Cambridge O Level

BANGLADESH STUDIES **7094/02**

Paper 2 Environment and Development of Bangladesh **May/June 2024**

MARK SCHEME

Maximum Mark: 75

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

7094/02 (Paper 2) – Specific Marking Instructions

Examiners must use the following annotations:

Annotation	Meaning	Use
✔	Correct point	Point-marked questions only
✘	Incorrect	Point-marked questions only
RES	Reserve mark	Point-marked questions only
J	Just	Point-marked questions only
Highlight	Creditworthy part of an extended response	Levels-marked (7-mark) questions only
^	Omission or further development/detail needed to gain credit	All questions
?	Unclear or validity is doubted	All questions
REP	Repetition	All questions
DEV	Developed point	All questions
EG	Appropriate example or case study	All questions
BOD	Benefit of doubt	All questions
TV	Too vague	All questions
IRRL	Irrelevant	All questions
NAQ	Material that does not answer the question	All questions
SEEN	1 Diagram or essay plan has been seen but no specific credit given 2 Additional page has been checked	1 Any diagrams or essay plans 2 All blank pages in the provided generic answer booklet and/or extension answer booklet(s).
[	Left bracket	All questions
]	Right bracket	All questions

✔d	Development of point	Where applicable

Question	Answer	Marks
1(a)(i)	**Using Fig. 1.1, name the following rivers:** **river A** Tista / Teesta	1
1(a)(ii)	**river B** Padma / Ganges	1
1(a)(iii)	**river C** Meghna	1
1(a)(iv)	**river D** Karnaphuli / Karnafuli	1
1(b)(i)	**Use Fig. 1.2 to draw a sketch of a braided river. Add labels to your sketch to identify the main features of a braided river.** Sketch **1 mark RESERVE** Chars / islands / bars / eyots / deposited sediment Many channels / divided channels Varying widths of channels Some channels dried up / abandoned channels Shallow water **1 reserve** + 2 × 1 =0 Distributaries Sediments (on its own)	3
1(b)(ii)	**Explain how braiding is caused on rivers like the Jamuna River.** Variable river flow (over year) Due to snow melt (in Himalayas) When volume of water reduces / slow river flow / sediment load exceeds river's capacity / low river energy Large amounts of sediment deposited / build-up of sediment / channel gets blocked River has to change direction / create new channels 2 × 1	2

Question	Answer	Marks
1(b)(iii)	**What difficulties are faced by people who live close to braided rivers such as the Jamuna River?** Flooding / many people live on chars which can become submerged River bank erosion Loss of farmland / crops destroyed Loss of homes River transport difficult (due to many channels) Risk of drowning Difficult to farm on chars <u>as</u> land not fertile / too sandy 3 × 1 =0 Salinity of water Destruction of roads / infrastructure Water borne diseases	3
1(c)(i)	**Describe the changes to Bangladesh's rural population from 1960 to 2020. Use data from Fig. 1.3 to support your answer.** <u>Overall:</u> Decreases From 95 % to 62 % / by 33 % <u>1960 to 1975</u> (or years within this range) Slow decrease From 95 % to 90 % / by 5 % <u>1975 to 1990</u> More rapid decrease From 90 % to 80 % / by 10 % <u>1990 to 2005</u> Gradual decrease From 80 % to 73 % / by 7 % <u>2005 to 2020</u> Faster decrease 73 % to 62 % / by 11 % **Reserve 1 for data** use tick d Units of measurement needed: % **Max 2 for data** Only allow decrease once unless qualified Do not over credit year by year description	4

Question	Answer	Marks
1(c)(ii)	**Describe the impacts on rural areas of the change shown in Fig. 1.3.** Less working population Skills may be lost in the area Old and very young left behind Increased dependency ratio Children need to help / work Family bonds broken Less crop production / less fish caught Deserted / rundown / abandoned areas / farmland Named service can decline / close May further encourage others to migrate Less (population) pressure on the land / overpopulation will decrease 4 × 1 **Credit positive as well as negative impacts** =0 Lack of development / development hampered	**4**

