



GCSE Edexcel B Homework Pack

Topic 2: Development Dynamics

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**POD
7123**

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Teacher's Introduction

This homework pack is designed to consolidate classroom learning gained during the teaching of **Topic 2: Development Dynamics** for the **GCSE Edexcel B (1GB0)** specification. Each individual homework stands alone as a complete activity, and covers a particular area of the specification, allowing you to select a relevant homework to suit the lessons you have been teaching.

This resource is a perfect companion to the ZigZag Education GCSE Edexcel B Teaching Pack: Topic 2: Development Dynamics which can be found at zzed.uk/7123-Geog

This resource is written as a companion to the ZigZag Education GCSE Edexcel B Teaching Pack for the same topic; each homework perfectly follows after every two lessons. Alternatively, this pack can be used independently alongside an original scheme of work. The activities are varied and engaging. They are often presented in scenarios that students choosing to pursue a career in geography might encounter.

The tasks enable students to practise skills (including research and writing up an investigation), exam technique and their application of knowledge and understanding through answer evaluation style questions. They also contain material to broaden student knowledge and understanding. Activities employ both self-directed and creative exercises, as well as more formal structured tasks. They are designed to help students understand how they will be assessed during examinations and practise structuring their answers to best demonstrate their ability.

Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

Answers for each homework activity are set out at the end of the pack. Assessment takes place via a variety of methods requiring different levels of teacher involvement. Some will require marking for attainment while those incorporating self-assessment will require a review of students' understanding of their own work.

June 2018

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* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

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Homework A: National development

We use development indicators at an international scale to compare and classify countries by their level of development. It is also possible to use indicators to look for patterns at a national level. Governments and NGOs will use this information to work out the best ways and locations in which to spend the limited amount of money they have. You are the international programmes manager for Farming Futures an international British NGO that aims to help deprived communities become self-sufficient through farming. The work is done in both urban and rural areas around the world. A recent fundraising campaign raised £10 million to be spent on a new agricultural irrigation system in Kenya. Your job is to identify where in the country this new project should be established so that it will make the greatest difference to people's lives.

| Counties of Kenya |
|-------------------|
| Garissa |
| Isiolo |
| Kilifi |
| Kitui |
| Kwale |
| Lamu |
| Makueru |
| Taita-Taveta |
| Tana River |
| Wajir |

- (a) You have four maps to help you in your work but one has been damaged by water. Choose the best map to use by using the information on this worksheet.
- (b) Four locations have made it to the short-list (numbered 1–4 on the map). Choose the best place for the new project. Justify your choice of location (remember that you didn't choose the other locations as well as why you chose the one you did). Ask yourself 'What does this mean?' and 'Why does it matter to people living there?'

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- (c) Consider what other factors you might need to take into account before your project. Explain how they would affect your project. You could think about:
- Physical geography – topography, soils, geology.
 - Lifetime of the project – who will look after it? What happens if there's a change of government?
 - Political situation on the ground – how will locals react to your NGO? Will they support you and taking over?

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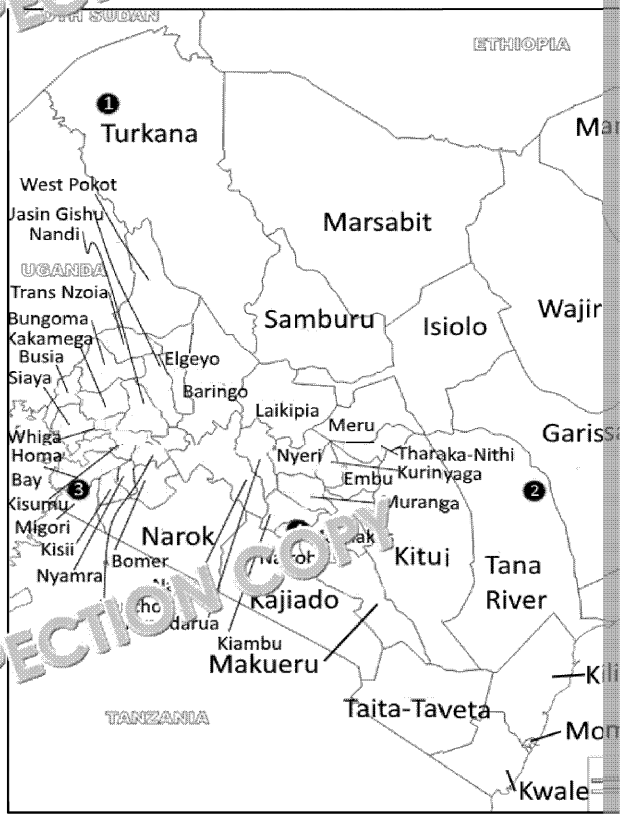


Figure A1: Counties of Kenya and potential locations for agricultural irrigation system
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Map of Kenya's population and rainfall

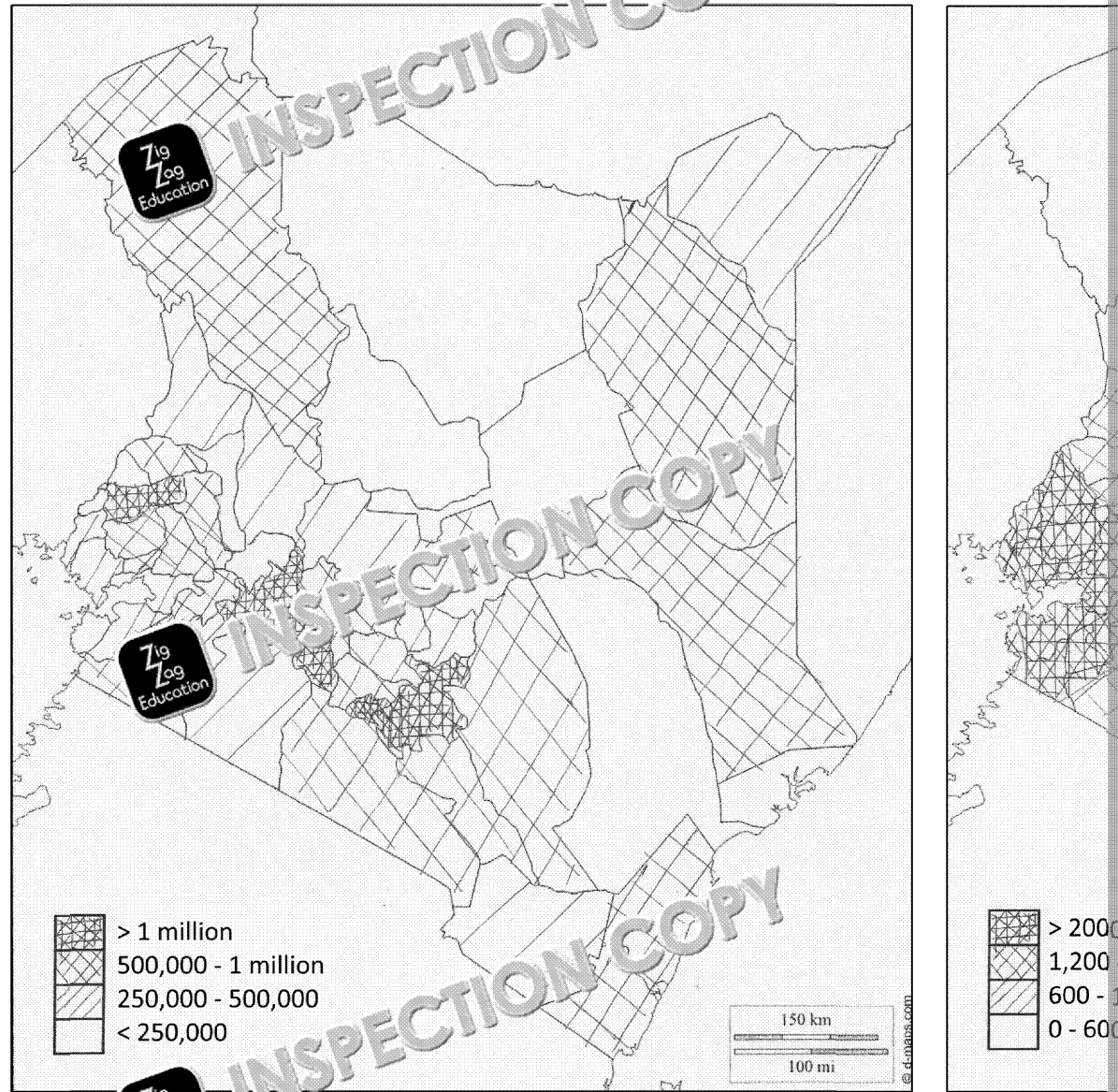


Figure A2: Population of Kenya (no. people)
http://d-maps.com/carte.php?num_car=236&lang=en

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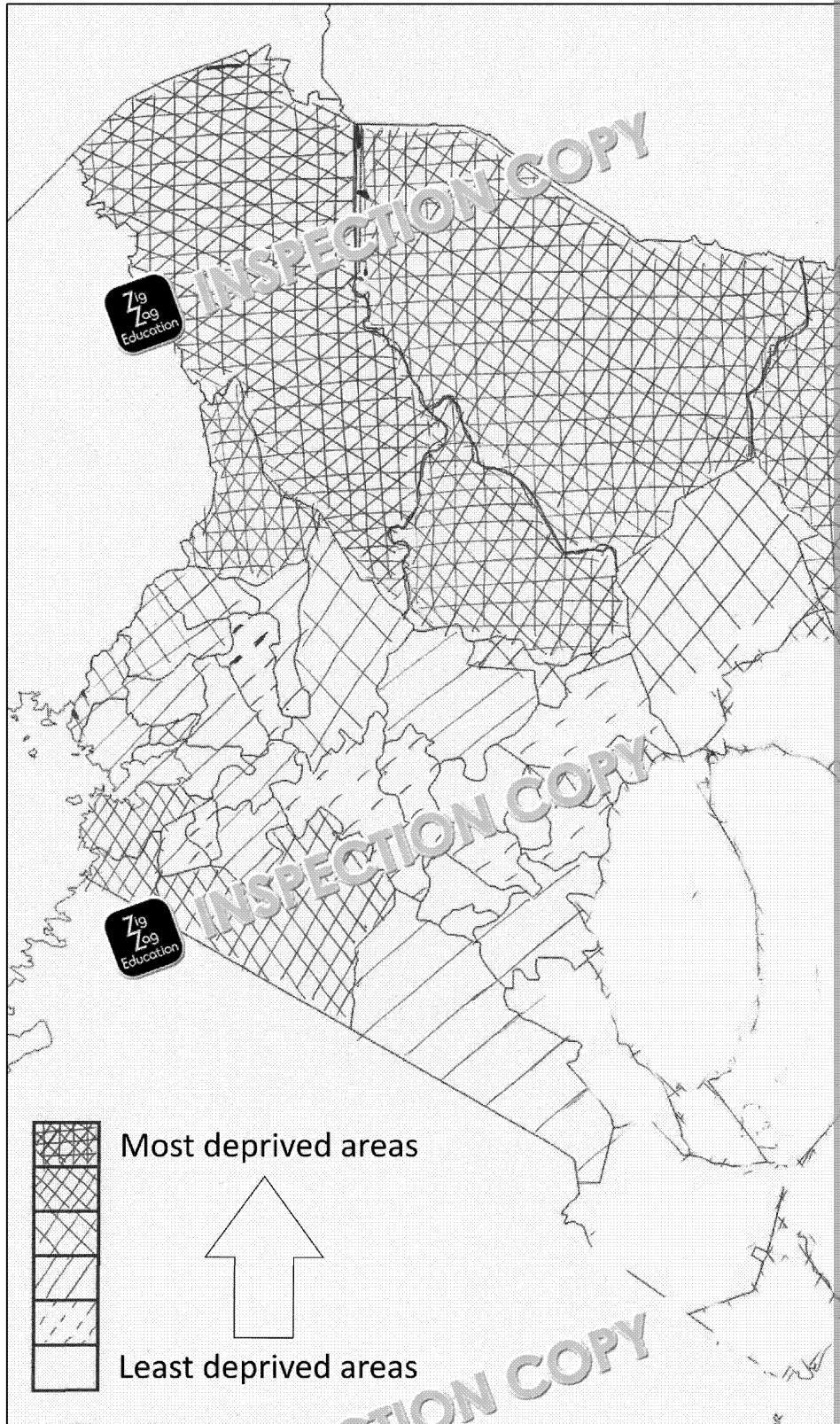


