WJEC CBAC

GCE AS/A level

1391/01

WORLD DEVELOPMENT WD1
INTRODUCTION TO WORLD DEVELOPMENT ISSUES

P.M. MONDAY, 28 May 2012

2 hours

ADDITIONAL MATERIALS

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

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

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.
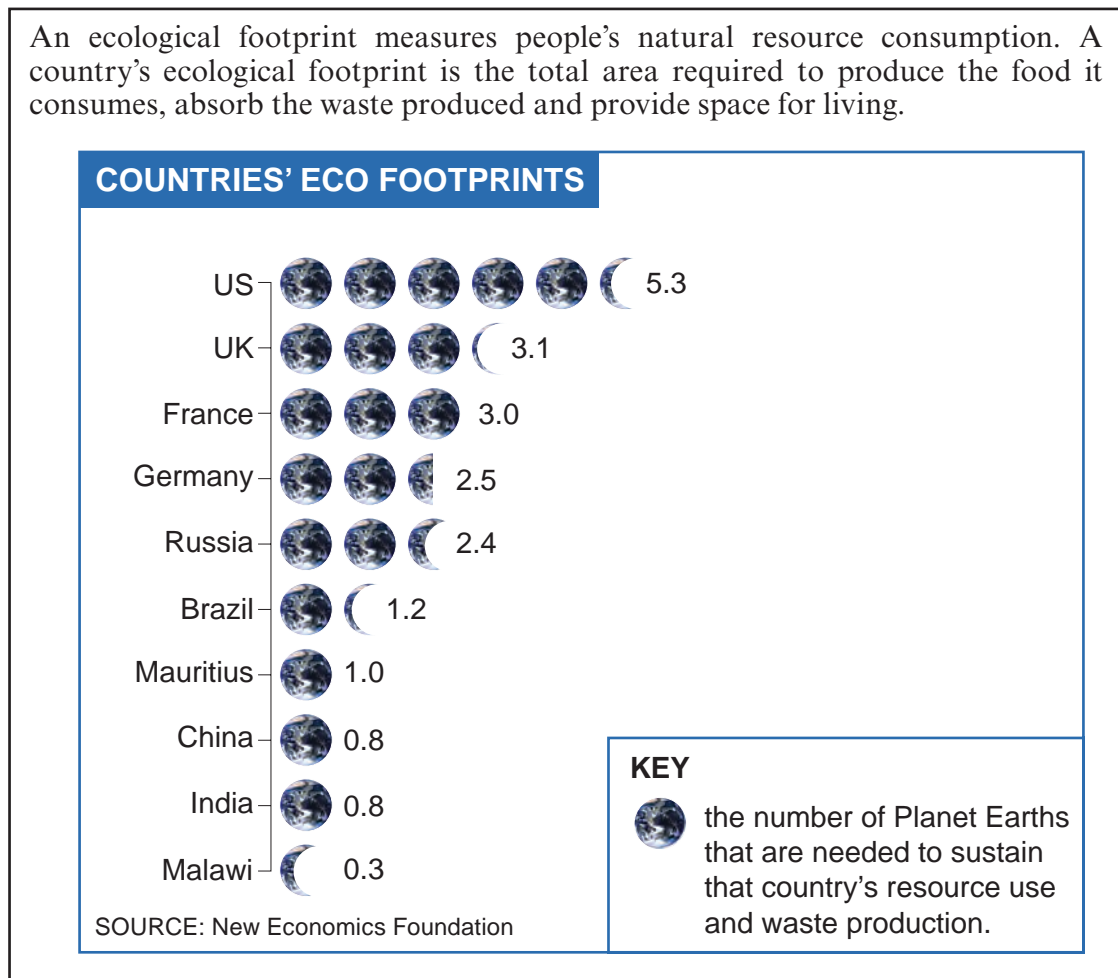
SECTION A

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 Ecological footprints

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

COUNTRIES' ECO FOOTPRINTS

Country	Value
US	5.3
UK	3.1
France	3.0
Germany	2.5
Russia	2.4
Brazil	1.2
Mauritius	1.0
China	0.8
India	0.8
Malawi	0.3

KEY

the number of Planet Earths that are needed to sustain that country's resource use and waste production.

SOURCE: New Economics Foundation

Source: Adapted from www.bbc.co.uk/news

(a) Use **Figure 1** to compare the size of different countries' ecological footprints. [5]

(b) (i) Suggest **two** reasons why some countries use more natural resources than others. [4]

    (ii) Outline **one** named example of an attempt to reduce resource use. [6]

(c) With reference to **one** natural resource, explain contrasting views on its management. [10]

2.

Figure 2 Marks and Spencer's approach to sustainable development

Marks and Spencer (M&S) is aiming to become the world's most sustainable retailer by 2015. Plan A is how the company is trying to achieve this goal.

