

**Drayton Manor High School**

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| Exam Question |
| |  |  | | --- | --- | | (a) (i) | Study Table 1. Using the data from Table 1, complete Figure 1 by plotting the data for Bolivia, China and Indonesia.  **Figure 1: Graph showing the life expectancy in years and the percentage access to improved drinking water for selected countries** *(3 marks)* | |
| |  |  | | --- | --- | | (a) (ii) | Draw a regression (best fit) line to show the relationship. *(1 mark)* | |
| |  |  | | --- | --- | | (b) | Suggest reasons for the relationship between life expectancy and percentage access to improved drinking water. *(6 marks)* | |
| |  |  | | --- | --- | | (c) | Explain the role of international agreements in promoting human rights. *(8 marks)* | |
| |  |  | | --- | --- | | (d) | Evaluate this statement:  ‘Development aid can lead to problems for developing countries as well as providing them with solutions.’ *(20 marks)* | |
| **Total:** 38 marks |

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| Source |
| **Table 1: Life expectancy in years and the percentage access to improved drinking water for selected countries**   Source: World Bank |

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| Mark scheme |
| |  |  | | --- | --- | | (a) (i) | 3 marks (AO3 = 3 marks)  You gain 1 mark for each correctly plotted point for Bolivia, China and Indonesia. | |
| |  |  | | --- | --- | | (a) (ii) | 1 mark (AO3 = 1 mark)  The best fit line for the graph is drawn in the centre of the rectangle. Parallel lines within the rectangle will be credited with 1 mark. | |
| |  |  | | --- | --- | | (b) | 6 marks (AO1 = 3 marks, AO2 = 3 marks)  This question examines the relationship between life expectancy and per cent access to improved drinking water. You should be able to recognise that there is a weak positive correlation between the variables, i.e. as per cent access to improved water increases, so does life expectancy. Relevant content that could be included is suggested below. You do not need to include all of it in your answer and other relevant material can be credited.  **AO1 Demonstrating your knowledge and understanding of the relationship between life expectancy and per cent access to improved drinking water**  • Per cent access to improved water shows the availability of clean water that is less likely to carry diseases which would affect life expectancy.  • More developed countries are likely to have better access to improved drinking water. Good quality water is likely to be more available to most of the population through established infrastructure and regulated companies. This will help to increase life expectancy.  • Less developed countries are likely to have poorer access to improved drinking water. Infrastructure may be poor or non-existent in some areas. This can lead to reduced life expectancy. **AO2 Applying your knowledge of the relationship between life expectancy and per cent access to improved drinking water**  • The relationship shown, with the limited data selection, is a weak positive correlation between the two variables. The selected countries can be divided into three groups: those with low-level access to improved drinking water and low life expectancy, e.g. Chad; those with higher levels of improved drinking water and medium life expectancy, e.g. Bolivia; those with both high access to improved drinking water and high life expectancy, e.g. Australia.  • Access to improved drinking water may be affected by water scarcity, lack of investment in infrastructure, overcrowding, pollution, climatic conditions, poor sanitation, overuse of wells, lack of adequate water treatment.  • Life expectancy can be affected by access to improved drinking water although it is linked to other variables, e.g. food availability and nutritional level, access to medical care, infant mortality rates, lifestyle.  • Countries with low-level access to improved drinking water and low life expectancy may have limited financial resources to invest in water supply improvements. **Answers to this question will be given a mark within a level band  Level 1 (1–2 marks):** You show some general geographical knowledge and understanding of the relationship between life expectancy and per cent access to improved drinking water but some points are inaccurate. Your knowledge has not been applied consistently with the question. Some links that you have made between the graph and the question may be irrelevant.  **Level 2: (3–4 marks):** You show mostly relevant general geographical knowledge and understanding of the relationship between life expectancy and per cent access to improved drinking water. You make some relevant links between the graph and the question.  **Level 3: (5–6 marks):** You show accurate and relevant geographical knowledge and understanding of the relationship between life expectancy and per cent access to improved drinking water. You make logical connections between the graph and question.   **Hints and tips** Can you describe the relationship? Can you group the countries? Think of social, economic and environmental factors that may affect the relationship. | |
