal market to overseas investment. Encourages privatisation. Impacts include increased inequalities between rural and urban, educated and peasant, tarmac bias, manufacturing bias.

Conditionality undermines domestic political institutions and social stability, and can increase poverty. Increased problems for agricultural peasants and isolated communities. Impact is often increased food and commodity prices. Positive impacts may be industrialisation and access to global economy. Trickle down / spread effects from emerging middle class to the poor.

World Bank: voting powers based on economic size and IDA contributions. (US 16%, Japan 8%, UK, Germany, France 4% each). Grants and loans for major infrastructure projects such as power / HEP, roads, health & education infrastructure. Generally beneficial but some large projects have major environmental impacts. Often not universally beneficial.

Conditionality based on neo-liberal policies and Post Washington consensus.

Projects are implemented by government with WB 'supervision'.

WTO: prefers to present an image of fairness in the global trading community. Reality often results in dependence of LDCs on MDC decisions and trading preferences. Unfair terms of trade tend to limit development of countries and widen economic gaps between rich and poor. It is widely accepted that trade is the single most effective development tool for developing countries but WTO is often seen as defending the priorities of wealthy nations. Examples: the Doha round, continues stalemate over agricultural products and TRIPs.

Level 5 17 - 20	An informed discussion with detailed and accurate knowledge and understanding of the operation of global financial institutions. Explicit evaluation of impact of developed countries on policies and operations. Relevant, detailed and accurate exemplification.
Level 4 13 - 16	A good understanding of policies and operation of global financial institutions. Implied evaluation of role of developed countries. Relevant exemplification.
Level 3 9 - 12	General and unbalanced description of policies and operations of global financial institutions. Limited detail of exemplification. Maximum 10 marks if only one institution.
Level 2 5 - 8	Limited relevant knowledge of at least one global financial institution. May offer a simple narrative of activities.
Level 1 1 - 4	Very superficial response. Inaccurate knowledge of at least one global financial institution.
0 marks	No creditable response.

7. To what extent have strategies such as Agenda 21 had an impact on addressing global issues? [20]

AO1	14	AO2	4	AO3	2
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The question names Agenda 21 but other relevant strategies are also valid and should be anticipated.

Focus is on global environmental issues, but **action will have been taken at a variety of scales.**

Look for some detailed located knowledge about actions taken as a result of Agenda 21, or other valid policies - national, regional, local government activities or policies. *Credit ideas whereby Agenda 21 or other strategies have had impacts other than on the environment.*

Good answers should offer details of the delivery of named strategies; specific policies and responsibilities at each level of government, and relate these to progress in dealing with global issues.

Global environmental issues include:

<ul style="list-style-type: none"> • climate change • biodiversity / conservation • peak oil / energy conservation • tragedy of the commons – e.g. fish, logging • desertification • various types of pollution • water availability 	<ul style="list-style-type: none"> • soil contamination • genetic engineering • dams • mining • ozone depletion • resource depletion • waste • carbon footprint
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Global Sustainability: In UK - Local Agenda 21; legislation on recycling; long life light bulbs; carbon emissions; Cycle Towns.

Climate Change: UK: Government grants, EU grants, renewables, energy conservation.

Maldives: artificial islands, mangroves.

May include some or all of the following:

- National governments provide most of the finance and regional governments oversee implementation of policies.
- Political persuasion of national and regional governments may cause tensions regarding policy.
- May be competition between regions for national government finance.
- May discuss empowerment, accountability issues.
- Regional development programmes / initiatives should recognise specific needs such as geographic isolation, ethnic tension / lack of diversity, undeveloped resources.

Level 5 17 - 20	An informed evaluation with detailed and accurate knowledge of activities from strategies such as Agenda 21 at range of scales. Understands the role of Agenda 21 (or similar) and various stakeholders. Explicit link to global issues. Relevant and detailed exemplification.
Level 4 13 - 16	A good understanding of the impact of strategies such as Agenda 21 on global environmental issues, at a range of scales. Implied evaluation. Relevant examples of global issues with some detail.
Level 3 9 - 12	General discussion of how strategies such as Agenda 21 influence national and regional government. Unbalanced discussion of different scales. Limited detail and range of exemplification of global issues.
Level 2 5 - 8	Limited relevant knowledge of one or more strategies such as Agenda 21. May offer a simple narrative of some global issues.
Level 1 1 - 4	Very superficial response. Inaccurate knowledge of a strategy such as Agenda 21 or knowledge of other global issues.
0 marks	No creditable response.