Question	Answer	Marks
1(d)(i)	**Study the two statements below.** **A 'The key to rural development is to provide more electricity and build more roads in rural areas.'** **B 'The key to rural development is to provide better education and health care in rural areas.'** **Give <u>one</u> argument to support statement A.** Arguments could include: <u>Electricity</u> In homes for heating, lighting, cooking which improves quality of life / living standards DEV Allows development of cottage / small-scale industry so helps reduce poverty DEV Encourages manufacturing industry More technology Better access to internet / telecommunications Can work at night <u>Roads</u> Enable transportation of people <u>to</u> work, school, cities Enable transportation of materials and goods Encourage trade / export and import Less time to markets for people and goods Area less isolated / remote Better access to health care / education Shorter journeys =0 Better communication Better transportation Better infrastructure	1

Question	Answer	Marks
1(d)(ii)	**Give <u>one</u> argument to support statement B.** Arguments could include: <u>Education</u> Reduces illiteracy More educated workers Better jobs / salaries which reduces poverty / improves standard of living / quality of life DEV Lowers population growth Better educated about health, lower death rate Able to use technology Improved farming techniques Keeps young people in countryside <u>Healthcare</u> Better access to family planning Reduces disease, IMR and death rate Increases life expectancy Better health improves quality of life Can work harder/ better Improves health equality Reduces need for migration to cities =0 Better lifestyle	1
1(d)(iii)	**Which statement do you agree with the most? Give reasons for your answer.** No marks for stating, A or B, only for giving reasons. Credit reasons for agreeing and disagreeing. Accept answers that give support to both points of view. Points can be taken from those in **(i)** and **(ii)** and developed further. 3×1	3

Question	Answer	Marks
2(a)(i)	**What is the annual temperature range shown in Fig. 2.1?** 10 degrees / 19 to 29 degrees Must have degrees (or symbol °)	**1**
2(a)(ii)	**What is the rainfall total for the months of January and February shown in Fig. 2.1?** 40 mm Must have mm	**1**
2(a)(iii)	**Use Fig. 2.1, name the <u>two</u> months which have the most hours of sunshine per day.** January <u>and </u>December Need both Only 1 tick	**1**
2(a)(iv)	**Use Fig. 2.1 to describe the monsoon climate for the months of May to September in Dhaka. Support your answer with data from Fig. 2.1.** <u>Rainfall</u> High / very wet More than 300 mm per month / 300 to 370 mm Total 1670 mm / more than 1600 mm Increases from 340 mm in May/June to 370 mm in July / decreases to 300 mm in September from 370 mm in July / highest in July <u>Temperature</u> High / hot 29 degrees <u>Number of wet days per month</u> More than 13 wet days per month / average 15 / 13 to 17 / highest in July <u>Average hours of sunshine per day</u> Less than 5 hours of sunshine per day / average 3 / 2 to 5 / very low 4 × 1 **Reserve 1 for data** Use tick d annotation Units of measurement needed: mm, degrees Hot and wet = 1 =0 Month by month repeat of figures Highest / lower / higher / lower Rainy / heavy	**4**

Question	Answer	Marks
2(b)(i)	**Use Fig. 2.2 to explain why the summer monsoon rains occur in Bangladesh.** In summer the land is warmer than the sea High temperatures over the land creates an area of low pressure High pressure develops over the ocean / Australia Winds blow from high-pressure area to low-pressure area Winds blow from the (Indian) ocean / from Bay of Bengal / from S or SW Bringing a huge amount of moisture (from sea) 4 × 1	**4**
2(b)(ii)	**Describe the benefits and problems of the monsoon rains for people in Bangladesh.** <u>Benefits</u> Main source of rain for Bangladesh Which is especially useful in drought prone areas such as Rajshahi Water supply / domestic use Rainwater is arsenic free Cools the scorching (summer) heat Allows crops to grow / irrigation Two or three crops a year possible Rice and jute both require plenty of water Helps inland water transportation <u>Problems</u> Monsoon is unreliable Can be disastrous if arrives too late for crops Can destroy crops (if too heavy) Can cause flooding which: • can ruin crops • damage building / homes / transport links • cause loss of life • contaminated water / spread of disease / poor sanitation 2 × 2 + 1 **Reserve 2 marks for benefits and 2 for problems** =0 Infrastructure	**5**
2(c)(i)	**Explain what is meant by the term *biomass*.** Organic matter (plant and animal material) The total mass of living organisms per unit-area Do not credit examples on their own	**1**