Figure A4: Water-damaged map of deprivation in Kenya
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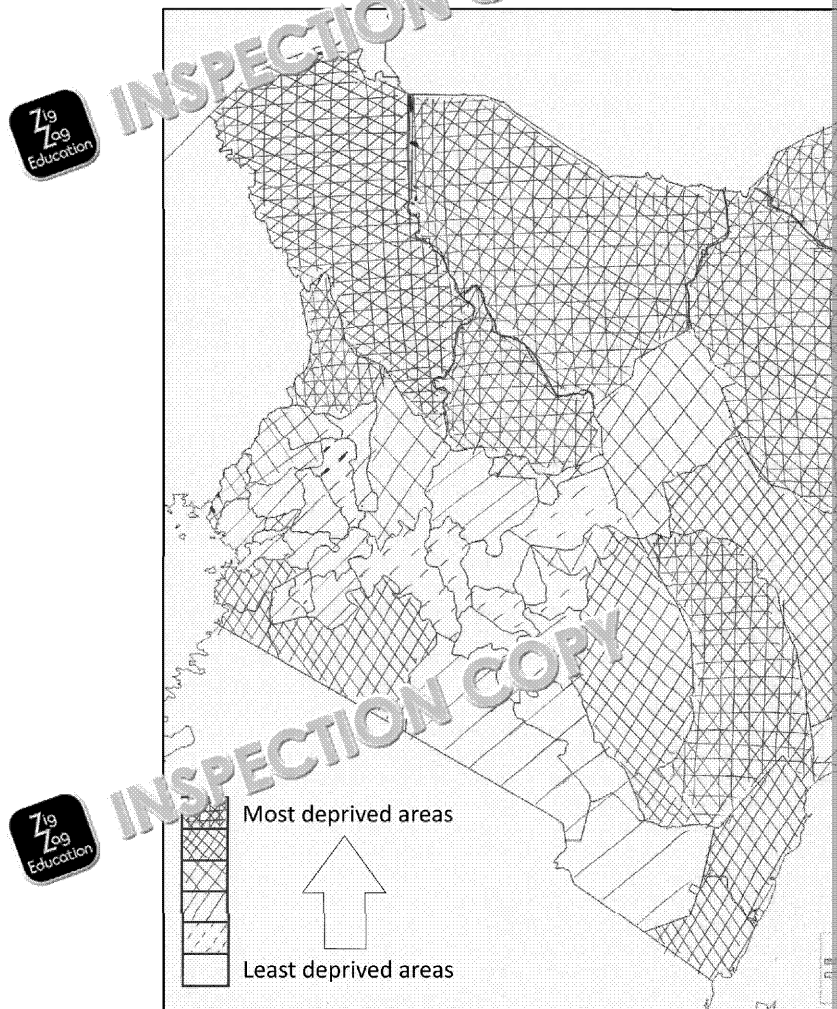


Homework A: Answers

Abbreviation of Assessment Objectives (AO):

1. Knowledge
2. Understanding
3. Application of knowledge and understanding
4. Skills

(a) AO4 Completed map should look like this. 1 mark for each correct area of shading.



- (b) AO3 Edexcel B examiners will level 8 mark questions in Paper 1 based on the complete answer. There are three elements to this judgement. They relate to how well the student can:
- Identify the correct geographical ideas and describe relevant examples of places and the way they are connected.
 - Accurately explain the relevance of these ideas and examples and the links between them.
 - Construct a balanced argument based on the evidence they have discussed and analysed.

To choose the level consider which is best represented in the complete answer. Allocate marks accordingly – some elements fall below that level / all elements are secure in that level / some elements are secure in that level.

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| Elements of answer | Level 1 (1–3 marks) | Level 2 (4–6 marks) | Level 3 (7–9 marks) |
|---|--|--|---|
| Identifies the correct geographical ideas and describes relevant examples of places, processes and conditions and the way they are connected. | Some – doesn't make any connections | Some – makes some connections | Accurately explains the relevance of these ideas, examples and the links between them. |
| Accurately explains the relevance of these ideas, examples and the links between them. | Some – but inaccurate | Some | Constructs a balanced argument based on the evidence they have discussed and reaches a convincing conclusion. |
| Constructs a balanced argument based on the evidence they have discussed and reaches a convincing conclusion. | The argument isn't balanced and doesn't relate to the evidence | The argument isn't balanced but it relates to the evidence | The argument is balanced and relates to the evidence |

The table below gives the geographical ideas or processes that could be used (row 1). Their relevance is explained in row 2 – accept any other valid ideas. A balanced argument must incorporate ideas, explanations from both sides of the issue.

The more detail and development of an idea or explanation the higher the level. For example:

- *Level 1 answers will be basic statements*
- *Level 2 answers will make some connections and offer some explanation*
- *Level 3 answers will be detailed*

| | Arguments for | Arguments against |
|---|---|---|
| 1 | <ul style="list-style-type: none"> • <i>This location has a moderately high population – this means the project would benefit a large number of people – with more people able to farm there could be surplus to sell or export, it may make industrial-scale farming viable providing employment opportunities.</i> • <i>This location has less than 600 mm of rainfall a year – this means it is an area with severe water shortages which means water storage measures would make a vast difference to access to water – people are likely to be struggling to find water for drinking and irrigating crops, they may be spending a lot of time collecting water from diminishing reserves rather than working or going to school.</i> • <i>This location is in one of the most deprived parts of the country – this means that people here should benefit most from the project – it is likely that they are struggling as subsistence farmers at present.</i> | <ul style="list-style-type: none"> • <i>Rainfall is so low that it is likely unpredictable – setting up a project could lead to complications in future, inequalities – this could lead to the population.</i> • <i>People may be so poor that they can't access the benefits of an irrigation system – they can't afford to buy tools and so the money spent on the project is wasted.</i> |
| 2 | <ul style="list-style-type: none"> • <i>This location has less than 600 mm of rainfall a year – this means it is an area with severe water shortages which means water storage measures would make a vast difference to access to water – people are likely to be struggling to find water for drinking and irrigating crops, they may be spending a lot of time collecting water from diminishing reserves rather than working or going to school.</i> • <i>This location is in one of the most deprived parts of the country – this means that people here should benefit most from the project – it is likely that they are struggling as subsistence farmers at present.</i> | <ul style="list-style-type: none"> • <i>This location has the lowest population means the project would not benefit a large number of people – it might be a waste of money to build an irrigation system here to benefit a smaller number of people – it could be achieved in a more populated location 1, 2 or 3.</i> • <i>Rainfall is so low that it is likely unpredictable – setting up a project could lead to complications in future, inequalities – this could lead to the population.</i> • <i>People may be so poor that they can't access the benefits of an irrigation system – they can't afford to buy tools and so the money spent on the project is wasted.</i> |

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| | Arguments for | Arguments against |
|---|---|--|
| 3 | <ul style="list-style-type: none"> This location has a moderately high population – this means the project would benefit a large number of people – with more people able to farm there could be surplus to sell or export, it may make industrial-scale farming viable providing employment opportunities. This location is in a deprived part of the country (although not as deprived as locations 1 and 2) – this means that people here should benefit from the project – it is likely that they are struggling as subsistence farmers at present. | <ul style="list-style-type: none"> This location has over 2,000 mm rainfall a year – rainfall is highest in this area which means there is likely to be a regular supply of water – farming in this area is likely to be relatively easy already. |
| 4 | <ul style="list-style-type: none"> There is a very high number of people living in this small region – making it likely that the number of people able to benefit from the scheme would be high – however, it means there would also be a large number of people to share water among, which might mean overall there was a limited amount available for farming. | <ul style="list-style-type: none"> This location has over 2,000 mm rainfall is highest in this area which means there is likely to be a regular supply of water – farming in this area is likely to be relatively easy already. This location is in the least deprived part of the country – in fact it is in the capital where opportunities for farming are likely to be high and people are likely to make their own forms of employment. |

(c) AO2 Suggestions for other factors that should be taken into account could include any of the following. Maximum of three explanations needed.

| Factor | Explanation |
|-------------------------|---|
| Topography | It might be too hilly to move water around. |
| Soils | Might not be any use for farming so doesn't matter how much water you have you won't be able to grow anything. |
| Geology | If the underlying rock is permeable, rainwater might flow into deep underwater aquifers making it difficult to access and store. |
| Lifetime of the project | <ul style="list-style-type: none"> If there aren't enough skilled people to look after the system it will fall into disrepair and be useless. If there isn't any money to pay to repair and maintain the system it will be used up and fall down. |
| Political situation | <ul style="list-style-type: none"> Locals are likely to be very enthusiastic about the project but their expectations are high so you need to be clear about what you can deliver. Local officials may feel threatened by your presence as your project might make them lose their jobs so they might try to make your life difficult by asking you for bribes. |

Homework B: Climate change and de

In Paper 3 of your exam you will be tested on your ability to draw together different conclusions and make evaluations. The future of international development is closely linked to climate change. This homework will help you understand those links and practise answering 12-mark questions you will find in Paper 3. Study Figures B1, B2, B3 and B4 showing urbanisation, wealth, CO₂ emissions and vulnerability to climate change and use the knowledge you have gained in class to help you answer the following questions:

- (a) The World Bank uses CO₂ emissions as a development indicator. Below are five statements about the relationship between a country's level of development. Choose the incorrect statement.

| | |
|---|---|
| A | Countries with higher emissions have developed infrastructure to generate energy by burning fossil fuels. |
| B | The more energy a country uses (i.e. energy consumption) the more CO ₂ it emits. |
| C | Countries with higher emissions are colder than other countries because they use more fossil fuels to heat homes and buildings. |
| D | Large amounts of energy are needed for manufacturing and service industries. |
| E | In developed countries more people have cars and electrical appliances which are powered by energy generated from fossil fuels. |

- (b) Energy production is changing in response to growing awareness of the damaging effects of CO₂ on the climate and the fact that fossil fuels will eventually run out. Here are five statements about energy production using CO₂ emissions as an indicator of development. Which statement won't be so useful in future?

| | |
|---|---|
| A | Developing countries are investing in clean energy sources like wind and solar power to create energy schemes that will allow them to develop without increasing CO ₂ emissions. |
| B | Many developed countries across the world are committed to reducing CO ₂ emissions in order to limit climate change. |
| C | As the price of oil and gas increases and new technologies are created, alternative sources of energy are becoming more competitive. |
| D | Some countries have worked out how to take CO ₂ out of fossil fuels before they are burned. |
| E | Carbon capture technologies are improving, so harmful emissions from power stations could be reduced in future. |

- (c) Compare and contrast global patterns of urbanisation, wealth, CO₂ emissions and vulnerability to climate change and suggest reasons for the similarities and differences between them.