| |  |  | | --- | --- | | (c) | 8 marks (AO1 = 8 marks)  This question examines the way in which international agreements can be used to tackle human rights issues. These agreements are drawn up by a range of different organisations and can provide a framework to protect and promote human rights. Suggested ideas are outlined below, but you do not need to include all of these in your response. Other relevant points will be given credit.  **AO1 Demonstrating your knowledge and understanding of the role of international agreements in promoting human rights**  • Human rights form the basis for freedom, peace and justice and are included in many different international agreements.  • International agreements can provide a universally standard definition for human rights which can be used in disputes between countries.  • The United Nations Universal Declaration of Human Rights was signed in 1948 and was designed to give a framework so that everyone can understand what human rights are.  • The European Convention on Human Rights focuses on human rights and freedoms within Europe. It also aims to promote gender equality and civil liberty and it established the European Court of Human Rights.  • International agreements on human rights can have an effect on development and international aid may be dependent on the human rights record of a country.  • International agreements on human rights can help to improve international peace and global security, e.g. refugees’ rights during conflicts. **Answers to this question will be given a mark within a level band  Level 1 (1–2 marks):** You show limited geographical knowledge and understanding of the role of international agreements in promoting human rights with some inaccuracies and a lack of geographical ideas.  **Level 2 (3–5 marks):** You show some relevant geographical knowledge and understanding of the role of international agreements in promoting human rights. You show a range of geographical ideas but your answer lacks detail.  **Level 3 (6–8 marks):** You show good geographical knowledge and understanding of the role of international agreements in promoting human rights. Your points are accurate, relevant and include a range of geographical ideas which are put forward in detail.   **Hints and tips** Can you give examples of international agreements concerning human rights? Why are such agreements needed? Is the role positive and/or negative? Why? | |
| |  |  | | --- | --- | | (d) | 20 marks (AO1 = 5 marks, AO2 = 15 marks)  This question focuses on the idea that aid does not always benefit developing countries. While aid can contribute towards projects that can improve aspects of the economy, society and the environment, it can have negative effects on developing countries. Aid can come from a range of different sources and in many different forms. Suggested ideas are outlined below, but you do not need to include all of these in your response. Other relevant points will be given credit.  **AO1 Demonstrate your knowledge and understanding of how development aid can lead to problems and solutions for developing countries**  • Development aid is assistance given to developing countries in order to meet some of the challenges they face.  • Development aid can be given in the short, medium or long term by a range of different groups, e.g. international organisations such as the IMF or NGOs such as Save the Children.  • Development aid can come in many different forms such as money, expertise, equipment, training and technology.  • The success of development can be measured in a number of different ways. **AO2 Applying your knowledge of how development aid can lead to problems and solutions for developing countries**  • The impact of development aid is disputed. Its effects on development can be positive for developing countries but can also have negative impacts.  • Bilateral aid is given from one government to another, often for large-scale projects such as hydroelectric dams. However, it is often seen as ‘tied aid’ where the developing country may have to buy products from the donor country in return.  • Multilateral aid is given by a group of countries or an international organisation such as the UN, IMF or World Bank. Loans and Highly Indebted Poor Countries (HIPC) initiatives can lead to increased debt and other economic problems for the developing country and contribute to uneven development within a country.  • Emergency aid is provided by governments and NGOs to people who have suffered natural disasters, e.g. earthquakes/hurricanes, or humanitarian disasters, e.g. civil war.  • NGO/charity aid is money given by the voluntary sector which may focus on a specific issue within a country. While money can be targeted to reduce a particular problem, funds may not be adequate or reliable enough to address the issue and projects may only help small groups.  **Answers to this question will be given a mark within a level band  Level 1 (1–5 marks):** You make isolated points of geographical knowledge and understanding of how development aid can lead to problems and solutions for developing countries with some errors and inaccuracies. You show limited understanding and you are not able to make connections. Your answer is incoherent and lacks relevant evidence to support ideas. Your argument is limited, with unbalanced points. Your ideas are concluded in a general manner, if at all.  **Level 2 (6–10 marks):** You show knowledge and understanding of how development aid can lead to problems and solutions for developing countries, some of which may be relevant. You make some inaccurate points. You apply some knowledge, but your ideas are not developed or may not be linked to the question. You use some evidence to support statements which may answer only part of the question. You make a conclusion but this is drawn from often unbalanced ideas.  **Level 3 (11–15 marks):** You show geographical knowledge and understanding of how development aid can lead to problems and solutions for developing countries. Your ideas are mostly relevant to the question and you make accurate points. You make some connections between ideas. You interpret the question well in general but there may be some gaps in the use of evidence to support your points. You draw a conclusion which links to the arguments you make but may not be not fully supported by evidence.  **Level 4 (16–20 marks):** You show good use of geographical knowledge and understanding of how development aid can lead to problems and solutions for developing countries. You make a range of relevant points to create a coherent argument supported by relevant evidence. All of your points are linked to the question. You make a good, well-balanced conclusion which links clearly to the evidence presented.  **Hints and tips** Don’t forget to evaluate the statement. You should give examples of successful and not so successful development aid projects. Present a balanced argument and make a judgement in your conclusion. | |

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| Student Response A | |
| (a) (i) |  |
| (a) (ii) | |  | | --- | | **Examiner comment** The student has accurately plotted the data for Bolivia, China and Indonesia. 3 marks. | |
| (a) (iii) |  |
| (a) (iv) | |  | | --- | | **Examiner comment** The student has accurately drawn the best fit line. 1 mark. | |
| (b) | Although the amount of data used is limited, we can see a slightly positive relationship between per cent access to improved drinking water and life expectancy. This shows that, in general, as access to good drinking water increases, so does life expectancy. Poorer countries such as Afghanistan and Chad have been affected by conflict which will have influenced the amount of water infrastructure. There may be large numbers of people in rural areas and it is more expensive to ensure that these communities have access to good drinking water. Also, high infant mortality rates have a negative impact on life expectancy figures in these areas. Some countries have greater access to drinking water but a medium life expectancy. This could be because of the difference in infrastructure in urban and rural areas. For example, in China millions of people live in large cities which have recently developed their water systems, increasing water quality and improving health and increasing life expectancy. However, in some rural regions the development has been slower and communities may have to rely on water which is not as clean, negatively affecting health. Developed countries like Australia have high life expectancy and this is due partly to their well developed infrastructure for drinking water.    |  | | --- | | **Examiner comment** This is a good answer that identifies the key relationship in the graph. The student attempts to group countries together to explain differences both within and between groups. Connections between the graph and the student’s knowledge are clear. Level 3, 6 marks. | |
| *Examiner comment* | "slightly positive relationship"  Relationship identified. |
| *Examiner comment* | "affected by conflict"  Reason suggested and linked to graph. |
| *Examiner comment* | "high infant mortality rates"  Reason expanded to show understanding. |
| *Examiner comment* | "greater access to drinking water"  Reason suggested. |
| *Examiner comment* | "difference in infrastructure"  Reason linked to graph. |
| *Examiner comment* | "some rural regions the development has been slower"  Reason expanded and linked to graph. |
| *Examiner comment* | "well developed infrastructure for drinking water"  Valid reason given. |
| (c) | International agreements have a significant role to play in the promotion and protection of human rights. They outline the fundamental rights that all people are entitled to regardless of who they are. This includes freedom and equality, justice and security, well-being and education. Two major international agreements on human rights are the UN’s Universal Declaration of Human Rights (UDHR) and the Council of Europe’s European Convention on Human Rights (ECHR), both of which have been welcomed and criticised. International agreements such as these set out standards which can be followed by countries. They identify the key aspects of human rights and can be used to solve problems when people feel that their rights have been violated. They also offer the minimum protection to people in conflict areas, e.g. refugees. Some countries receive aid on condition that they meet human rights standards. However, such agreements have been criticised as some groups believe that they are ‘too western’ and do not account for cultural differences. For example, some in Islamic states have argued that the UDHR cannot be put into practice by Muslims without breaking Islamic law. This has led to the Cairo Declaration on Human Rights on Islam, which gives an Islamic perspective on the issue. Not all countries sign up to these agreements and they are difficult to enforce.   |  | | --- | | **Examiner comment** The student demonstrates a good understanding of the role of international organisations in the context of human rights. They explain briefly what agreements do, name examples of particular agreements and put forward some of the advantages and disadvantages of them. An example of a situation where the agreements have been successful would gain another mark. Level 3, 7 marks. | |