Question	Answer	Marks
2(c)(ii)	**Use Fig. 2.3 to explain how biogas can be produced from animal and crop waste.** Animal / crop waste in biodigester No air / anaerobic / absence of oxygen Waste decomposes / breaks down Biogas given off / methane Remaining waste used as fertiliser 3 × 1 =0 Biogas is produced	3
2(d)(i)	**Study the two statements below.** **A 'The widespread production of biogas could play a key role in increasing Bangladesh's energy supply.'** **B 'Greater use of natural gas and oil is the key to increasing Bangladesh's energy supply.'** **Give <u>one</u> argument to explain why biogas could play a key role in increasing Bangladesh's energy supply.** Dung is plentiful / free Provides cheap gas Provides fertiliser for land Cheap to produce / doesn't require expensive machinery No need for expensive imports Sustainable / renewable eco-friendly / green / clean / low or less pollution	1
2(d)(ii)	**Give <u>one</u> argument to explain why greater use of natural gas and oil is the key to increasing Bangladesh's energy supply.** Natural gas is available in Bangladesh (oil has to be imported) Oil and gas are efficient for electricity generation Huge demand for electricity in Bangladesh =0 Can be exported / earn foreign exchange	1

Question	Answer	Marks
2(d)(iii)	**Which statement do you agree with the most? Give reasons for your answer.** No marks for stating, A or B, only for giving reasons. Credit reasons for agreeing and disagreeing. Accept answers that give support to both points of view. Points can be taken from those in **(i)** and **(ii)** and developed further. Arguments against Biogas, could include: Dung needs collecting There is some cost to establish the equipment Not appropriate for large cities where dung is less available No use for powering electrical machines Not appropriate for industrial supplies of power Arguments against natural gas and oil could include: The reserve of natural gas is not enough to support the increasing demand of energy. The reserve of natural gas could be exhausted by 10 to 12 years. Oil has to be imported. Oil and natural gas are expensive. They produce greenhouse gases / contribute to global warming. 3×1	3

Question	Answer	Marks
3(a)(i)	**Rice is the main crop grown by subsistence farmers in Bangladesh. What is meant by the term *subsistence farming*?** Farming to provide food for our family =0 For domestic consumption	1
3(a)(ii)	**Using Fig. 3.1, describe the crop calendar for *Aman* rice.** Sowing mid or end May to September Growing October Harvesting November to January 3×1	3
3(a)(iii)	***Boro* rice production relies on irrigation. Name and describe <u>one</u> method of irrigation commonly used by rice farmers in Bangladesh.** <u>Name</u> Deep tube well / shallow tube well / Artesian well / basin well / named barrage or reservoir etc. <u>Groundwater</u> Wells dug deep enough to access groundwater Water needs to be raised / lifted / extracted By motor or mechanical / manual pumps: E.g. BRRI diaphragm pump, rower pump, treadle pump etc. Channels / ditches take the water to the crops <u>Surface water</u> In channels from river May be a reservoir for storage Raising of water from river to channels E.g. don, swing basket etc. Channels / ditches take the water to the crops 1 reserve + 2×1 **Reserve 1 mark for name** **Allow names of lifting methods** Description marks still available if general term given instead of a name: well, tub, sprinkler	3