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Global indicators of development

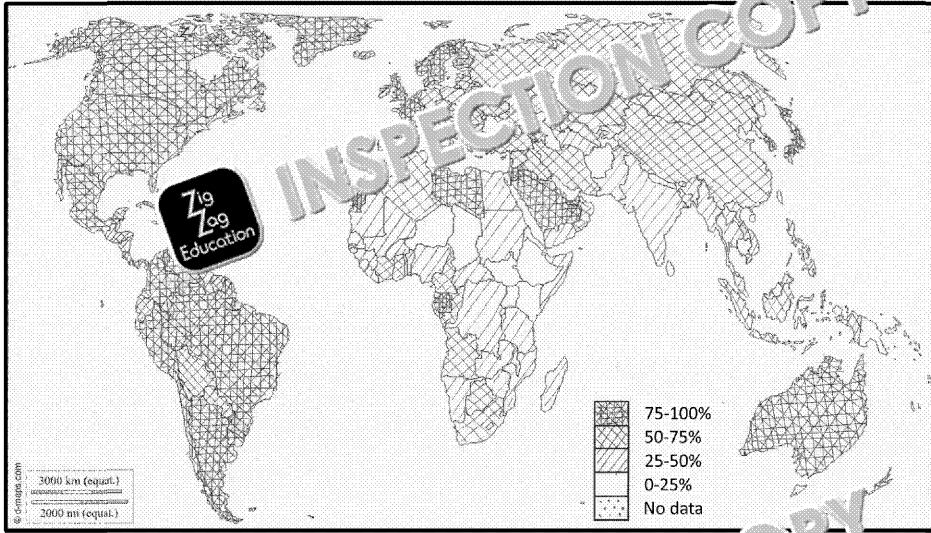


Figure B1: Global urbanisation (% population living in towns and cities)
 Data source: World Urbanisation Prospects, UN, 2014

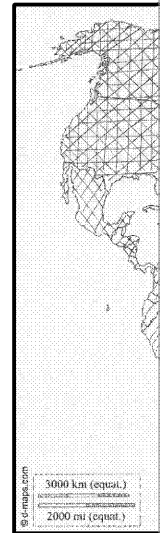


Figure B2: [Caption text is partially obscured]

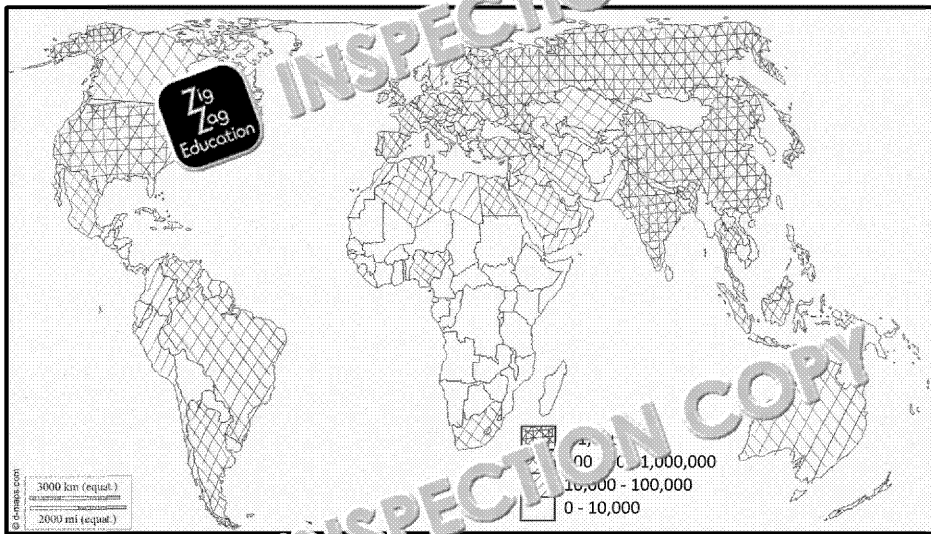


Figure B3: Global CO₂ emissions (thousand tonnes)
 Data source: Netherlands Environmental Assessment Agency, 2017

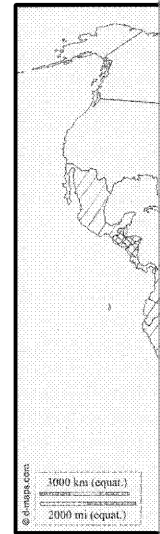


Figure B4: [Caption text is partially obscured]

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Assessment for learning mark scheme (optional)

Use the mark scheme below to assess the letter you have written. Use a different colour to make any improvements before you hand it in for formal marking by your teacher. Your total score of up to 10 points according to how much effort you put into marking and improving

This is a 12-mark question so you are being tested on how well you can apply your knowledge of this and other parts of your Geography studies. In this case there are links to Topic 1: Hazards (to be examined on as part of Paper 1), specifically Section 1.3 – Global climate is now changing and there is uncertainty about future climates.

Edexcel B examiners will level 12-mark questions in Paper 3 based on the complexity and depth of the four elements to this judgement. They relate to how well the student can:

1. Identify the correct geographical ideas and describe relevant examples of places, processes and conditions that they are connected.
2. Accurately explain the relevance of these ideas and examples and the links between them.
3. Use geographical skills to find evidence that backs up their argument.
4. Construct a balanced argument based on the evidence they have discussed and reached a conclusion.

To choose the level consider which is best represented in the answer. Allocate marks with some elements fall below that level / all elements are securely in that level / some elements are

| Elements of answer | Level 1 (1–4 marks) | Level 2 (5–8 marks) |
|---|--|--|
| Identifies the correct geographical ideas and describes relevant examples of places, processes and conditions and the way they are connected. | Some – doesn't make any connections | Some – makes some connections |
| Accurately explains the relevance of these ideas, examples and the links between them. | Some – but inaccurate | Some |
| Uses geographical skills. | Some – limited accuracy and relevance | Accurate and supports some of argument |
| Constructs a balanced argument based on the evidence they have discussed and reaches a conclusion. | The argument isn't balanced and doesn't relate to the evidence | The argument is balanced but it doesn't relate to the evidence |

The table below gives the geographical ideas or examples that could be used (row 1). The evidence explained in row 2 – accept any other valid points. A balanced argument must incorporate evidence from both sides of the table.

The more detail and development of an idea or explanation the higher the level. For example:

- *Level 1 answers will be basic statements*
- Level 2 answers will make some connections and offer some explanation
- **Level 3 answers will be detailed**

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| 1. Geographical ideas and examples | <p>You should have shown you understood this concept by telling us: <i>The development gap is the difference between rich and poor countries + it is increasing as levels of development between advanced and low-income developing countries change + ACs continue to become wealthier + LDCs are trapped in poverty by debt, unfair trade, political unrest and a lack of able workers.</i></p> <p>Also: <i>Climate change will affect LDCs in a number of ways + they are more likely to experience the impacts of climate change than ACs but are less able to prevent/recover from its impacts, for example:</i></p> <ul style="list-style-type: none"> <u>extreme weather causing destruction and death;</u> <u>sea level rise causing flooding and loss of land;</u> <u>increasing temperatures causing spread of diseases;</u> <u>unreliable rainfall causing problems in food production.</u> <p>This will mean that LDCs must spend more money on responding to the impacts of climate change + they will need to invest in measures to make themselves more resilient to them, for example:</p> <table border="1"> <thead> <tr> <th>Impact</th> <th>Emergency responses</th> <th>Preventative measures by impact</th> </tr> </thead> <tbody> <tr> <td>Extreme weather</td> <td>Providing emergency relief after natural disaster</td> <td>Building higher quality houses and infrastructure. Putting in place early warning systems and disaster shelters.</td> </tr> <tr> <td>Sea level rise</td> <td>Rebuilding after flooding</td> <td>Building flood defences or relocating people.</td> </tr> <tr> <td>Increasing temperatures</td> <td>Treating diseases that have been exacerbated by high temperatures</td> <td>Improving sanitation and provision of clean water + providing vaccinations.</td> </tr> <tr> <td>Unreliable rainfall</td> <td>Providing emergency food to people affected by drought</td> <td>Building irrigation and water storage systems.</td> </tr> </tbody> </table> | Impact | Emergency responses | Preventative measures by impact | Extreme weather | Providing emergency relief after natural disaster | Building higher quality houses and infrastructure. Putting in place early warning systems and disaster shelters. | Sea level rise | Rebuilding after flooding | Building flood defences or relocating people. | Increasing temperatures | Treating diseases that have been exacerbated by high temperatures | Improving sanitation and provision of clean water + providing vaccinations. | Unreliable rainfall | Providing emergency food to people affected by drought | Building irrigation and water storage systems. |
|------------------------------------|---|--|---------------------|---------------------------------|-----------------|---|--|----------------|---------------------------|---|-------------------------|---|---|---------------------|--|--|
| Impact | Emergency responses | Preventative measures by impact | | | | | | | | | | | | | | |
| Extreme weather | Providing emergency relief after natural disaster | Building higher quality houses and infrastructure. Putting in place early warning systems and disaster shelters. | | | | | | | | | | | | | | |
| Sea level rise | Rebuilding after flooding | Building flood defences or relocating people. | | | | | | | | | | | | | | |
| Increasing temperatures | Treating diseases that have been exacerbated by high temperatures | Improving sanitation and provision of clean water + providing vaccinations. | | | | | | | | | | | | | | |
| Unreliable rainfall | Providing emergency food to people affected by drought | Building irrigation and water storage systems. | | | | | | | | | | | | | | |
| 2. Relevance of geographical ideas | <p>You should have explained how the geographical ideas relate to your suggestion as to what they should do. To get a level 3 you should have included more than one explanation:</p> <p><i>Developed countries could reduce CO₂ emissions by:</i></p> <ul style="list-style-type: none"> <i>Moving to cleaner technologies</i> <i>Reducing energy consumption</i> <i>Capturing more carbon from emissions</i> <p><i>+ Reductions in greenhouse gas emissions will reduce the impact on the climate and slow the rate of climate change + time to build resilience + however, the location of LDCs won't change – they will still be in the greatest risk of impact from climate change.</i></p> <p><i>and/or</i></p> <p><i>Developed countries could give more aid to developing countries to help them build resilience to climate change + developing countries have an unfair share of the burden of impacts because of their greater extent and produce fewer CO₂ emissions. + However, as developing countries develop their economies their CO₂ emissions may increase.</i></p> <p><i>and/or</i></p> <p><i>Developed countries could give aid to developing countries to help them develop clean energy infrastructure + renewables + increasing energy consumption would not lead to an increase in CO₂ emissions + LDCs could develop without exacerbating climate change and leading to more problems for them.</i></p> | | | | | | | | | | | | | | | |



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Figures B1, B2, B3 and B4 show a number of important variations across the world. You should have used your map of countries at different stages of development to help you interpret the maps. The table describes what you could have identified in your answer + the links between the figures that you should have made. Add your observations to the question:

