

Responding to sources












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Assessment description	Category
Students answer questions using evidence from provided sources to support their responses. They write in well-structured paragraphs of about 150 words for each response.	Written
	Technique
	Supervised (Response to sources)
Context for assessment	Alignment
Students: <ul style="list-style-type: none"> • use data and information to identify, describe and explain patterns and anomalies • identify and describe issues associated with reaching development goals • evaluate the success of a development project in an African country using a provided case study • propose an action plan for a rural village in an African country • justify their action plan taking account of economic, social and environmental considerations. 	<p><i>Australian Curriculum v7.3</i>, Year 10 Geography Australian Curriculum content and achievement standard ACARA — Australian Curriculum, Assessment and Reporting Authority www.australiancurriculum.edu.au</p> <p>Year 10 Geography standard elaborations www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr_10_se.pdf</p>
	Connections
	<p>This assessment can be used with the QCAA Australian Curriculum resource titled <i>Year 10 unit overview — Geography exemplar (Geographies of human wellbeing)</i> available at: www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr_10_unit_overview.docx</p>
	Definitions
	<p>Millennium Development Goals (MDGs): Target goals for development agreed to by the countries of the United Nations and all of the world's leading development institutions, such as the World Bank and the World Health Organisation (WHO).</p> <p>Human wellbeing: A population's quality of life. This can be measured by objective indicators (e.g. life expectancy, educational attainment and income) or by subjective measures of how people perceive the quality of their life, as revealed by surveys of happiness.</p> <p>Extreme poverty: Exists where people live on less than \$1.25 per day. The rate of extreme poverty is used as a measure of global achievement of Millennium Development Goals.</p> <p>Spatial variation: The difference or variation (in terms of population, population density, GDP, life expectancy) over an area of the Earth's surface.</p> <p>Anomalies: An anomaly is a data value that appears to stand out from the other members of the data set by being unusually high or low. In geographical data classified by place, anomalies will identify places that do not fit a general</p>

	<p>pattern, which make them of particular interest to study.</p> <p>Spatial associations: A relationship between two or more geographical processes or phenomena.</p> <p>Patterns: A regularity in data portrayed in graphs or maps, e.g. the decline in population density or rainfall in Australia with increasing distance from the coast.</p>
In this assessment	
<p>Teacher guidelines</p> <p>Task-specific standards — matrix</p> <p>Assessment resource: Source Sheet 1: Selected data for development goals</p> <p>Assessment resource: Source Sheet 2: Selected data and information about development issues</p> <p>Assessment resource: Source Sheet 3: Case studies — development projects</p> <p>Student booklet</p>	

Teacher guidelines

Identify curriculum

Content descriptions to be taught	
Geographical Knowledge and Understanding	Geographical Inquiry and Skills
<ul style="list-style-type: none"> The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076) The reasons for spatial variations between countries in selected indicators of human wellbeing (ACHGK077) The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078) The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081) 	<p>Interpreting, analysing and concluding</p> <ul style="list-style-type: none"> Evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS076) Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (ACHGS077) <p>Communicating</p> <ul style="list-style-type: none"> Present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate (ACHGS079)
<p>General capabilities (GCs) and cross-curriculum priorities (CCPs)</p> <p>This assessment may provide opportunities to engage with the following GCs and CCPs. Refer also to the Resources tab on the P–10 Geography curriculum and assessment page: www.qcaa.qld.edu.au/yr10-geography-resources.html</p>	
 Literacy  Numeracy  ICT capability  Critical and creative thinking  Personal and social capability  Ethical understanding  Intercultural understanding	  Aboriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia  Sustainability
<p>Achievement standard</p> <p>This assessment provides opportunities for students to demonstrate the following highlighted aspects.</p> <p>By the end of Year 10, students explain how the interaction between geographical processes at different scales change the characteristics of places. They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They propose explanations for distributions, patterns and spatial variations over time, across space and at different scales, and identify and describe significant associations between distribution patterns. They</p>	

evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, social and economic criteria and propose and justify a response.

Students use initial research to develop and modify geographically significant questions to frame an inquiry. They collect and critically evaluate a range of primary and [secondary sources](#) and select relevant geographical data and information to answer inquiry questions. Students accurately represent multi-variable [data](#) in a range of appropriate graphic forms, including special purpose maps that use a suitable scale and comply with cartographic conventions. They evaluate data to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies, and predict outcomes. They synthesise data and information to draw reasoned conclusions, taking into account alternative points of view. Students present findings, arguments and explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms. They evaluate their findings and propose action in response to a contemporary geographical challenge taking account of environmental, economic and social considerations. They explain the predicted outcomes and consequences of their proposal.

Source: ACARA, The Australian Curriculum v7.3, www.australiancurriculum.edu.au

Sequence learning

Suggested learning experiences

This assessment leads on from the learning experiences outlined in the QCAA's Year 10 Geography unit overview. The knowledge, understanding and skills developed in the exemplar unit will prepare students to engage in this assessment:

- See *Year 10 unit overview —Geography exemplar (Geographies of human wellbeing)*
www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr10_unit_overview.docx

Adjustments for needs of learners

The Australian Curriculum, in keeping with *Melbourne Declaration on Educational Goals for Young Australians* (2008), establishes the expectations of a curriculum appropriate to all Australian students. All students across all education settings and contexts are supported in their diverse learning needs through the three-dimensions of the Australian Curriculum: the learning area content, the general capabilities and the cross-curriculum priorities. The relationship between and the flexibility to emphasis one or more of the dimensions allows teachers to personalise learning programs.