Theme 6: Social Development

8. With reference to examples, discuss the limitations of theoretical models in understanding the complexity of population- resource relationships. [20]

AO1	14	AO2	4	AO3	2
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The two most likely models will be

Malthus and Boserup. But these need some depth of critique to gain real credit. Simplistic descriptions are not sufficient. More sophisticated but helpful models are IPAT and POET.

Good answers will critique the models and address how they 'help explain'. To that end, POET and IPAT are more effective than the others. However, all have limitations in trying to model this complex relationship.

Credit discussion of assumptions made by each model.

Credit discussion which considers limitations at different scales – global, regional, national.

Credit recognition that validity of model may change as societies change and develop, i.e. models are static.

- Other factors affect resource consumption such as affluence, population structure, geo-politics.
- Neither Boserup nor Malthus address other factors which can raise productivity, technology and efficiency of resource use, notably entitlements to education, health, energy and political stability.
- None of the models consider changing attitudes towards the role of women, the status of women or the contribution of women to development. These can have a fundamental influence of the way resources are used in a community.

Malthusianism

A simplistic model and therefore attracts much support. More applicable to developing countries.

- Most importantly, Malthus assumes that population pressure *causes* poverty whereas others see population pressure as the *symptom* of poverty. Populations in chronic poverty lack the resources to lift themselves out of that state.
- It deals only with the population – food relationship although other resources are also needed to meet basic needs.
- Set in late C18th so questionable relevance to C21st
- May refer to Neo-Malthusianism.

Boserup:

- A simplistic model which focuses only on population– food relationship although other resources are also needed to meet basic needs.
- It *assumes* innovation can keep up with resource demand. More applicable to industrial societies/developed countries.
- It *assumes* that communities have the resources to develop new technologies and do so under pressure from population growth.
- It gives no element of time within which inventions spread and move into common usage.
- It does not recognise sudden-onset population–resource imbalances such as failed rains, climate changes in which population becomes under pressure.
- It does not deal fundamentally with the issue of finite resources.
- There is no recognition of any positive feedback loops which occur while innovation is spreading. Population pressure may gradually exacerbate resource pressure with a time lag for the effect of innovation.

Club of Rome: Limits to Growth model

Recognises complexity of inter-relationships of population, resources, price, demand, environment. Based on assumptions of behaviour in economic markets and free trade.

POET

- The inter-relationships between Population – Organisation – Environment – Technology. These are two-way relationships.
- Populations may have a positive or a negative impact on the environment, but equally the environment impacts on population, e.g. climate change makes life difficult for pastoral farmers in Sub-Saharan Africa and forces people to make difficult choices to sustain life today while increasing vulnerability to life tomorrow. Organisation – how we use the technology and exploit resources is important. This is another 2-way response. It can be social, e.g. large corporations, communities, families, religions etc. What people do obviously will vary greatly if they live in an industrial vs a pre-industrial society.
- Technology is a result of affluence and organisation of society- capitalist economy, ownership, relatively open markets where goods and services are exchanged (versus, say, a 'command economy').
- As population increases there may be pressure on resources. Organisation of society influences how population responds to increased pressure on the environment. More complex organisation is likely to use more technology and resources.
- **PISTOL** – more sophisticated version which also considers knowledge / information in a society and standard of living.

IPAT

Environmental Impact = population size x level of affluence x type of technology (production).

