

Candidate Name	Centre Number	Candidate Number

WELSH JOINT EDUCATION COMMITTEE
 General Certificate of Education
 Advanced Subsidiary/Advanced



CYD-BWYLLGOR ADDYSG CYMRU
 Tystysgrif Addysg Gyffredinol
 Uwch Gyfrannol/Uwch

571/01

WORLD DEVELOPMENT AS

WD1

INTRODUCTION TO WORLD DEVELOPMENT ISSUES

P.M. WEDNESDAY, 23 May 2007

(2 Hours)

For Examiner's Use Only		
Section A	Q. 1	
	Q. 2	
Section B	Q. 3	
	Q. 4	
TOTAL MARK		

ADDITIONAL MATERIALS

In addition to this examination paper, you will need a **Resource Folder**.

INSTRUCTIONS TO CANDIDATES

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **both** questions in **Section A** and in **Section B**.

Write your answers in this answer book.

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

INFORMATION FOR CANDIDATES

You are reminded of the necessity for good English and orderly presentation in your answers.

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

No certificate will be awarded to a candidate detected in any unfair practice during the examination.

WD1: INTRODUCTION TO WORLD DEVELOPMENT ISSUES

SECTION A

Theme 1: Development, Resources and Global Citizenship

*Answer both questions in this section.
You will need the Resource Folder to answer the questions.*

1. Study Resource 1(a) on page 2 of the Resource Folder.

- (a) (i) Suggest **three** problems that might be faced by people relying on this type of water supply. [3]

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- (ii) Suggest **reasons** why water supplies in countries such as Ghana may differ from those in more developed countries. [4]

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- (iii) Explain how the use of water might affect the physical and human environment of rural areas in less developed countries. [6]

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(b) Study **Resource 1(b)** on **page 2** of the **Resource Folder**.

- (i) Describe the relationship shown by the graph. [2]

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- (ii) Outline **one** way in which this relationship may be changed. [2]

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(iii) Outline the population – resource relationship described by Esther Boserup. [2]

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(iv) With reference to a country you have studied, assess the extent to which **either** the Malthus **or** the Boserup model accurately reflects population – resource relationships. [6]

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Total 25 marks

2. Study the resource on page 3 of the **Resource Folder**.

(a) (i) Describe how the ecological footprint varies between world regions. [4]

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(ii) Suggest reasons for the size of the ecological footprint of

- 1. North America;
- 2. Africa.

[6]

North America

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Africa

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(b) (i) What do you understand by the term ‘*sustainable development*’? [2]

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(ii) ‘Think global, act local.’
Suggest why sustainable development is important at a global as well as a local scale. [4]

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(c) (i) Outline the difference between top –down and bottom–up development. [3]

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- (ii) With reference to **one** resource you have studied, explain the contrasting views on its development and management. [6]

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Total 25 marks

SECTION B

Theme 2: Poverty and Inequality

Answer both questions.

You will need the Resource Folder to answer the questions.

3. Use the resource on **page 4** of the **Resource Folder** to help you answer this question.

(a) (i) List **three** ways in which poverty might be measured **in the UK**. [3]

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2.

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3.

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(ii) Outline **one** strength and **one** limitation of the measure you have identified in **3(a)(i)**. [4]

Measurement of poverty

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(iii) Explain the possible links between poverty, income and health in the UK. [6]

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(b) Select **one** factor from gender, ethnicity, age **or** disability:

Factor chosen

Explain how this factor may create inequality. [4]

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- (c) (i) For a **named** group you have studied, suggest how negative images reinforce inequalities. [4]

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- (ii) How do you think such negative images could be addressed? [4]

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Total 25 marks

4. Use the resource on **page 5** of the **Resource Folder** to help you answer this question.

(a) (i) Describe the pattern of poverty shown on the map. [3]

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(ii) List **three** ways in which this map may or may not show the pattern of world poverty. [3]

1.
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2.
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3.
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(b) (i) State **one** indicator that measures global poverty. [1]

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(ii) Explain how that indicator measures poverty. [2]

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(iii) Describe **one** disadvantage of using that indicator as a measure of poverty. [2]

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(c) (i) Explain why poor people with few resources are often described as ‘*vulnerable*’. [4]

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(ii) Explain the causes of poverty in **one** country you have studied. [6]

Name of country

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(iii) Assess the effectiveness of **one** strategy that was adopted to reduce poverty in your named country. [4]

