

- Reduction in productive capacity in the long run if investment is cut
- Impact depends on the areas in which public expenditure is being cut
- Danger that public expenditure cuts might cause a double dip recession and cause fiscal deficit to rise

(Synoptic elements: reference to concepts introduced in unit 2 e.g. fiscal policy; use of Economist's tool-kit in analysis and evaluation and in approach to question)

June 2011 Question 2

2 (a) Assess the causes of absolute poverty in a developing country of your choice. (20)

Points could include:

- Definition and measurement of absolute poverty: inability to meet basic needs e.g. food, shelter, clothing, access to clean water. Measured by those living on less than \$1.25 a day at 2005 PPP GDP or those living on less than \$2 a day
- Savings gap (Harrod- Domar model): link to low tax revenues; lack of government provision of public services and Lack of resources
- No property rights
- Civil wars/wars with neighbouring countries
- Natural disasters
- Population growing faster than GDP
- Corruption
- Debt
- HIV/AIDs
- Primary product dependency
- Weak policies aimed at promoting growth resulting in low productivity; little FDI

Evaluative points could include:

- Problem of isolating most important factor
- Absolute poverty may only be short term if caused by natural disaster
- Problem of defining absolute poverty
- Prioritisation of factors discussed.

If no reference to a specific country then maximum 14 marks.

(Synoptic element: reference to characteristics of development (unit 2) and to use of Economist's toolkit in analysis and evaluation and in approach to question))

(b) To what extent is reducing the number of people living in absolute poverty sufficient to achieve economic development? (30)

Meaning of economic development (improvement in welfare over time) - either implicit or explicit is necessary to access levels 4 and 5 i.e. a mark above 21. Could be considered in terms of how it may be measured e.g. HDI

Candidates may take either side of the argument or they could analyse and evaluate 2 arguments on one side and 2 on the other

Reducing absolute poverty is important in order to:

- Improve life expectancy (costs of health)
- Increase school enrolment and literacy rates (school fees)
- Improve access to clean water

Some may argue that development is also dependent on factors other than poverty reduction e.g.:

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PT Brinkman

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the PT Brinkman text.

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Priggs, Hugh Richards, David Hibbert, Elizabeth Carr, 2025-06-06 Drawing on over 60 years combined experience of history teaching and history curriculum leadership Carr Hibbert Priggs and Richards explore ways to make history memorable engage students in historical thinking and secure excellent outcomes for all Their perspective is grounded in history s disciplinary distinctiveness and a vision for its purpose in students education The authors of *Secondary History in Action* articulate practical approaches to history curriculum design ways to teach disciplinary history in the classroom and methods to assess students knowledge and understanding They draw together recent research and established traditions in history teaching discourse in a coherent summary that will be helpful to trainee and beginning teachers non specialist teachers of history subject leaders and senior leaders line managing history departments *Britain in the Twentieth Century* Ian J. Cawood, 2013-08-21 *Britain in the Twentieth Century* is a new approach to teaching and learning twentieth century British history at A level It meets the needs of teachers and students studying for today s revised AS and A2 exams In a unique style *Britain in the Twentieth Century* focuses on the key topics within the period Each topic is then comprehensively explored to provide background essay writing advice and examples source work and historical skills From 1900 to the new millennium the key topics featured include Britain in a new century 1900 1914 the First World War and its impact inter war domestic problems British foreign policy 1919 1939 Britain and the Second World War social and economic change 1945 1979 **The Great University Gamble** Andrew McGettigan, 2013-04-05 In 2010 the UK government imposed huge cuts and market driven reforms on higher education Proposals to raise undergraduate tuition fees lead to angry student led protests What will become of higher education under this new policy regime *The Great University Gamble* outlines the architecture of the new frontier for higher education surveying the financial and policy details Andrew McGettigan asks the big questions What will be the role of universities within society How will they be funded What kind of experiences will they offer students Where does the public interest lie With privatisation infringing on our universities and colleges education is threatened with transformation from a public good into a private individual financial investment **Edexcel AEA.** Edexcel, 2004

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