To make adjustments, teachers refer to learning area content aligned to the child's chronological age, personalise learning by emphasising alternate levels of content, general capabilities or cross-curriculum priorities in relation to the chronological age learning area content. The emphasis placed on each area is informed by the child's current level of learning and their strengths, goals and interests. Advice on the process of curriculum adjustment for all students and in particular for those with disability, gifted and talented or for whom English is an additional language or dialect are addressed in *Australian Curriculum — Student Diversity* materials.

For information to support students with diverse learning needs, see:

- Queensland Curriculum and Assessment Authority materials for supporting students with diverse learning needs www.qcaa.qld.edu.au/10188.html
- Australian Curriculum Student Diversity
www.australiancurriculum.edu.au/StudentDiversity/Student-diversity-advice
- The *Melbourne Declaration on Educational Goals for Young Australians*
www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf
- The *Disability Standards for Education* www.ag.gov.au.

Resources

- United Nations, New York, *The Millennium Development Goals Reports (2005–2014)* www.un.org/millenniumgoals/reports.shtml
- United Nations Industrial Development Organization www.unido.org
- UNICEF, *Millennium Development Goals* www.unicef.org/mdg
- Trickle Up Extreme Poverty www.trickleup.org/poverty/extreme-poverty.cfm

Develop assessment

Preparing for the assessment

This assessment targets the Millennium Development Goals¹ (MDGs) for African countries.

Provide students with the opportunity to:

- familiarise themselves with the eight Millennium Development Goals. These are available at www.un.org/millenniumgoals/reports.shtml (click on each goal's icon to see goal information)
- apply the goals in a different context, e.g. countries in South-East Asia
- read through the *Task-specific standards* to assist students to identify their learning goals
- familiarise themselves with the definitions of geographical terms on page 1 of this *Teacher guidelines*
- review examples of the forms of communication identified in this assessment including explanations, and arguments.

Implementing

- Source sheets may be distributed the day before the assessment is implemented and completed in one 70-minute lesson
or
- Provide the source sheets and questions in class and provide two 70-minute lessons to complete the assessment
or
- Implement in an exam block, with 30 minutes perusal time to read and consider sources:
 - Allow time for students to read the *Student booklet* and check for understanding of the task requirements
 - Provide graphic organisers to assist students to organise ideas and information as required
 - Guide students on how much time to spend on each question.

Make judgments

When making judgments about the evidence in students' responses to this assessment, teachers are advised to use the task-specific standards provided. The development of these task-specific standards has been informed by the *Queensland Geography standard elaborations*. See www.qcaa.qld.edu.au/download/p_10/ac_geog_yr10_se.pdf.

The Queensland standard elaborations for Geography

The Queensland Year 10 standard elaborations for Geography are a resource to assist teachers to make consistent and comparable evidence-based A to E (or the Early Years equivalent) judgments. They should be used in conjunction with the Australian Curriculum achievement standard and content descriptions for the relevant year level.

The Queensland Geography standard elaborations provide a basis for judging *how well* students have demonstrated what they know, understand and can do using the Australian Curriculum achievement standard.

The Australian Curriculum achievement standards dimensions of Understanding and Skills are used to organise the Queensland Geography standard elaborations.

¹ Target goals for development

The valued features of Geography, drawn from the achievement standard and the content descriptions are organised as:

- Geographical Knowledge and Understanding
- Questioning and researching
- Interpreting and analysing
- Communicating.

Task-specific standards

Task-specific standards give teachers:

- a tool for directly matching the evidence of learning in the response to the standards
- a focal point for discussing students' responses
- a tool to help provide feedback to students.

Task-specific standards are not a checklist; rather they are a guide that:

- highlights the valued features that are being targeted in the assessment and the qualities that will inform the overall judgment
- specifies particular *targeted aspects* of the curriculum content and achievement standard
- aligns the valued feature, task-specific descriptor and assessment
- allows teachers to make consistent and comparable on-balance judgments about a child's work by matching the qualities of students' responses with the descriptors
- clarifies the curriculum expectations for learning at each of the five grades (A–E or the Early Years equivalent)
- shows the connections between what students are expected to know and do, and how their responses will be judged and the qualities that will inform the overall judgment
- supports evidence-based discussions to help students gain a better understanding of how they can critique their own responses and achievements, and identify the qualities needed to improve
- encourages and provides the basis for conversations among teachers, students and parents/carers about the quality of students' work and curriculum expectations and related standards.

Task-specific valued features

Task-specific valued features are the discrete aspects of the valued features of Geography targeted in a particular assessment and incorporated into the task-specific standards for that assessment. They are selected from the Queensland Geography standard elaborations valued features drawn from the Australian Curriculum achievement standard and content descriptions.