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Total 25 marks

571/01-A

WORLD DEVELOPMENT AS

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INTRODUCTION TO WORLD DEVELOPMENT ISSUES

RESOURCE FOLDER

P.M. WEDNESDAY, 23 May 2007

(2 Hours)

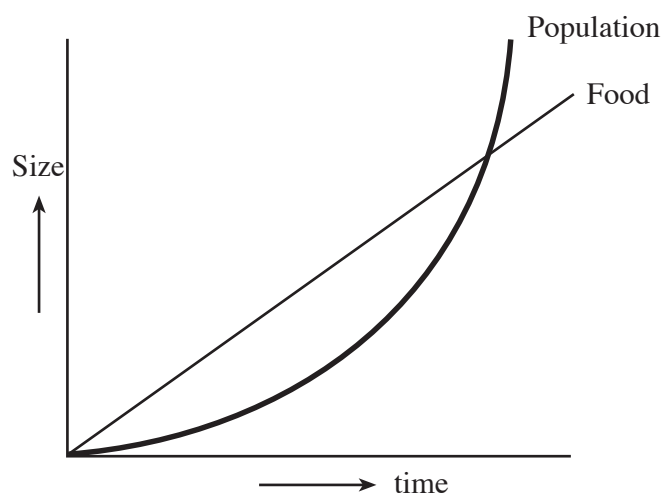
This Resource Folder contains information required for answering Questions 1 to 4.

Resource 1 for use with Question 1.

(a) Collecting water in the village of Aurigo, Ghana

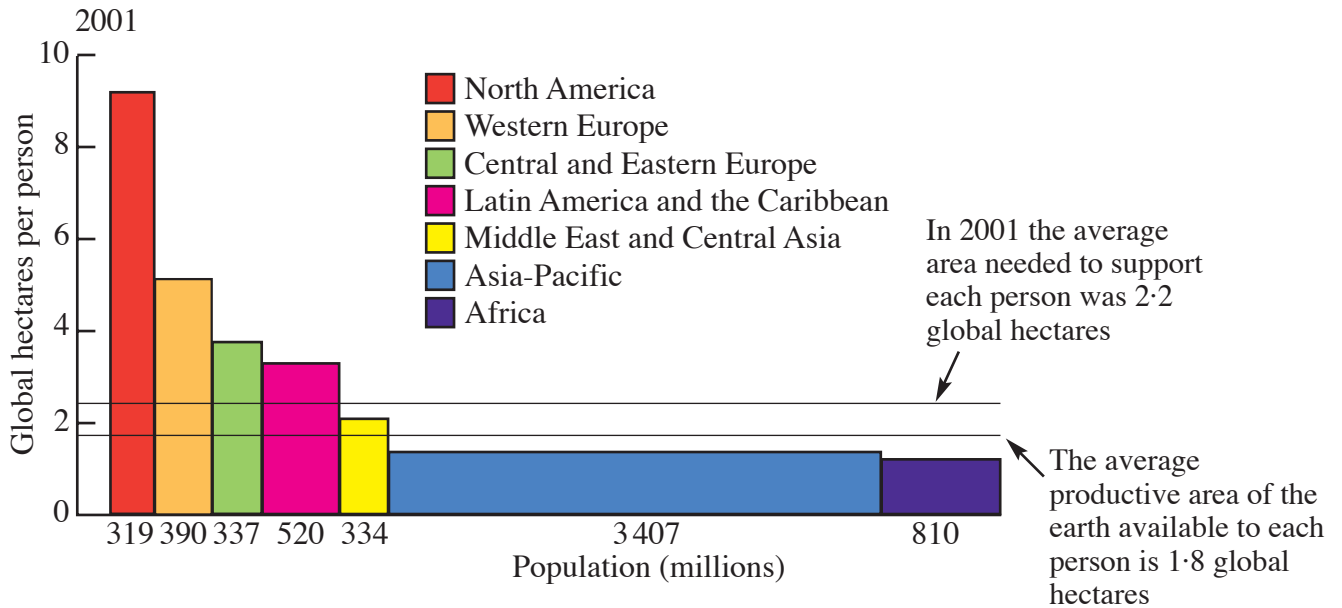


(b) The relationship between population and food supply described by Malthus



For use with **Question 2.**

The **Ecological footprint** measures people's natural resource consumption. A country or region's footprint is the total area required to produce the food it consumes, absorb the waste produced and provide space for living.