| (d) | Development aid is help given to developing countries. It is assistance that can be given in the form of money (grants and loans) and also equipment and expertise. There are different types of development such as emergency aid, NGO aid, bilateral and multilateral aid and each approach has strengths and weaknesses. While aid can help reduce problems, it can also be less effective than intended and can actually lead to more issues.  Countries are given money by international organisations such as the World Bank and the IMF to help them improve their economies. However, this money comes in the form of loans on condition that a country restructures their economy or liberalises their trade. This may place them at a disadvantage in the global trading system as TNCs can access their markets more easily. This makes domestic firms less competitive. In Zambia, meeting the terms of the SAP led to reductions in the number of workers in the public sector which led to increased unemployment. Changes in healthcare provision made it more difficult for poorer families to access treatment. Cuts in education spending (from $60 to $15) per primary child during the 1990s and the introduction of school fees negatively affected primary education. Zambia’s GDP per capita has risen sharply since the 1990s but remains well below the world average. However, multilateral aid can bring benefits. For example, the World Bank’s Sri Lanka pumpkin tank project improved the water supply to those in remote areas at low cost.  Bilateral aid between governments of rich and poor countries can fund large infrastructure projects. For example, hydroelectric power schemes can bring a reliable, renewable energy source to the population. However, sometimes these projects are linked to ‘tied aid’ such as the Pergau Dam in Malaysia, where the UK government helped to fund the dam if the Malaysians bought arms from them.  NGOs can focus their efforts on a particular issue, often in a particular place. For example, Kibera in Need is a UK-based charity which helps people living in this Nairobi slum. It gives assistance to disadvantaged people by providing education, vocational and business skills. This provides long-term benefits as people can try and work their way out of poverty and has been successful. However, NGOs can only function from donations by governments or the public. If these donations stop, this makes the people that they care for even more vulnerable. Emergency aid, such as MSF providing medical care and shelter following the 2012 earthquake in Haiti, can help to solve problems in the short term, but further strategies are needed in the medium and long term to improve living standards in the world’s poorest countries.  One major criticism of development aid is that it can lead to dependency as poor countries remain reliant on outside funding and can be wasteful as the money spent may not be used properly or be exposed to corruption. Smaller NGOs may offer a more successful model of aid but not reach many people. It is likely that future development strategies will include some form of aid but also promote foreign investment and fair trade in order to move towards a more sustainable model of development.    |  | | --- | | **Examiner comment** Good understanding of the problems of development aid is demonstrated. The student supports their points with examples from a range of types of aid and from different organisations. There is a good level of detail, which shows geographical knowledge. The conclusion is linked to some of the evidence in the essay but the connections to the different types of aid could be clearer. Level 3, 17 marks. | |

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| Student Response B | |
| (a) (i) |  |
| (a) (ii) | |  | | --- | | **Examiner comment** The student has plotted Bolivia and Indonesia correctly but has misinterpreted the data for China. 2 marks. | |
| (a) (iii) |  |
| (a) (iv) | |  | | --- | | **Examiner comment** The student has drawn a line but it is not accurate. 0 marks. | |
| (b) | There is a relationship between drinking water and life expectancy. This is because you need clean water to survive. If the water is bad then there may be diseases in it and this can make people unwell and they could die. Poorer countries find it difficult to supply all of their people with clean water because it is expensive to connect everyone to the treated water. The landscape might make it difficult to get the clean water to everyone and wars may damage pipes. Some countries which are not really developed like Botswana may have good access to water as the government may have spent money on their systems. However, other factors like HIV may affect the health of people and this affects life expectancy in a bad way.   |  | | --- | | **Examiner comment** The student does not state clearly what the relationship is. Valid reasons are given and the student attempts to group some countries together. The Botswana example is well used to clearly link the point to the graph. More detail is needed. Level 2, 4 marks. | |