3. Use of geographical skills – in this case analysis and comparison of maps

| | B1: Global urbanisation | B2: Global wealth | B3: Global CO ₂ emissions |
|-----------|--|--|---|
| Pattern | Most urbanised areas are North and South America, Europe and Australia – ACs and EDCs. | Wealthiest countries are predominantly in North America, Europe and Asia – ACs. | Highest global CO ₂ emissions are in North America, parts of Europe and Asia, high emissions from parts of South America, North Africa and Australia – ACs and EDCs. |
| Link | ACs are the most urbanised... | ... and wealthiest countries with... | ... the highest CO ₂ emissions... |
| Relevance | These countries are the most responsible for creating climate change but the least affected by the impacts of climate change. They have the wealth to pay for emergency relief. | | |
| Pattern | Least urbanised areas are in Central Africa followed by India and other parts of Central and Southern Africa – LIDCs and India an EDC. | Poorest countries are in Central and Southern Africa (sub-Saharan Africa) and Southern Asian countries including India and Pakistan – LIDCs and Southern Asian EDCs. | Lowest emissions are seen in Central and Southern Africa (sub-Saharan Africa) – predominantly LIDCs. |
| Link | LIDCs are the least urbanised... | ... and poorest countries with... | ... the lowest CO ₂ emissions... |
| Relevance | These countries are not responsible for creating climate change but they will be the most affected and least able to cope with the impacts it brings. They are unable to pay for an emergency relief and will have to divert money from development as a result of climate change. | | |

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Homework B: Answers

Abbreviation of Assessment Objectives (AO):

1. Knowledge
2. Understanding
3. Application of knowledge and understanding
4. Skills

Allocation of marks for this task

| | (a) | (b) | (c) | (d) | Total |
|-----|-----|-----|-----|-----|-------|
| AO1 | 1 | 1 | | | 2 |
| AO2 | | | | | 4 |
| AO3 | | | | 12 | 12 |

- (a) Students should reason that four statements are correct. Statement C is incorrect.
The amount of emissions a country produces is not indicative of its climate since large non-heating-related activities. Also, hot countries create emissions from energy use.
C. Countries with higher emissions are colder than other countries because they have more homes and buildings.
- (b) Students should reason that four statements are correct. Statement D is incorrect.
D. Some countries have worked out how to take CO₂ out of fossil fuels before they are burnt.
- (c) **2 marks for comparison:**
The most urbanised and wealthiest countries with the highest CO₂ emissions and low vulnerability to climate change are developed countries (✓). Whereas, the least urbanised and poorest countries with the highest vulnerability to climate change are the developing countries (✓).

2 marks for reasons for similarities and differences:

Developed countries have developed manufacturing and service industries which use energy. Historically they have been reliant on fossil fuels for the creation of this energy hence the high CO₂ emissions. They have moved to the towns and cities to work in these industries so levels of urbanisation are high. They are wealthy enough to be able to invest in measures to reduce the impacts of climate change. They are in the northern hemisphere, away from the equator where the impacts are most severe. Developing countries have not developed in this way and so have high CO₂ emissions and are unable to protect themselves from the impacts of climate change. They are exposed to the impacts of climate change.

Question (d) involves self-assessment by the student before formal marking. The mark scheme is available on the resources.

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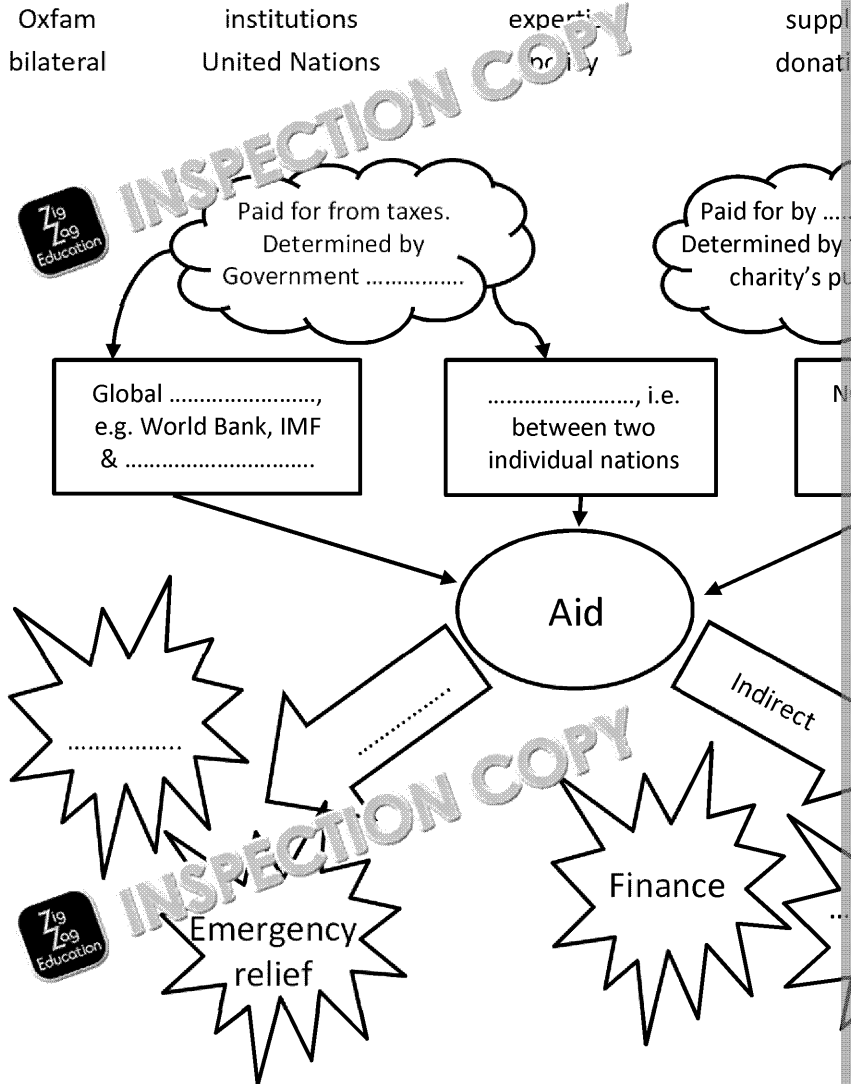
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Homework C: The role of aid in dev

1. What is aid?

(a) Copy and complete the flow chart of aid into your notes.



(b) Label the spikes of each star with the relevant examples of aid.

- Loan with requirements for a change to Kenya's economic policy.
- Experienced managers who can train local staff.
- Provision of trained medical staff.
- Engineers to help design and build infrastructure.
- Equipment to provide clean water and sanitation.
- Loan with a requirement to trade with a particular country/region.
- Materials and hospital equipment.
- Provision of food and clothing.
- Research and development.
- Emergency relief.
- Food, e.g. rice.

2. Advantages and disadvantages of aid

On the next page is a transcript of a recent radio programme transmitted on World Radio. Experts on international aid discussed the role of aid in development. Unfortunately, the radio station's IT systems were hacked resulting in a rather nasty technical glitch. If the programme can be archived on the World Radio's website you need to use the link below.

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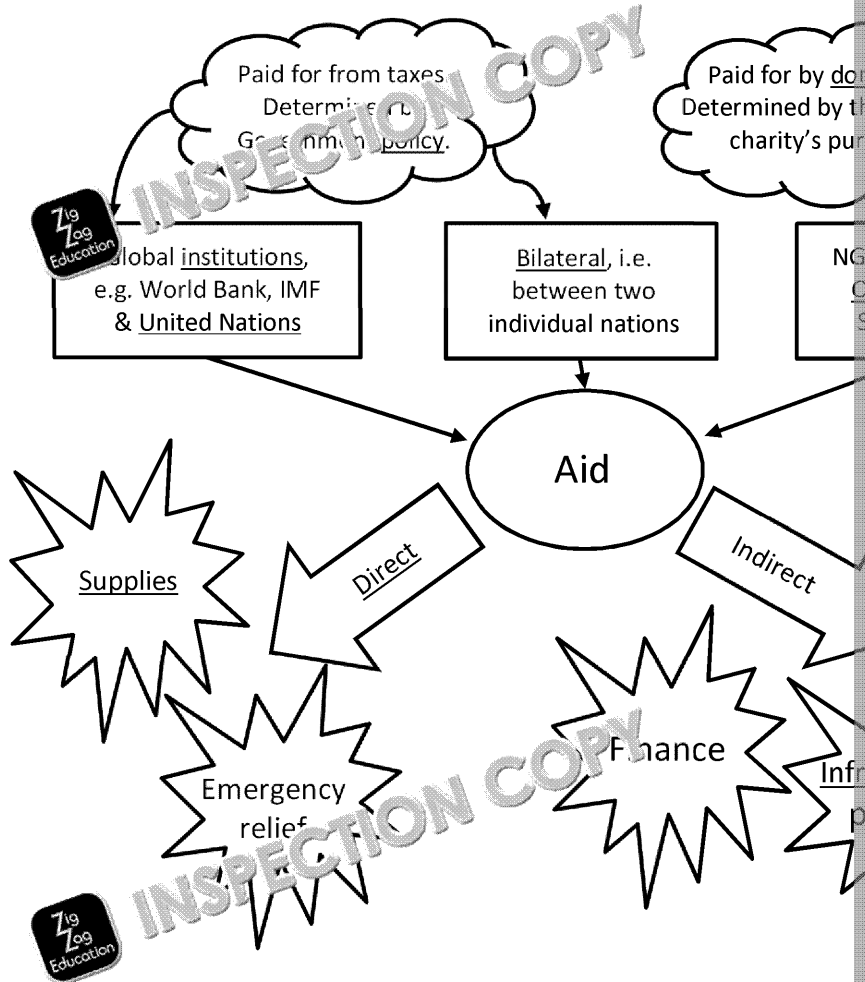
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Homework C: Answers

Abbreviation of Assessment Objectives (AO):

1. Knowledge
2. Understanding
3. Application of knowledge and understanding
4. Skills



- 1 (a) AO1 Credit 1 mark for each correct answer. Maximum 10 marks.
- (b) AO2 Credit 1 mark for each correct answer. Maximum 11 marks.

| Supplies | Emergency relief | Finance | Infrastructure |
|--|---|--|--|
| <ul style="list-style-type: none"> • Provision of vaccinations. • Equipment to provide clean water and sanitation. • Materials and manpower to build schools and hospitals. | <ul style="list-style-type: none"> • Emergency shelters, food and first aid. • Food, e.g. grain, oil. | <ul style="list-style-type: none"> • Loan with requirements for a change to Kenya's economic policy. • Loan with a requirement to trade with a particular country/countries. | <ul style="list-style-type: none"> • Engineering help and infrastructure. |

- 2 (a) AO1: The complete script should read like this:

Presenter: Good afternoon, this is World Radio at 1, bringing you news and current affairs. Today I welcome my guests in the studio, world renowned experts on international development. Telsit-Likitiz. Mr Oseaboutit, why is it you are demanding an end to international aid?

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Mr N Oseaboutit: Well, Mr Presenter, thank you for inviting me here today. I believe that overseas development aid, that's the money that we and other nations are creating, creates a dependency of poor countries on the aid they are receiving. It doesn't help the poor. If we look at Kenya, for example, the government has been giving away money for years and yet still 46% of Kenyans, almost half, live below the national poverty line. It's a failure of money and failure to help the poorest people in their society.

Mrs Telsit-Likitiz: I'm sorry, that's just not true. Aid is absolutely essential for LDCs. It helps rebuild in times of disaster and drought; it helps improve the standard of living. It provides equipment, clean water and sanitation where governments cannot afford to provide it. There have been changes in the last 20 years. The world is experiencing the greatest economic growth since the end of the constitution and democratic rule. Things are improving. You can't compare advanced countries to their current standards of living and that there are living in poverty.

Mr N Oseaboutit: But that's not what we're talking about. I'm concerned about the money we're giving away to other countries rather than spending on our own poor. It's not fair giving millions of pounds to countries where it ends up in the pockets of a few people. Kenya's been particularly lucky if you ask me. It receives 5% of all the overseas aid in Africa, yet it's only 1 of 49 countries. That's hardly fair. Have you seen how aid has changed in the last 10 years?