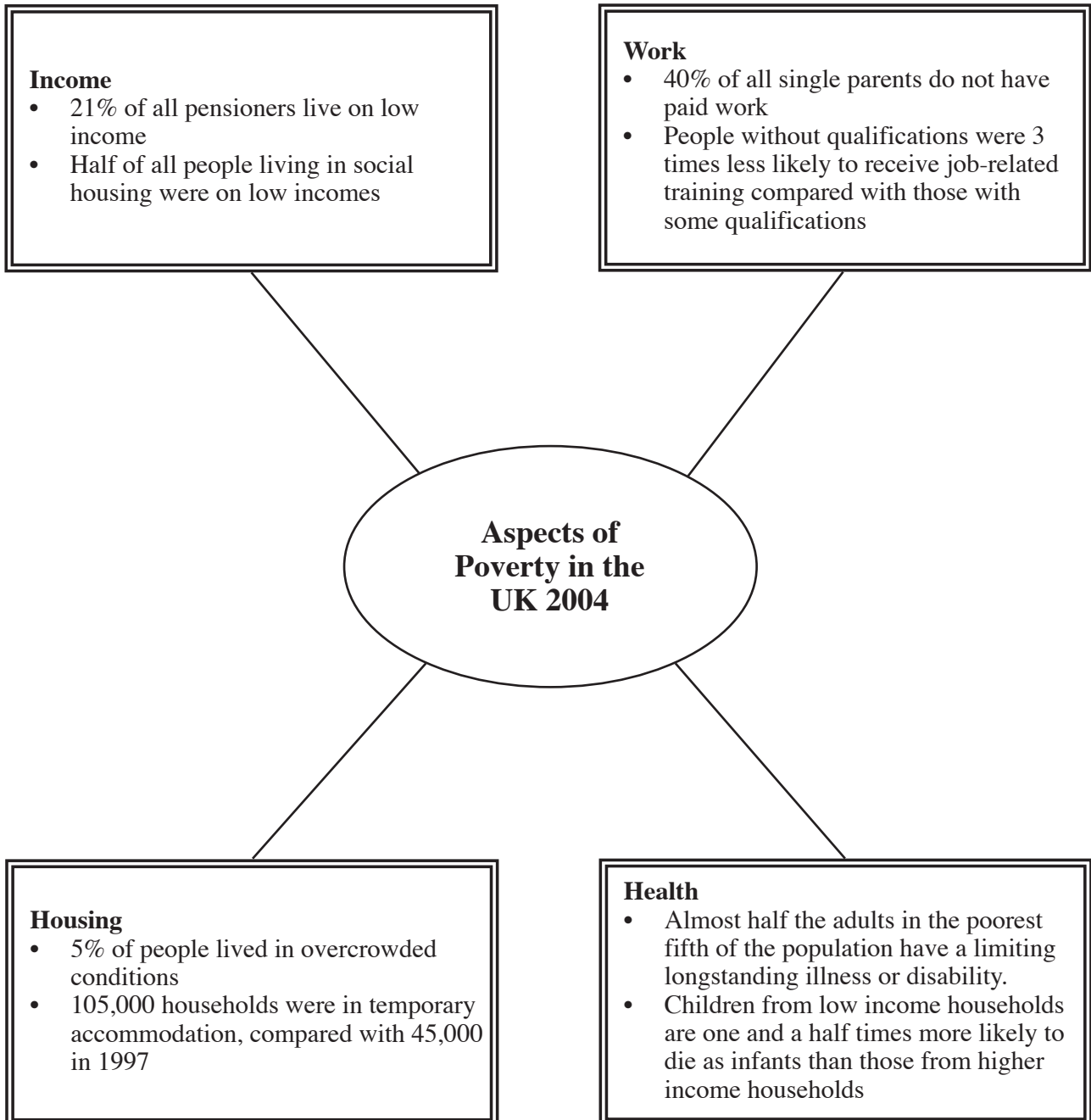


Key

A global hectare = $\frac{\text{the biologically productive area of the earth}}{\text{the total number of people on earth}}$

Source: Fig 17, WWF Living Planet Report 2004

For use with Question 3.



Source: Joseph Rowntree Foundation: New Millennium Initiative

For use with Question 4.

Percentage of Poverty 2006

The map shows the proportion of people in each country who live below the poverty line. Each country has its own definition of poverty.