Question	Answer	Marks
3(b)(i)	**Complete Fig. 3.2 using the following information:** | tea	11.9 million tonnes | 1 mark for accurate plotting of bar at 11.9 MT Top of bar must be between 11.8 and 12, not touching	**1**
3(b)(ii)	**Name one area that is important for tea production in Bangladesh.** NE Bangladesh, Sylhet, Moulvibazaar, Habiganj, Chittogram, edge of Rangamati hill tracts, north of Karnaphuli river Northern region / Panchagarh, Thakurgaon, Dinajpur, Lalmonirhat and Nilphamari districts	**1**
3(b)(iii)	**Outline the environmental reasons why some areas in Bangladesh are suitable for tea production.** Hilly areas Rain throughout the year / well distributed / frequent High rainfall Average rainfall c2000 mm per year / 1500–3000 mm / minimum 1500 mm Warm temperatures Average temperature 26 °C / 18–30 °C Well drained sandy / loamy soil / soil pH 4.5 to 5.5 Abundant sunshine (with partial shade) 3×1 =0 Rainy, wet, heavy, moderate, sunny, hot Fertile soil 18–33°C Warm and humid climate = 1 Measurements must have units: cm, mm, °C	**3**

Question	Answer	Marks
3(b)(iv)	<u>**Describe the difficulties of trying to increase the production of tea and other cash crops in Bangladesh.**</u> Need large investment / lack of capital / problems getting finance Lack of subsidies / government support Lack of education / training for farmers Shortage of land / pressure on land / large land needed E.g. there is a lack of land with right conditions to grow tea DEV Land ownership / farmers lose their rights to land / land fragmentation Lack of good transport links (to get products to market) Lack of machinery Price variation / low world prices / low profit Low customer interest in high quality tea Declining world demand for jute Competition from other countries Increasing demand for food crops Climate change causes: Global warming / higher temperatures affect crop growth E.g. excessive heat reduces yield of tea DEV More storms / heavy rain damages crops Lack of rain reduces output / damages plants 4 × 1 =0 Landlessness Poor farmers	4

Question	Answer	Marks
3(c)	**Compare tea imports and exports from 2017 to 2021 shown in Fig. 3.3.** Overall Both decrease Imports decline > exports Imports from 8.7 to 0.65 <u>and</u> exports from 2.65 to 0.65 million kg / imports by 8 million kg <u>and</u> exports by 2 million kg Year by year 2017, 2018, 2019 imports > exports 2020 exports > imports 2021 imports and exports similar / same 2017–2018 both decrease 2018–2019 imports decrease, exports stable / decrease slightly **or** 2017–19 imports decline more rapidly than exports 2019–20 imports decline, exports increase 2020–21 imports stable, exports decline Highest imports and exports 2017 Lowest imports 2020/2021, lowest exports 2019 During / mid 2019 exports = imports Gap between imports and exports widens 2017–18 or 2019–20 / narrows 2018–19 or 2020–21 4 × 1 **Must be a comparison.** Must have units (million kg) Tolerances: + or – 0.05 for years + or – 0.1 overall	4

Question	Answer	Marks
3(d)(i)	**Study the two statements below.** **A 'The most important use of agricultural land in Bangladesh is to produce food crops for its people.'** **B 'It is more important to use agricultural land in Bangladesh to produce cash crops for industry and export.** **Give <u>one</u> argument to support statement A.** Credit arguments such as: Large population needs a lot of food Growing population needs more food Most food crops are produced for subsistence Population need food to survive To improve nutrition/diet and health for the poor in Bangladesh To reduce food scarcity / achieve food security Limited amount of land in Bangladesh To reduce food imports / to achieve self sufficiency Any surplus could be exported = 0 Cheaper food	1
3(d)(ii)	**Give <u>one</u> argument to support statement B.** Credit arguments such as: Growing cash crops provides jobs and income in rural areas which will reduce poverty / increase people's quality of life / standard of living DEV Cash crops are more valuable / increase GDP Cash crops create wealth to be spent on other goods and services Provide raw material for industry Can be processed thus adding value Cash crop and industry exports earn foreign exchange Bangladesh needs foreign exchange for development More industry means more employment =0 For export	1
3(d)(iii)	**Which statement do you agree with the most? Give reasons for your answer.** No marks for stating, A or B, only for giving reasons. Accept answers that give support to both points of view. Points can be taken from those in **(i)** and **(ii)** and developed further.	3