Mrs Telsit-Likitiz: Yes, and that's because the international community has renewed its interest in Africa. They've put measures in place to tackle corruption and changed the way they give aid. Most of the aid they now receive is borrowing to finance new infrastructure and social services, such as roads and schools or feeding people affected by drought.

Mr N Oseaboutit: Ah, yes new infrastructure. I'm glad you mentioned that. What about roads and railways? Do you know what kind of damage that is doing to the environment? It's destroying infrastructure so that TNCs can swoop in and make all the profit from Kenya's natural resources. China is up to you know. Getting all friendly with Kenya by paying for huge new infrastructure. In my words, they're after their gold and oil.

Mrs Telsit-Likitiz: I don't really know how to respond to that rather irrational argument. It's not irrational investing in Kenya and, yes, their motivation is linked to their own need for natural resources. It doesn't mean it has to be bad for Kenya. If the government manages the situation well, they can benefit without having to damage the environment and they can take a share of the profits from their natural resources. In fact, industries that help Kenya exploit their reserves will provide the government a regular income which can be spent on improving conditions for its people.

Mr N Oseaboutit: But that's not how it works in reality; you're very naïve if you think that money means you can exert economic and political pressure to get what you want. Countries are desperate for whatever they can get and rely heavily on aid. They practically beg for aid based on what they'll be given.

Mrs Telsit-Likitiz: That's not strictly true. Many LDCs recognise how unpredictable aid is and are not sitting around waiting for handouts. Kenya's government have made significant progress in their budget in recent years. They no longer include aid money in their budget and are able to pay for the everyday running of the country. That doesn't mean they don't need aid, but they are getting better organised to bring different funds together and spend it as they see fit. They are not dependent because otherwise overseas development agencies keep building them new infrastructure. They have enough money to look after the infrastructure they already have.

Mr N Oseaboutit: So your argument is that it's not aid that's the problem but how it's spent and how the spending of it that creates waste?

Mrs Telsit-Likitiz: Yes, exactly that. And you mustn't forget that there are many different types of aid and for different reasons. It doesn't all go to governments. Fourteen per cent of aid goes to non-governmental organisations. Just because aid is bad and we shouldn't give it to governments doesn't mean Kenya there is short-term emergency aid, essential for saving lives when there's a natural disaster. Long-term aid is used in providing healthcare and education to keep more people healthy and the economy growing. Kenya has hundreds of aid projects from multi-million pounds to expand the electricity network or build new railways down to the village level. It's used for providing clean water or a school building in one village, built by volunteers and local people, not just wealthier people.

Presenter: Well thank you Mr Oseaboutit and Mrs Telsit-Likitiz for that lively discussion. The answer to today's question, 'is aid good for development?' you can email us at the World Development Centre or have a conversation on Twitter. You can listen again to this or any other discussions on our website or Radio at 1 website.

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(b) AO2 Credit 1 mark for each point made and 1 mark for development of that point. Example given. Maximum 12 marks.

| Advantages of international aid to Kenya's development | Disadvantages of international aid to Kenya's development |
|--|---|
| <ul style="list-style-type: none"> • Provides emergency help – short-term provision of medicines, shelter and food to save lives, e.g. when there has been a natural disaster or drought. • Provides long-term development by investing in infrastructure and industries. This allows new businesses to grow and in turn creates employment opportunities. • Provides support to develop healthcare, education, sanitation and clean water systems that save lives and help people develop the skills they need to find work. | <ul style="list-style-type: none"> • Countries become dependent on money they are given rather than investing in their own infrastructure. • Aid doesn't make a country any poorer. For example, a country may be poor for 50 years but still have a large population live in poverty. • Money is lost to corruption and poor management that is not being used for improving the lives of the people. • Aid isn't distributed evenly. It gets given to wealthier countries. • Aid projects, specifically large-scale projects, may harm the environment or displace local people. |

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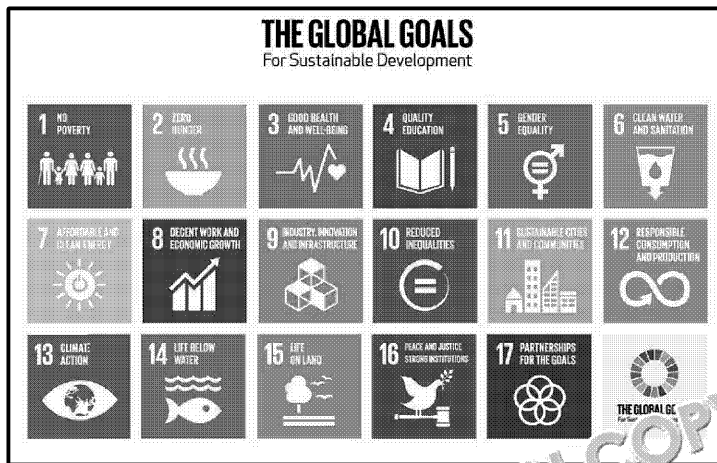


Homework D: Kenya's Vision 2030

Since 2008 Kenya has been implementing its Vision 2030, a long-term plan to: *'Transform Kenya into a newly industrializing, middle-income country providing a high quality of life for its citizens by 2030 in a clean and secure environment'*

The Kenyan government has outlined three pillars to the success of the vision:

1. To increase economic development of the country by 10% of GDP every year.
2. To improve social welfare by initiating a number of new national programs.
3. To make the political system democratic and accountable.



KENYA'S VISION 2030

You work for the president. She is proud of the nation how Vision 2030 is the international Sustainable Development Goals. Your expertise is needed to track Kenya's progress to the 17 goals:

- Goal 6: Clean water and sanitation
- Goal 7: Affordable and clean energy
- Goal 9: Industry, innovation and infrastructure

The press secretary wants:

- (a) To know the facts about what is happening in Kenya. Make sure you include the following in your report:
 - ✓ An introduction to Kenya's Vision 2030 – What is it? How does it work?
 - ✓ Examples of projects and their current status – find two examples for each development goal and say what is happening and where. You could also include photos.
 - ✓ The benefits that these projects will bring to the people of Kenya.
- (b) Three images (one for each goal) that could be used to illustrate the story. You must tell her why they will help tell the story.
- (c) Your opinion on whether you believe Kenya is on track to achieve the Vision 2030: *'transform Kenya into a newly industrializing, middle-income country providing a high quality of life for its citizens in a clean and secure environment'*.

Tip: Note that this is an 8-mark question – answer it as you would an 'open question':

- Know about this geographical example (what is Vision 2030 and how does it work?)
- Can explain the relevance of this example.
- Can make a balanced judgement as to whether Kenya is on the right track.

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You can use the template to help you create your report or do it your own way. Use the template to help you work out how to get as many marks as possible. Score over 30 marks and you will be successful.

Use the following website to find out about Vision 2030 and the many projects that are being implemented.
🔗 <http://www.vision2030.go.ke>

Report template



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Author: Date:

Introduction: Kenya's approach to development

The government of Kenya has set out its Vision 2030, this aims to *(outline the approach to development, i.e. describe Vision 2030, describe what it will do and explain how it will work)*

.....
.....
.....
.....
.....



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Kenya is investing in a number of projects that will help deliver Sustainable Development Goals. These goals will be achieved and the benefits they will bring to Kenya's people are:

Progress towards Goal 6: Clean water and sanitation

Project 1: Name and location

This project *(does what?)*

.....
.....
.....
.....

Project 2: Name and location

This project *(does what?)*

.....
.....

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It will help the people of Kenya (*how?*)
.....
.....

Progress towards Goal 7: Affordable clean energy

Project 3: Name and location

This project (*does what?*)

It will help the people of Kenya (*how?*)
.....
.....

Project 4: Name and location

This project (*does what?*)

It will help the people of Kenya (*how?*)
.....
.....

Progress towards Goal 9: Industry, innovation and infrastructure

Project 5: Name and location

This project (*does what?*)

It will help the people of Kenya (*how?*)
.....
.....

Project 6: Name and location

This project (*does what?*)

It will help the people of Kenya (*how?*)
.....
.....

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Images for use in the press release

| Goal | Image | The image |
|--|-------------------------------------|---|
| Goal 6 – Clean water and sanitation | <p>Attach a relevant image here</p> | <p>(Make two relevant annotations in the photo that illustrates...)</p> |
| Goal 7 – Affordable clean energy | <p>Attach a relevant image here</p> | <p>(Make two relevant annotations in the photo that illustrates...)</p> |
| Goal 9 – Industry, innovation and infrastructure | <p>Attach a relevant image here</p> | <p>(Make two relevant annotations in the photo that illustrates...)</p> |

Conclusion

I believe that Kenya... *(state your opinion)*

.....

Vision 2030 is... *(state what the Vision is for in your own words – develop your answer and will help Kenya’s people and giving reasons why it’s important to Kenya’s development)*

.....

I believe Kenya is on track to do this... *(justify your opinion by giving your reasons by showing that you have considered the opposite side of the argument and referred to it)*

.....

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Report self-assessment framework

For your introduction:

| | | |
|--|-----|-----------------------|
| Have you said what Vision 2030 is? | (1) | Have you described... |
| Have you explained how this will help Kenya? | | |

For your research:

| Have you... | ...given the project name and location? | ...described the project and its status? | ... |
|--|---|--|-----|
| Goal 6 – Clean water and sanitation | Project 1 | (1) | (1) |
| | Project 2 | (1) | (1) |
| Goal 7 – Affordable clean energy | Project 3 | (1) | (1) |
| | Project 4 | (1) | (1) |
| Goal 9 – Industry, innovation and infrastructure | Project 5 | (1) | (1) |
| | Project 6 | (1) | (1) |

For your conclusion:

| Have you... | |
|----------------|---|
| Level 1 | ... stated what Vision 2030 is in your own words and outlined examples of what Kenya will achieve? |
| | ... attempted to explain how one of the projects will improve the economy of Kenya? |
| | ... said why you <u>do or do not</u> believe that Kenya is on track to achieve its Vision 2030? |
| Level 2 | ... suggested how the different projects in Kenya work and made comparisons (e.g. cost, impact)? |
| | ... explained how the projects will work together to help improve the economy in Kenya? |
| | ... quoted evidence from your report that supports the reasons for your decision on whether Kenya is or is not on track to achieve Vision 2030? |
| Level 3 | ... logically described the examples that help support your decision? |
| | ... talked about the evidence for the other side of the argument to what you have dismissed? |

Teacher's comments:

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Homework D: Answers

Abbreviation of Assessment Objectives (AO):

1. Knowledge
2. Understanding
3. Application of knowledge and understanding
4. Skills

AO1, AO2 & AO3 This task has a self-assessment framework for student self-assessment (see page 10). Teacher assessment should follow self-assessment in the form of either a tick in agreement or a mark for the awarding of a mark (you could make a comment to indicate why) and a final reflective comment.

Due to the changing nature of projects on the Vision 2030 website and the sheer number of projects, it has not been possible to list the details of every project here. Marking should focus on the skills, knowledge and understanding and their relevance to the overarching questions rather than the specific details of the projects.