Consider relative weight given to particular aspects of the models:

- Affluence is closely linked to consumption. As population grows and develops, and wealth increases so consumption increases which puts pressure on resources.
- Affluence encourages use of technology and innovation. This may reduce / minimise resource use.
- Assumes that population size in a developed nation with high levels of consumption will have a greater impact than the same size population in the developing world.
- Population may have a beneficial impact, e.g. conservation / AONB. More and wealthier people may put pressure on environment which may lead to conservation.
- But it may not be accurate if resources are acquired freely – e.g. collected from forests/ wildlife etc. Developing communities may consume a lot of wood simply because they are NOT affluent.
- There is no consideration of population structure, age, gender. These may affect the use of resources and technology. Ageing populations and children use fewer resources than middle aged populations.
- Technology may reduce the impact on resources, e.g. by being more efficient. Example = concentrate of washing powder or fabric conditioner.
- But this may be more expensive - affluence enables the use of technology which can lead to environmental protection.
- Technology, e.g. toaster, furniture, car, tractor, farm implement influenced by affluence.

- Equally, concentrates and miniatures, require high inputs (semi-conductors require vast amounts of water in their production) which has a negative impact on the environment. Savings in terms of one element / resource may use more of another, different and perhaps more vital resource.
- More affluent populations acquire the latest, reductionist technologies which may use more 'hidden' resources in manufacturing than older technologies.eg semiconductors use huge volumes of water during their manufacture.
- Environment : impact includes living space, waste, goods we own, housing.
- Population: some evidence that populations reduce in size as affluence increases.

Level 5 17 - 20	An informed discussion with good understanding of both limitations of models and complex population-resource relationships. Some explanation of other factors in the P-R relationships. Relevant and detailed examples.
Level 4 13 - 16	Discussion shows understanding of models with some comment on their limitations. Some recognition, possibly through a case study, of complexity of P-R relationships. Relevant examples with some detail.
Level 3 9 - 12	General description of population-resource models. Implied comment on limitations. Some reference to other factors and the complexity of P-R relationships. Likely to be just Malthus and Boserup.
Level 2 5 - 8	Limited relevant knowledge of models of population-resource relationships. May be implied answer based on case studies.
Level 1 1 - 4	Very superficial response. Outline of Malthus or Boserup only.
0 marks	No creditable response.

9. Examine the reasons why improving the provision and quality of education is important but challenging for many developing countries. [20]

AO1	14	AO2	4	AO3	2
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May be links to MDGs 2 and 3. Best answers will use case studies to illustrate why improving provision and quality of education is so challenging as well as noting its importance.

Consider some or all of the following:
(This list nominally separates quality and provision)

Provision

- Availability of classrooms.
- Enrolling all children especially in rural communities.
- Enrolling girls especially from farming families.
- Retention of children once enrolled – links to children as farm workers; traditional attitudes towards education of girls; provision of toilets in schools especially for teenage girls.
- Travel distance to rural schools.
- Parents question value of education. Risk that education leads to children leaving traditional communities.
- Availability of teachers – including attendance, health of teacher linked to HIV/AIDS; low and irregular salaries encourage absenteeism.
- Lack of education, literacy of mothers.
- Empowerment of women can increase the contribution they make to policy development, economic choices.
- Impact of private schools of state sector – teachers, wealthier children.

Quality

- Poor quality of school buildings – corrugated roofs noisy in the rain, no toilets for girls, no windows, poor light.
- Financing resources for schools.
- Corruption and siphoning off finances for others uses.
- Level of education of teachers.
- Teacher training.
- Restrictions on teaching in mother tongue.
- Policies on testing.
- Relevance of school curriculum – especially in countries with colonial ties, e.g. Kenya to UK.
- Tendency to rote learning without development of relevant skills.
- Language of tuition – e.g. Swahili and English not native languages in much of South Africa.
- Quality of teacher training.
- Progression into secondary and tertiary education especially girls.
- Development of tertiary education.
- Challenge of successful education leading to brain drain.

Level 5 17 - 20	Informed explanation shows depth of understanding of reasons why improvements in provision and quality are important AND challenging to achieve. Relevant and detailed examples of challenges.
Level 4 13 - 16	Examination shows good understanding of importance and reasons why delivering provision and quality of education is so challenging. Relevant examples with some detail.
Level 3 9 - 12	General description of importance of education and some of the challenges of delivering education in developing countries. Implied reasons. May be unbalanced.
Level 2 5 - 8	Limited relevant knowledge, or examples, of education issues in the developing world.
Level 1 1 - 4	Very superficial response.
0 marks	No creditable response.