Question	Answer	Marks
4(a)(i)	**Which is the largest age group shown in Fig. 4.1?** 15–19	**1**
4(a)(ii)	**Using Fig. 4.1, what percentage of the male population is 0–4?** 4.3 (%) Allow 4.22 to 4.38	**1**
4(a)(iii)	**What name is given to the population aged 15–64?** Working population / economically active	**1**
4(a)(iv)	**Describe the pattern of <u>age groups</u> in the young dependant category shown in Fig. 4.1.** Increase in size as age increases / decreases as age group decreases From 8.4% to 8.8% from 0–4 to 10–14 Age 0–4 smallest Age 10–14 largest For both males and females 2 × 1 =0 Male and female comparisons	**2**
4(a)(v)	**How and why is the old dependant category likely to change by 2050?** <u>How?</u> Increase/get bigger <u>Why?</u> Longer life expectancy Lower DR Working age group very large and will move into old dependants <u>Due to improvements in:</u> Diet / nutrition Medical / health care [MAX 2] Living standards / quality of life / poverty Access to clean water / hygiene / sanitation Education <u>about</u> exercise / disease prevention / diet etc. 1 reserve + 3 × 1 **RESERVE 1 mark for 'how'** =0 Better lifestyle	**4**

Question	Answer	Marks
4(b)(i)	**Give an example of a job for each sector:** Primary: farmer, fisherman, lumberjack, miner etc. Secondary: factory worker, garments, sugar refining, jute processing, stell worker etc. Tertiary: rickshaw driver etc. 3 × 1 **List rule applies** =0 Agriculture, industry, manufacturing, services	3
4(b)(ii)	<u>**Complete the graph on Fig. 4.2**</u> for 2010 using the following figures: 1 mark for each correct line at 47% and 65% 1 mark for correct shading 2 × 1 + 1 Plotting must be in correct order Shading must resemble the key	3
4(b)(iii)	**For each sector, suggest a different reason for the change in employment between 2000 and 2020.** Primary decrease: less land available, less labour needed due to mechanisation, rural-urban migration, shift to manufacturing & services, low wages, don't want to work outdoors, etc. Secondary increase: growth of RMG, investment by MNCs, etc. Tertiary increase: growth of financial services, education, healthcare, more people with education, want to work in A/C offices, more job opportunities now, etc. 3 × 1 No marks for change No double credit e.g. wages	3

Question	Answer	Marks
4(b)(iv)	**Explain why in 2020 the primary sector accounted for 38% of employment but contributed only 12% of Gross Domestic Product (GDP).** Lower value goods Less use of machinery Low skilled workers / poorly trained or educated Few goods exported to add to GDP 2 × 1 =0 Low wages	**2**
4(c)(i)	**Study the statements below.** ---- **The World Bank has identified job creation as one of Bangladesh's top development priorities.** ---- **A 'Creating jobs in manufacturing industry should be the priority.'** **B 'Creating jobs in the service sector should be the priority.'** **Give <u>one</u> argument to support the growth of jobs in manufacturing industry.** <u>Credit arguments for creating manufacturing jobs, such as:</u> Produce high value goods Productivity higher than agriculture Export goods Earn foreign exchange High-wage employment which reduces poverty / improve standard of living / quality of life DEV Employs both educated and unskilled people Increases GDP more than informal service sector Less education needed than formal service sector =0 Creates jobs	**1**

Question	Answer	Marks
4(c)(ii)	**Give <u>one</u> argument to support the growth of jobs in the service sector.** <u>Credit arguments for formal service jobs, such as:</u> • high value services, such as finance, medicine, research, IT • earns foreign exchange • enables young to use their education • high salaries • which reduce poverty / improve standard of living / quality of life DEV • more / higher skilled jobs <u>Credit arguments for informal service jobs, such as:</u> • employs unskilled • employs many people Allow arguments about named service if linked to development e.g. teachers … education vital for development =0 Creates jobs	1
4(c)(iii)	**Do you think jobs in manufacturing industry or jobs in the service sector should be Bangladesh's top development priority? Give reasons for your answer.** No marks for stating, 'which type of jobs', only for reasons. Points can be taken from those in **(i)** and **(ii)** and developed further. Accept arguments that support both sides of the argument or just one side.	3