Allocation of marks for this task

| | (a)i | (a)ii | (a)iii | (b) | (c) | Total |
|-----|------|-------|--------|-----|-----|-------|
| AO1 | 2 | 6+6 | | | | 14 |
| AO2 | 2 | | 12 | | | 14 |
| AO3 | | | | | 8 | 8 |
| AO4 | | | | 6 | | 6 |

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Homework E: Mobilising development

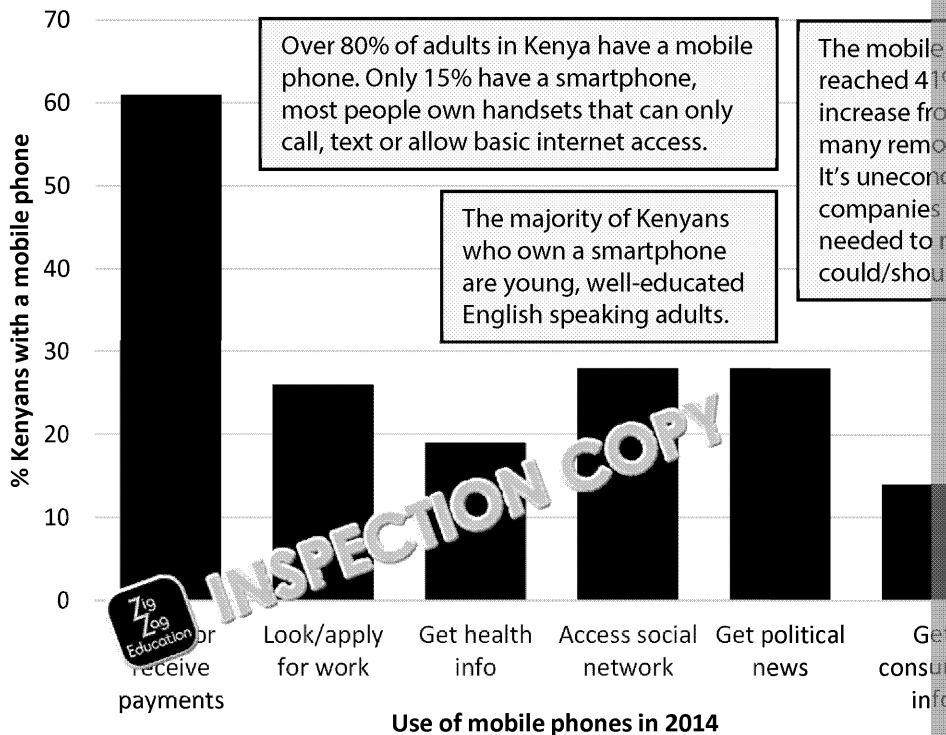
Mobile phones contain tiny amounts of very valuable metals as well as plastics and are often not recycled when they break. But did you know that if your old mobile still works fine you could donate it to be used by people less fortunate than you?

By donating your old mobile to charity or selling it to a recycling company it can be made ready for use in developing countries. Using the information below and your own ideas, you could encourage your friends and family to think about giving their old mobile phones a second life.

The mobile phone industry is estimated to have contributed \$153 billion of GDP across Africa in 2015. This is predicted to rise to \$214 billion by 2020 (7.6% GDP).

Phones that need to be charged daily can be a problem for people who don't have a reliable power supply.

In some areas, mobile phones are used to send text messages to request help or report a problem.



Access to financial services like savings accounts helps people to manage their money and survive times when their income is reduced. It also makes it easier to get loans to start a business.

Find out more about how mobile phones are helping bring about positive change for people in developing countries:

- <https://blogs.unicef.org/innovation/how-mobile-phones-are-changing-the-development-landscape>
- <http://blogs.worldbank.org/growth/mobilizing-development-mobile-phones>
- <https://www.weforum.org/agenda/2016/04/how-mobile-phones-are-changing-work>
- <https://www.theguardian.com/global-development/2011/aug/19/cash-transfers-mobilising-development>
- <http://www.pewglobal.org/files/2015/04/Pew-Research-Center-Africa-Cell-Phone-Report>

| A basic leaflet will | A good leaflet will also |
|---|---|
| <ul style="list-style-type: none"> Identify three different statistics and explain what they tell us (6) Describe three ways in which mobile phones are used in developing countries (6) Suggest two reasons why people in developed countries should donate their old mobiles to developing countries (4) | <ul style="list-style-type: none"> Explain the relevance of the statistics in understanding the use of mobile phones in development (3) Explain how the ways in which mobile phones are being used can help development (3) |
| Total of 16 marks | Total of 22 marks |

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Homework E: Answers

Abbreviation of Assessment Objectives (AO):

1. Knowledge
2. Understanding
3. Application of knowledge and understanding
4. Skills

Answers for this task will depend on the student's choice of information and the extent of detail provided according to the allocation of points indicated at the bottom of the task sheet. For example:

| AO1 | AO2 |
|--|---|
| <ul style="list-style-type: none"> • Credit 1 mark for accurate and relevant statistic and 1 mark for description of what it tells us about mobile phones. Max = 6 marks • Credit 1 mark for each description of a way in which mobile phones are used in developing countries with 1 mark for development of this idea. Max = 6 marks • Credit 1 mark for each reason with 1 mark for development. Max = 4 marks | <ul style="list-style-type: none"> • Credit 1 mark for each explanation relating to the statistics identified. Max = 3 marks • Credit 1 mark for each explanation relating to the ways in which mobile phones help deliver development. Max = 3 marks |
| Total of 16 marks | Total of 22 marks |

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Homework F: Clean water and sanitation

Create a poster, PowerPoint presentation or essay – your choice

Access to clean water and sanitation remains one of the main issues for development experts around the world. You are going to represent Kenya at the International Summit on Sanitation and Access to Clean water (ISSAC). Prepare a poster, create a PowerPoint presentation or write an essay to inform delegates about:

1. the scale of the problem in Kenya
2. an example of one local project strategy at work in Kenya
3. how better water supplies and projects like this will help Kenya develop
4. how access to clean water and sanitation will change as Kenya develops

As far

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Your work should draw on the knowledge and understanding you have gained in class with your own research. You could start by exploring the following websites:

For an overview of access to clean water and sanitation in Kenya:

- 🔗 <http://www.wateraid.org/uk/where-we-work/page/kenya>
- 🔗 <http://www.wsup.com/programme/where-we-work/kenya/>

For details of individual projects delivering clean water to Kenyans:

- 🔗 <https://thewaterproject.org/community/directory/Kenya>
- 🔗 <http://water.org/country/kenya/>

You should assess your own work using the self-assessment form. You can use this to structure your poster or use the numbers to help you organise your slides or content. Your teacher will check your attainment against what you have achieved.

| Title of your poster | |
|---|---|
| <p>1. Access to clean water and sanitation in Kenya</p> <p>Give the facts and explain their relevance:</p> <ul style="list-style-type: none"> ✓ You could use this website to create a graph to show the proportion of the population with access to improved and unimproved water supplies: https://knoema.com/WHOWSS2014/who-unicef-water-supply-statistics-2015?location=1001930-kenya ✓ You could describe how people deal with human waste when they don't have access to good sanitation and what problems this causes. ✓ Make sure you say what your graphs and charts show. Remember that Kenya's population is increasing. | <p>2. Details of one water project in Kenya</p> <ul style="list-style-type: none"> ✓ What is happening and why? ✓ What difference will it make to people's lives in Kenya? |
| <p>Annotated photo from your project.</p> | <p>3. Reasons why access to clean water and sanitation is important to Kenya's future</p> <ul style="list-style-type: none"> ✓ Make links between clean water and sanitation brought by the project and the wider development goals of Kenya: education and health. ✓ Suggest what other development projects will help Kenya develop. ✓ Predict how access to clean water and sanitation will change as Kenya develops. |
| <p>Annotated photo from your project.</p> | |

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Clean water and sanitation for Kenya – self-assessment

Name:

Your poster, PowerPoint presentation or essay will be assessed against the following criteria, so check your work carefully.

| | Marks available | Student's comments – say how you have achieved this aspect |
|---|-----------------|--|
| Describes the problem of access to clean water and sanitation in Kenya. | 4 | |
| Describes conditions for many people living without clean water and sanitation in Kenya and suggests how these affect quality of life. | 4 | |
| Gives the location and details of who is involved in one water project in Kenya. | 2 | |
| Outlines how access to clean water or sanitation is being improved by the project. | 2 | |
| Explains the role of clean water and sanitation in the development of Kenya. | 6 | |
| Suggests whether this bottom-up strategy could be an effective way to help Kenya develop. | 4 | |
| Refers to existing knowledge and understanding to predict how access to clean water and sanitation will change as Kenya develops. | 4 | |
| Includes a map of the location of your project in Kenya. | 2 | |
| Uses relevant graphs and charts to provide evidence of trends or support facts about access to clean water and sanitation in Kenya. | | |
| Uses photographs to illustrate the project in your discussion (it's really important that you don't just put photos in to make your work look nice – always annotate them and refer to them in your writing). | 3 | |
| Total Marks | 34 | |

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Homework F: Answers

This task has a self-assessment form as part of the task (p. 31).
 Teacher assessment should follow self-assessment and take the form of either a tick in a grid or how students could improve their work. Allocation of marks for this task are indicated in the table below.
 AO2: 10, AO3: 4, AO4: 8.

| AO | Content | Mark allocation |
|-----|--|---|
| AO1 | Describes the scale of the problem of access to clean water and sanitation in Kenya. | 1 for how many people without clean water 1 for how many people without adequate sanitation 1 for interpretation of scale – i.e. proportion of population 1 for additional detail, e.g. impact this has on the country. |
| | Describes the conditions for many people living without clean water and sanitation in Kenya and suggests how these affect quality of life. | 4 1 for identifying different water sources used 1 for identifying how this affects quality of life. 1 for identifying different ways that human activities affect the environment and 1 for suggesting how this affects quality of life. |
| | Gives the location and details of who is involved in one water project in Kenya. | 2 1 for location 1 for who is involved |
| | Outlines how access to clean water or sanitation is being improved by the project. | 2 1 for saying what is being done 1 for saying how this will help provide clean water and sanitation. |
| AO2 | Explains the role of clean water and sanitation in Kenya's development. | Identifies how it helps (1) and explanation of why (1) – any three to make total of 4 ideas. For example: <ul style="list-style-type: none"> Avoids illness because parasites, bacteria and viruses are not ingested. If people can stay well they are able to work, i.e. providing an able workforce for development. Frees up time from activities such as collecting water from a distant source or purifying water, e.g. boiling, so that there is more time for education and training, so that people can improve their standard of living and workforce to enable Kenya's development. When clean water is not in short supply, people can spend more time on other processes than just drinking and cooking, so that local economies can diversify, i.e. find other ways of making money which will help enable Kenya's development. |
| | Suggests whether this type of bottom-up strategy could be an effective way to help Kenya develop. | 4 <ul style="list-style-type: none"> 1 mark for a reason and 1 mark for an explanation for a total of 4 marks. Students must provide 4 reasons for the total of 4 marks. Students must explain the reasons of the argument. Accept any valid reasons. These projects are supported directly by wealthier countries – money, equipment, expertise – helping the people who need it most. Helping a few people is better than helping a few hundred. These projects empower local people to take responsibility for the installation and maintenance of the projects, so they are less likely to fall into disrepair. This is a good thing. These projects are small scale and do not reach all people in need. As the population grows and people move to urban areas this type of project is not enough to help Kenya develop. |

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| AO | Content | | Mark allocation |
|--------------------|---|-----------|---|
| A03 | Refers to existing knowledge and understanding to predict how access to clean water and sanitation will change as Kenya develops. | 4 | <p>1 mark for a prediction with a reason + 1 mark for making reference to past knowledge (e.g. using an example from their studies) and 1 mark for making reference to past understanding (e.g. elaborating on the implications of Kenya's development on the provision of clean water and sanitation). 1 more mark for developing either their knowledge or understanding beyond what they have been taught. Accept any valid ideas. For example:</p> <p>Access to clean water and sanitation will improve in Kenya in future because there are many bottom-up projects helping and manage their own wells and toilets (✓) like in xx community has worked with xxxxx to create a xxxxx country develops there should be more money avail similar schemes and provide top-down infrastructure sanitation (✓). This is particularly important in urba sources are scarcer and more likely to be polluted (✓)</p> <p>(where xxxxx relates to examples from the students)</p> |
| A04 | Includes a map to show the location of your project in Kenya. | 2 | The map should have a title and annotations to show project and any other relevant features. |
| | Uses relevant graphs and charts to provide evidence of trends or support facts about access to clean water and sanitation. | 3 | <p>1 mark for a relevant graph or chart</p> <p>1 mark if the graph or chart has been created by the student (not just cut and paste)</p> <p>1 mark for explanation of its relevance</p> |
| | Uses photographs to illustrate the project and discussion. | 3 | <p>1 mark if all images are relevant</p> <p>1 mark if all images have a title or are annotated in some way</p> <p>1 mark if what they show is referred to in the text</p> |
| Total Marks | | 34 | |



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Homework G: Investigating the flower trade

You are going to undertake an investigation to find out whether the flower industry has a positive or negative impact on the people, the environment and the economy of Kenya. Follow the instructions below and use the self-assessment sheet to help you structure an excellent written report.