Plan A
Because there is no Plan B

Plan A objectives:

make stores carbon neutral, reduce energy use in stores by 35%

send no waste to landfill and increase clothes recycling from 2 million to 20 million items

ensure raw materials come from sources that do not contribute to deforestation

encourage clothing suppliers to pay fair wages in countries such as India, Bangladesh and Sri Lanka

promote healthy lifestyles for employees and customers

Source: Adapted from http://plana.marksandspencer.com

(a) Use **Figure 2** to outline Marks and Spencer's approach to sustainable development. [5]

(b) (i) Describe how **one** group, which is not a large business, is working towards achieving sustainable development. [6]

　　(ii) Suggest **two** reasons why sustainable development may be hard to achieve. [4]

(c) With reference to examples, describe and explain how development can lead to environmental problems. [10]

Turn over.

SECTION B

Theme 2: Poverty and Inequality

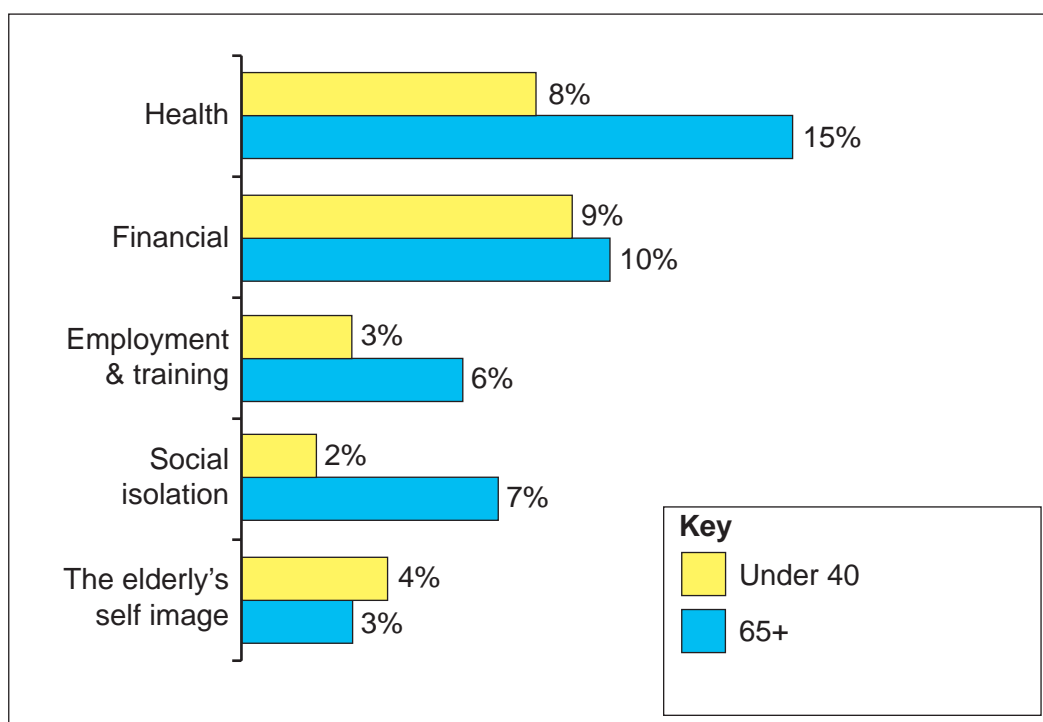*Answer* **both** *questions in this section.*

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

3.

Figure 3 The participation of elderly people in Scottish society

A survey was done in Scotland asking people under the age of 40 and over the age of 65 why they thought elderly people may not take a full part in society.

The most common responses are shown in the bar chart below.

Source: Adapted from www.scotland.gov.uk

(a) Use **Figure 3** to describe the reasons people think the elderly might not take a full part in society. [5]

(b) (i) Suggest ways in which dominant groups in society might create negative images and stereotypes of other groups of people. [4]

    (ii) Outline **two** reasons why it may be difficult to reduce inequality. [6]

(c) Discuss the impact of an initiative to reduce debt, such as PRSPs or HIPC, on **one** named country. [10]

4.

Figure 4 Girls' Scholarship Development Project

Kenya – fact file

Birth rate	35 per thousand
Death rate	9 per thousand
Life expectancy	59 years
Total fertility rate	4.38 children born per woman
Adult male literacy	90.6%
Adult female literacy	79.7 %

Source: Adapted from CIA Fact Book, 2010

In parts of rural Kenya, girls who are achieving well are given two years' free schooling to encourage them to continue their education. It is hoped that in the long term this will have positive impacts on education, health, employment and the family.

Source: Adapted from http://poverty-action.org/work/projects/0084 and www.worldconcern.org

(a) Use **Figure 4** to suggest how the Girls' Scholarship Development Project may reduce poverty in rural Kenya. [5]

(b) (i) Describe the characteristics of poverty experienced by **two** different named groups of people. [6]

    (ii) Name and explain **two** composite indicators used to measure poverty. [4]

(c) With reference to examples, assess the success of different types of aid in reducing poverty. [10]