Question	Answer	Marks
5(a)(i)	**Using Fig. 5.1, state the infant mortality rate in Bangladesh.** 24 per thousand Must state 'per 1000'	1
5(a)(ii)	**Plot and label the data for Bhutan <u>on Fig. 5.1</u>.** <table><tr><td>Infant mortality rate (per 1000 live births)</td><td>23</td></tr><tr><td>GDP per capita (US $)</td><td>3000</td></tr></table> Must be labelled	1
5(a)(iii)	<u>**Draw a 'line of best fit' on Fig. 5.1**</u> **to show the general relationship between GDP and infant mortality rate.** Line or curve from high to low, left to right.	1
5(a)(iv)	**Complete the sentences in Table 5.1 by choosing the correct word from the list of options.** (A) The scatter graph shows a <u>**negative**</u> relationship.	1
	(B) This means that as the GDP increases, the infant mortality rate <u>**decreases.**</u>	1
	(C) **One** country that does **not** follow the general trend is <u>**Laos.**</u>	1
5(b)(i)	**Define the term *per capita income*.** The ***average income*** earned <u>per person</u> / average income of a person in a country in a year =0 Ave income per country Ave income of a person ^ Allow total income / divided by total population for either per person OR average but not both	1

Question	Answer	Marks
5(b)(ii)	**Outline the social and economic developments needed to increase per capita income in Bangladesh.** Increase manufacturing / RMG industry / increase productivity Increase female employment Encourage MNCs / FDI Increase exports / trade Improve education / promote education Reduce population growth Build more/better roads / telecoms / electricity grid Build a skilled labour force / vocational training Improve gender equality / empowerment of women Reduce child labour Support people to migrate to earn remittances etc. 4×1 =0 More jobs Higher wages Better technology Health care Food and diet Hygiene and sanitation	4
5(c)(i)	**Name <u>one</u> country in Fig. 5.2 with more than 90% adult literacy.** Sri Lanka / Maldives	1
5(c)(ii)	**Use Fig. 5.2 to compare adult literacy in Bangladesh, Pakistan and India.** Bangladesh highest Pakistan lowest Bangladesh higher than India / Indian lower than Bangladesh Bangladesh higher than Pakistan / Pakistan lower than Bangladesh India higher than Pakistan / Pakistan is lower than India **Must be a comparison** =0 Moderate/second in India Figures	3
5(d)(i)	**What are NGOs?** Non-governmental organization / not controlled by the government Non-profit making / not commercial / based on donations / foreign aid / charity	2

Question	Answer	Marks
5(d)(ii)	**Describe the role of NGOs in helping to improve education in Bangladesh.** e.g. BRAC /CAMPE/JAAGO Target the poor / economically most disadvantaged children / help children who are needed to work land or care for others in rural communities / where there are no government schools Provide primary education Provide more informal and flexible education / classes in the evening Many one-room / small schools / boat schools Education campaigns / raise awareness <u>about</u> importance of school Provide free books / stationery / lunches =0 Micro credit	3

Question	Answer	Marks
5(e)(i)	**A 'Improved secondary education is vital for continued economic development in Bangladesh.'** **B 'More universities are needed for continued economic development in Bangladesh.'** **Give one argument to support statement A.** Credit arguments why improved secondary education is vital, such as: Improved literacy rate for better jobs / higher wages which increases GDP, more taxes, increased standard of living DEV Education key to improving quality of life and decreasing poverty Reduces child marriage which increases the number of women in the workforce DEV Educated women have fewer children / fewer dependants which is the best way to slow down population growth DEV For use of technology Answers may also refer to how education can be improved: Class size Teacher training Cost of secondary education Enrolment rates Dropout rates Gender parity =0 Improve the economy Economic development	1
5(e)(ii)	**Give one argument to support statement B.** Credit arguments for why more universities are needed, such as: Needed for research / innovation for use and development of technology Provide high level skills Provide professional training e.g. teachers, doctors, civil servants, engineers Enable people to operate in global economy Produce more management / entrepreneurs to develop industry and services	1
5(e)(iii)	**Which statement do you agree with the most? Give reasons for your answer.** No marks for stating A or B only for reasons. Points can be taken from those in **(i)** and **(ii)** and developed further. Accept arguments that support both sides of the argument or just one side.	3