Step 1 (2 mins): Create a hypothesis

What do you expect to discover, e.g. will the flower trade be having a positive or negative impact on Kenya. Use your own knowledge and understanding from previous lessons to help you predict what you think you will find.



Step 2 (5 mins): Plan your methodology

What do you need to know and how will you find out? Make a list of questions that come to mind when you consider the flower trade and how it affects the people, environment and economy of Kenya. What sort of information will you need to know to be able to find the answers, e.g. quantitative (statistics about the industry) and qualitative (case studies) and where might you find this information, e.g. news reports, videos, charity websites, the websites of companies in the flower industry.

Useful sources:

You can use the following links to get you started or search for your own.

<https://www.youtube.com/watch?v=...>
introductory video (4 mins)

<https://www.theguardian.com/environment/2014/feb/27/flower-industry-worker-conditions>
and make your own notes following the video (13:40 mins)

<http://www.fairtrade.org.uk/en/fair-trade>

<https://www.ft.com/content/483900144feab7de> – read from the photo gallery in Naivasha

<http://kenyaflowercouncil.org/?page=statistics>
info for statistics about the growth of the industry

<http://atlas.media.mit.edu/en/profile/collection/flowers>
flowers box to see a list of interesting facts about flower trade and their answers

Step 3 (25 mins): Undertake your research

Keep a record of what you find and where you find it. Do not copy and paste – make your own notes when you write up your report, using your own words.

Step 4 (15 mins): Write up your findings

Your write-up should include:

Introduction – explain what you expect to find out about the flower trade in Kenya and some of the questions you are going to explore.

Results – display your findings in a useful way, e.g. using graphs and tables. You might want to compare the advantages and disadvantages of the industry or compare fair trade versus non-fair trade industries. You could include photographs and quotes from people (e.g. if you heard something on a video). Remember to say who is responsible for the quote and what their role is. Always consider whether their point of view might be biased in some way. If you are using information from the Internet or books you must make a note of where it came from (website or book and author).

Discussion – talk about what you have found out and what it tells you about the impacts of the flower industry in Kenya. Practise writing descriptively, analytically and critically. Develop your work by considering whether the advantages of the industry are the same across Kenya.



Step 5 (8 mins): Conclusion

Write a conclusion summarising what you have found out and how it relates to your hypothesis. Finally, say whether your hypothesis was right or wrong and why this is.

Writing descriptively – describe what you have found out.

Writing analytically – you have found out what you have studied. Identify the strengths and weaknesses of the information.

Writing critically – you should consider whether what you have found out is all good or bad.

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Structuring your write-up and assessing your own work

Use this form to help you structure your write-up and assess your own work before you submit it.

✓ Tick every box you believe you have completed. Calculate the marks you got for each section.

| | The basic investigation write-up (1 mark) | The detailed write-up also includes... (+1 mark) | The excellent write-up also includes... (+2 marks) |
|---------------------|---|---|--|
| Introduction | What is your hypothesis? | What do you know about the impact of trade on Kenya? | Why does this make you believe your hypothesis will be right? |
| Methodology | How did you find your results? | What were the advantages and disadvantages of your methods? | Why might your results not be reliable? |
| Results | Have you plotted any quantitative data? | Have you described any pattern(s) you can see? | Have you referenced where you found your data and recognised any problems with your results? |
| | Have you created a table of qualitative data, e.g. opportunities and challenges? | Have you summarised the information to say what it tells you? | Have you referenced where you found your data and recognised any problems with your results? |
| | Have you found any relevant images, e.g. maps or photos? | Have you annotated the images to say what they show you about your findings? | Have you referenced where you found your images and recognised any problems with your results? |
| Discussion | Have you broken down your findings into themes or ideas to talk about, e.g. impact on local communities, working conditions, competition for water? | Have you made links between your results and the themes or ideas you have identified? | Have you compared contrasting results? |
| Conclusion | Have you said what your findings tell you about your hypothesis, i.e. is it true or false? | Have you explained the reasons why your findings tell you your hypothesis is true or false? | Have you said what more you'd like to know that might influence your conclusions? |
| Total | | | |

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Homework G: Answers

Abbreviation of Assessment Objectives (AO):

1. Knowledge
2. Understanding
3. Application of knowledge and understanding
4. Skills

AO1, AO2, AO3 & AO4 This task has a self-assessment form as part of the task (p. 35).
Teacher assessment should follow self-assessment and be in the form of either a tick in a grid or a mark. It should also include a comment on how students could improve their work.

Allocation of marks for each AO

| | Action | Methodology | Results | Discussion |
|-----|--------|-------------|---------|------------|
| AO1 | 4 | | | |
| AO2 | | | | 4 |
| AO3 | | | | |
| AO4 | | 4 | 12 | |

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Homework H: Recap and revision of development

1 Check your knowledge

(a) Complete the statements using these words: (one has been done for you)

| | | |
|-----------|-------------|--------------|
| groups | population | birth |
| work | developed | bribes |
| mortality | development | headquarters |
| invade | prefer | resources |
| political | technology | employs |
| profit | age | adapted |
| invest | offices | power |

| Definition |
|--|
| The <u>process</u> by which the..... of a nation is improved social, environmental, economic and..... change. |
| Indicators of..... that are created by combining several different individual indicators and giving them..... their importance. For example, the UN's..... Development |
| Information about the.....that can be used to track development and make..... between regions or nations, e.g..... death rates, maternal and infant..... or life expectancy. |
| The number of people of different..... and..... in the population. This makes a difference to the number of people available to..... or dependent on the workforce (young and old). |
| The past action of developed countries..... and take of the..... and profit of the developed countries for economic gain. |
| When people or organisations of.....carry out unlawful activities in..... For example, politicians accepting..... or favours in exchange for making particular decisions. |
| Large companies or..... of companies that operate..... national borders. They may set up..... and factories in an emerging developing country but usually keep their registered..... in a developed country. |
| The..... of money into a business or project in a different country with the aim of making a..... |
| Technology that..... local people or resources and is..... or designed for use in developing countries. |
| given from a developed country to a developing country to help it develop. The developing country must..... that money on goods and services from that..... country. |

(b) Match each key word with the statement that defines it

| | | | |
|-------------------------|----------------------|---------------------------------|---------------------------|
| Intermediate technology | Economic development | Foreign direct investment (FDI) | Transnational corporation |
| Geographic data | Tied aid | Composite indices | Political corruption |

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2 Check your exam skills

Tea is an important commodity for Kenya. In 2017 it made up 22% of the country's exports, showing how the price of tea changed during the decade from 2006 to 2016.

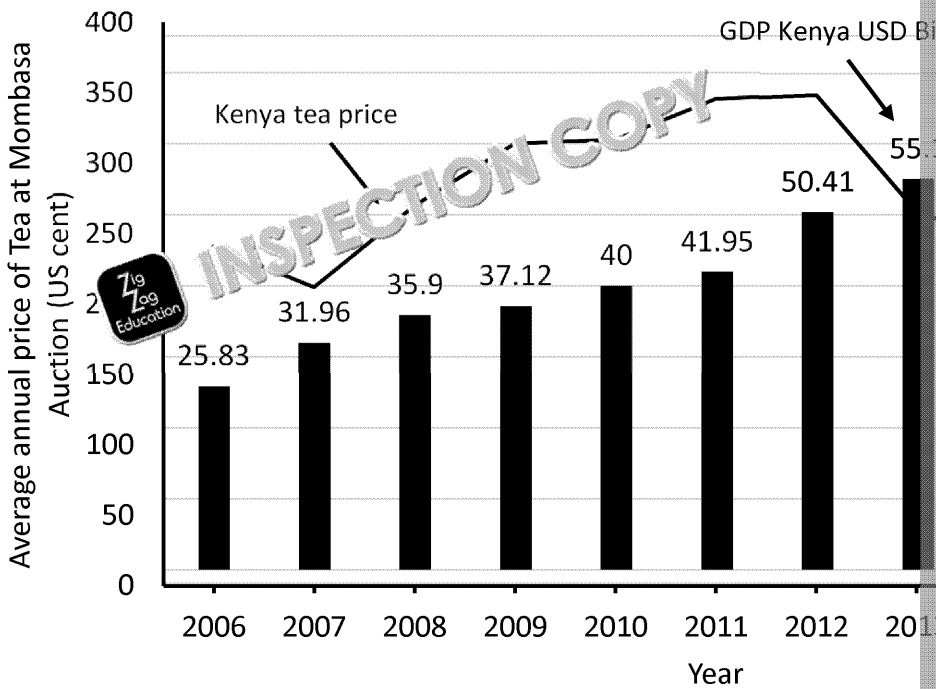


Figure H1: International tea price per kg (US cents) and Kenya's GDP (USD Billion) 2006-2016. Data source: IMF, 2017. Source: Trading economics

(i) Based on the trend you observe in Figure H1, what do you expect was Kenya's GDP in 2016?

- A. 45.59 USD Billion
- B. 90.5 USD Billion
- C. 70.5 USD Billion
- D. 20.5 USD Billion

(ii) Using the data from Figure H1 describe the relationship between Kenya's GDP in 2006 and 2016.

.....

.....

(iii) In 2012 tea prices fell by around \$1 but Kenya's GDP continued to grow. Suggest reasons why tea prices continued to grow during this time.

.....

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(iv) Tea prices recovered in 2015, fell over 50 cents in 2016 and then increased again. Discuss the impact of fluctuating tea prices on the people of Kenya.

.....

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- (v) Here are some of the 8-mark questions you have answered during this topic:
- Assess how useful Rostow's model is for helping advise governments of developing countries on how to develop – Lesson 4
 - Assess the role of globalisation in the development of an emerging country – Lesson 13
 - Assess the extent to which Kenya's economic development has impacted the environment – Lesson 14

Either pick the one you scored lowest on and write a new and improved answer or, based on your learning from this topic create your own 8-mark question and show other students how to get all 8 marks. You can refer to your *Guide to a Successful Edexcel B Geography Paper 1*.