| *Examiner comment* | "There is a relationship"  Not creditable without stating what the relationship is. |
| *Examiner comment* | "water is bad then there may be diseases in it"  Connection made between variables. |
| *Examiner comment* | "difficult to get the clean water to everyone and wars may da ..."  Reason given but could be expanded to link to an example from the graph. |
| *Examiner comment* | "spent money"  Reason given and link to example from graph. |
| (c) | The Universal Declaration on Human Rights is an important international agreement which focuses on ensuring that all humans have the right to freedom, justice and equality. It was set up by the United Nations in 1948. It has 30 articles which list different things that people are entitled to. It says that we are all equal and must not be discriminated against. We must be able to live securely and receive fair justice. People have freedom to move and are allowed to find safety. It is supported by Amnesty International. These rights belong to everybody and they can’t be taken away. A government is not allowed to decide which parts of the agreement it likes and which parts it doesn’t. The European Convention on Human Rights was signed by members of the Council of Europe and is also an agreement which protects freedom and human rights. If countries break the agreement, they have to go to the European Court of Justice to settle the problem. International agreements are important because they set out what everyone is entitled to and can force governments to change if their attitude to human rights is not good enough.   |  | | --- | | **Examiner comment** This answer shows some knowledge of international agreements but is focused around a basic description of the function of two agreements (UDHR and ECHR). The overall importance of such agreements is not discussed until the last sentence. Some advantages of such agreements are outlined, but the student could include the criticisms that some groups have of them. Level 2, 4 marks. | |
| (d) | Development aid aims to help poorer countries deal with their problems. Aid can be given to governments so that they can build infrastructure that will help their economy to grow, e.g. roads for transporting goods, and dams to provide electricity. Aid can also be given to countries that need assistance following a natural disaster like an earthquake or a hurricane as people can be given food and shelter and helped to rebuild their lives. Charities can be very effective at helping people in poor countries as often they are focused on a particular problem, such as providing malaria nets or educating children so that they have a better chance of getting a job. However, sometimes NGOs can be criticised. For example, Playpumps International in South Africa built roundabouts for children to play on. As the roundabout turned, water was pumped from the ground up to the water tank. The problem was that the pumps were too expensive and were difficult to maintain. There were also questions asked about using children as unpaid labour to supply a basic need for the community.  Top-down aid projects also bring problems as the money that is given to poor countries is controlled by the government. If the government is corrupt and not politically stable, then the money will not be used to help people. Also some governments only receive aid if they meet certain conditions. For example, Uganda and Zambia had to change how their economy worked as part of a SAP. This meant the government spent less on healthcare and education. Instead of benefiting from the SAP, the population has a lower standard of living and an increase in infant mortality and unemployment. Tied aid also means that a government has to buy a product, like weapons, from a richer country as part of a deal for aid money, like the Pergau Dam project.  It is true that development aid can cause problems for developing countries. Aid is supposed to help people through projects which improve their standard of living and increase their opportunities. Some projects are successful, such as the WHO’s meningitis A vaccination project which has helped to control this deadly disease in Africa. However, certain conditions have to be met for some types of aid to be given, which may harm the country’s economy and make it difficult for poorer people to benefit from it.   |  | | --- | | **Examiner comment** The student demonstrates some knowledge and understanding of the strengths and limitations of development aid. Some examples are given of several different types of aid but often the points are general and not supported well by the evidence. Ideas need to be linked to specific case study detail where appropriate; the Playpumps example links well to the question. A brief conclusion is made with some links to the points made in the essay. Level 3, 12 marks. | |