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Homework H: Answers

Abbreviation of Assessment Objectives (AO):

1. Knowledge
2. Understanding
3. Application of knowledge and understanding
4. Skills

1 Check your knowledge

(a) and (b) AO1 Credit 1 mark for each correct answer. Maximum 36 marks

| | | | |
|-------------------------|-------------|---------------------------------|---------------------------------|
| Intermediate technology | Development | Foreign direct investment (FDI) | Transnational corporation (TNC) |
| Demographic data | Tied aid | Composite indices | Political corruption |

| Definition |
|---|
| The <u>process</u> by which the <u>well-being</u> of a nation is improved through social, environmental, economic and <u>political</u> change. |
| Indicators of <u>development</u> that are created by combining several different individual indicators and giving them <u>weighting</u> based on their importance. For example, the UN's Human Development Index. |
| Information about the <u>population</u> that can be used to track development and make comparisons between regions or nations, e.g. <u>birth</u> and death rates, maternal and infant <u>mortality</u> and life expectancy. |
| The number of people of different <u>age</u> and <u>gender</u> in the population. This makes a comparison of the number of people available to <u>work</u> or dependent on the <u>workforce</u> (young and old). |
| The past action of developed countries to <u>invade</u> or take control of the <u>resources</u> of less developed countries for economic gain. |
| When people in positions of power carry out unlawful activities in their work. For example, politicians accepting bribes in exchange for making particular decisions. |
| Large <u>multinational</u> groups of companies that operate <u>across</u> national borders. They have <u>offices</u> in several countries in an emerging or developing country but usually keep their <u>headquarters</u> in a developed country. |
| The <u>payment</u> of money into a business or project in a different country with the aim of making a <u>profit</u> . |
| Technology that <u>employs</u> local people or resources and is <u>adapted</u> or designed for use in developing countries. |
| <u>Money</u> given from a developed country to a developing country to help it develop. The developing country must <u>spend</u> that money on goods and services from that developed country. |

2 Check your exam skills

- (i) AO1 Credit 1 mark for C, 70.53 USD billion.
- (ii) AO1 Credit 1 mark for any accurate comparison based on the data in the graph. For example:
 - Both price of tea and GDP increased between 2007 and 2012.
 - GDP increases rapidly between 2011 and 2014 while the rise in tea prices is only \$1 in the same period.
 - Tea prices rise dramatically between 2014 and 2015 while growth in GDP is slow.

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- (iii) AO2 Credit 1 mark for each correct reason and a mark for developing that idea. For example:
- Economic growth is being driven by the development of Kenya's secondary sector / government policy is encouraging investment by TNCs who are creating employment for Kenyans.
 - Economic growth is due to changing structure of the economy / creating goods and services linked directly to the price of tea.
 - Tea only accounts for 22% of Kenya's exports / the country depends on other products / manufactured goods and services for its GDP.
 - Economic growth is the result of investment in infrastructure, education and health care carried out because Kenya has been receiving money from international donors / supported by the correct investment in Kenya.
- (iv) AO3 Edexcel B 1 mark for a suggestion of how people in Kenya might be impacted and an explanation of the implications of this impact on their quality of life. Maximum 2 marks. For example:
- Fluctuating tea prices cause farmers uncertainty and loss of income / they may fall into poverty – they may need to compromise on education, health care, food, shelter and fuel / there may be more urbanisation as people seek jobs in other areas.
- (v) AO3 Edexcel B examiners will level 8 mark questions in Paper 1 based on the content of the question. There are three elements to this judgement. They relate to how well the student:
- identifies the correct geographical ideas and describe relevant examples of places, processes and conditions and the way they are connected
 - accurately explain the relevance of these ideas and examples and the links between them
 - construct a balanced argument based on the evidence they have discussed

To choose the level, consider which is best represented in the answer. Allocate 1 mark whether – some elements fall below that level / all elements are securely in that level.

| Elements of any answer | Level 1 (1–3 marks) | Level 2 (4–6 marks) |
|---|--|--|
| Identifies the correct geographical ideas and describes relevant examples of places, processes and conditions and the way they are connected. | Some – doesn't make any connections | Some – makes connections |
| Accurately explains the relevance of these ideas, examples and the links between them. | Some – but inaccurate | Some |
| Constructs a balanced argument based on the evidence they have discussed and reaches a convincing conclusion. | The argument isn't balanced and doesn't relate to the evidence | The argument is balanced but it doesn't relate to the evidence |

The table below gives the geographical ideas or examples that could be used (for the question is explained in row 2 – accept any other valid points. A balanced argument is one that uses examples and explanations from both sides of the table.

- The more detail and development of an idea or explanation the higher the level:
- Level 1 answers will be based on elements
 - Level 2 answers will make some connections and offer some explanation
 - Level 3 answers will be detailed

(The following tables are taken from the ZigZag Education GCSE Edexcel B Teaching Pack (www.zigzageducation.co.uk/7123-Geog for details.)

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mark question from Lesson 4:

| | Rostow's model is helpful | Rostow's model is not helpful |
|--|--|--|
| 1. Geographical ideas and examples studied that could be described | <ul style="list-style-type: none"> It tells them how to get from one stage of development to another, allowing them to identify the factors necessary for further development, e.g. <u>infrastructure, developed manufacturing and service industries.</u> This helps countries prioritise investment. | <ul style="list-style-type: none"> Countries are not all the same. They develop factors including their political stability, ability to deal with climate and risk from natural hazards, debt and so on. With different resources, countries will find it more or less difficult to achieve the changes identified by Rostow. The model was created in 1960 – over half a century of changes in the world since then, e.g. in technology, and awareness of human impacts on the environment. Countries will need to invest in technology, infrastructure as well as transport and energy. It doesn't recognise that the industrialisation process has a cost to humans and the environment, e.g. in developed countries, their own workers are exploited. International human rights now exist to prevent this. The model assumes that the final stage is inevitable and that the process followed by developed countries is the only way to develop. This might not be what a country or its people want to develop. There are countries in the world with different political systems. |
| 2. Relevance of ideas and examples | <ul style="list-style-type: none"> Knowing what is necessary for development allows countries to create policies that will enable the sorts of changes that need to happen for them to progress. For example, the growth of infrastructure allows them to be able to improve their infrastructure. Countries can speed up their development. | <ul style="list-style-type: none"> The success of development will depend on the resources they have, or adapt to their environment. If they rely on Rostow's model for guidance they may develop secondary industries like tourism. If they have sectors that grow it is unnecessary for them to go through the distinct periods of growth dependent on one sector. It is more likely and more beneficial for them to develop a more diverse economy that isn't dependent on any one sector of the economy. Developing countries need to invest in technology that weren't available to developed countries in their early stages of development. They will move through the stages more quickly than Rostow's model predicts. If they followed the more diverse economies than Rostow's model they could take much longer to develop. |

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| | Globalisation is good for development | Globalisation is bad for development |
|--|--|--|
| 1. Geographical ideas and examples studied that could be described | <ul style="list-style-type: none"> • <i>Access to technology and communications is improved + More mobile phones (80% of Kenyans have one, including 60% of those living on less than \$2.50 a day) + makes it easier for people to get work and move</i> • <i>Attracts TNCs and increases foreign sourcing, including UK companies like Finlays, G4S and Vodafone. This provides more jobs and a multiplier effect on the local economy + individuals become wealthier and the country earns more in taxes.</i> • <i>Improved transport allows goods to be moved cheaper and faster than previously + this makes it easier to trade + attracting more TNC investment.</i> <p>Other geographical ideas from previous lessons:</p> <ul style="list-style-type: none"> • <i>Brings migrants + creates a larger workforce + helps generate more wealth for the economy.</i> • <i>Communications connect people to wider global community + attitudes to development change, people become ambitious, entrepreneurial + take opportunities for international trade.</i> | <p>Other geographical ideas</p> <ul style="list-style-type: none"> • <i>Attracts people from uneducated and unskilled resources like housing</i> • <i>People integrate into local traditions, e.g. popular music and dance</i> • <i>Dominant TNCs can outcompete smaller Kenyan companies, up, close down or cause unemployment</i> |
| 2. Relevance of ideas and examples | <ul style="list-style-type: none"> • <i>Suggest many benefits to individuals with the country's economy + leads to more revenue for the government + investment in development + education, health care, housing and infrastructure can be improved creating more opportunities for TNCs and Kenyan companies.</i> | <ul style="list-style-type: none"> • <i>Suggests that the benefits are uneven + there are many, especially in rural areas, who are unable to access new jobs and opportunities, leading to the loss of the traditional culture</i> |

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For 8-mark question from Lesson 14

| | | |
|--|--|---|
| | Economic development has impacted on Kenya's environment | Positive impacts of economic development on the environment |
| 1. Geographical ideas and examples studied that could be described | <ul style="list-style-type: none"> Students should identify, describe and give examples from the environmental impacts considered in the table below. | <ul style="list-style-type: none"> Investment in renewable energy sources such as hydroelectric dams is a positive impact of economic development without creation of greenhouse gases. Investing in sustainable infrastructure will help reduce the carbon footprint. |
| 2. Relevance of ideas and examples | <ul style="list-style-type: none"> Suggests impacts of economic development on Kenya's environment are wide ranging and significant + they are causing damage to the health of Kenyans and creating long-term impacts on biodiversity and water quality + Kenya will find further economic development will have to clean up pollution or be limited, both of which will cost the country economically and socially as well as environmentally. | <ul style="list-style-type: none"> Suggests that Kenya is on a sustainable path in terms of economic development and environmental protection in this region historically in developing countries. Important considerations for change on countries include climate change. Students could refer to the fact that environmental protection policies are being implemented as countries develop + as countries are better able to afford them. Environmental protection policies are being implemented in Kenya + they are not too little too late. Tertiary industry is growing + tourism (tertiary industry) is contributing to GDP, 2013 – lesson 14. |

| Impacts | Consequences |
|--|--|
| <ul style="list-style-type: none"> Large areas of Kenya's forests have been cleared so that land can be developed and cultivated. Some manufacturing processes leave residues of toxic waste which are dumped or poorly treated before being used. In Kenya's cities piles of waste are burnt by the roadside creating acid toxic smoke. Air pollution is made worse in Kenya's urban areas by diesel generators and inefficient indoor cooking stoves. The number of vehicles on Kenya's roads doubles every six years. Most are old, second-hand imports which belch fumes that can react in the sunlight to form suffocating smog. The demand for electricity in Kenya has led to a large number of hydroelectric dams across the country. A consequence of this is a reduced river flow downstream. When forests are cut down, their role in capturing and storing water reserves is removed. This causes river flows downstream during dry periods to be reduced. Streams and rivers in Kenya are polluted by domestic rubbish and chemicals from manufacturing industries. There are no laws that make it illegal. Even health centres, schools and marketplaces get rid of their waste in this way. | <ul style="list-style-type: none"> The poorest people in Kenya cannot afford to buy clean water. They may also rely on polluted water. Populations dependent on rivers for clean water must spend more time collecting clean water. People with respiratory problems are affected by air pollution. Water pollution by heavy metals can cause deadly diseases like cholera, which is particularly dangerous for children. It can affect entire communities. Deforestation destroys habitats and reduces the amount of nutrients and soil available for farming. This makes farming become unprofitable. In many parts of Kenya there is a period of drought. This is a period of drought when water from wetter periods is not available. This is a lifeline for farmers, particularly in the dry season. Reduced river flows, reduced lakes dry up and many animals die. Water pollution by toxic chemicals is particularly dangerous for humans and can build up in the food chain. This is dangerous for humans and fishermen out of business. |

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