Task-specific valued features for this assessment

The following table identifies the valued features for this assessment and makes explicit the understandings and skills that students will have the opportunity to demonstrate. This ensures that the alignment between what is taught, what is assessed and what is reported is clear.

Australian Curriculum Year 10 Geography	Responding to sources Unit 1: Geographies of human wellbeing	Teacher guidelines
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Australian Curriculum achievement standard dimensions	Australian Curriculum achievement standard	Queensland standard elaborations valued features	Task-specific valued features
Understanding and Skills	Geographical Knowledge and Understanding	Knowledge and understanding	<p>Explains the global pattern and spatial variation in meeting development goals over time</p> <p>Identifies and describes significant issues associated with making progress on meeting development goals</p> <p>Questions 1 and 2</p>
	Geographical Inquiry and Skills	Interpreting and analysing	<p>Evaluates alternative strategies to make progress in meeting development goals using environmental, social and economic criteria and comprehensively justifies an action plan</p> <p>Synthesises data and information to draw reasoned conclusions, taking into account alternative points of view</p> <p>Evaluates findings and proposes action to accelerate progress towards development goals taking account of environmental, economic and social considerations</p> <p>Explains the predicted outcomes and consequences of the proposal</p> <p>Questions 3 and 4</p>
		Communicating	<p>Presents arguments and explanations using relevant geographical terminology</p> <p>Questions 1–4</p>

The task-specific standards for this assessment are provided in a matrix using the task-specific valued features.

Matrix and continua

Task-specific standards can be prepared as a matrix or continua. Both the continua and the matrix:

- use the Queensland standard elaborations to develop task-specific descriptors to convey expected qualities in students' work — A to E (or the Early Years equivalent)
- highlight the same valued features from the Queensland standard elaborations that are being targeted in the assessment and the qualities that will inform the overall judgment
- incorporate the same task-specific valued features, i.e. make explicit the particular understanding / skills that students have the opportunity to demonstrate for each selected valued feature
- provide a tool for directly matching the evidence of learning in the child's response to the standards to make an on-balance judgment about achievement
- assist teachers to make consistent and comparable evidence-based A to E (or the Early Years equivalent) judgments.

Continua

The continua model of task-specific standards uses the dimensions of the Australian Curriculum achievement standard to organise task-specific valued features and standards as a number of reference points represented progressively along an A to E (or Early Years equivalent) continuum. The task-specific valued features at each point are described holistically. The task-specific descriptors of the standard use the relevant degrees of quality described in the Queensland standard elaborations.

Teachers determine a position along each continuum that best matches the evidence in the student's responses to make an on-balance judgment about achievement on the task.

The continua model is a tool for making an overall on-balance judgment about the assessment and for providing feedback on task specific valued features.

Matrix

The matrix model of task-specific standards uses the structure of the Queensland standard elaborations to organise the task-specific valued features and standards A to E (or the Early Years equivalent). The task-specific descriptors of the standard described in the matrix model use the same degrees of quality described in the Queensland standard elaborations.

Teachers make a judgment about the task-specific descriptor in the A to E (or the Early Years equivalent) cell of the matrix that best matches the evidence in the student's responses in order to make an on-balance judgment about how well the pattern of evidence meets the standard.

The matrix is a tool for making both overall on-balance judgments and analytic judgments about the assessment. Achievement in each valued feature of the Queensland standard elaboration targeted in the assessment can be recorded and feedback can be provided on the task-specific valued features.

Use feedback

Feedback to students	<p>Evaluate the information gathered from the assessment to inform teaching and learning strategies. Focus feedback on the student's personal progress and the next steps in the learning journey.</p> <p>Offer feedback that:</p> <ul style="list-style-type: none">• directs students to focus on the requirements of each section of the assessment• provides clarity about the meaning of geographical terms used in the questions• models the features and conventions of each communication form identified in the assessment using guided teaching and collaborated developed exemplars <p>The task-specific standards for this assessment can be used as a basis for providing feedback to students.</p>
Resources	<p>For guidance on providing feedback, see the professional development packages titled:</p> <ul style="list-style-type: none">• <i>About feedback</i> www.qcaa.qld.edu.au/downloads/p_10/as_feedback_about.docx• <i>Seeking and providing feedback</i> www.qcaa.qld.edu.au/downloads/p_10/as_feedback_provide.docx

Responding to sources

Name

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Purpose of assessment: Interprets and evaluates provided sources to develop an argument about accelerating progress in Africa to achieve development goals.

			A	B	C	D	E
Understanding and Skills	Geographical Knowledge and Understanding	Explains the global pattern and spatial variation in meeting development goals over time Question 1 and 2	Comprehensively explains the global pattern and spatial variation in development goals over time	Explains in detail the global pattern and spatial variation in development goals over time	Explains the global pattern and spatial variation in development goals over time	Describes the global pattern and spatial variation in development goals over time	Makes statements about the global pattern and spatial variation over time
		Identifies and describes significant issues associated with making progress on meeting development goals Question 1 and 2	Identifies and comprehensively describes significant issues associated with making progress on development goals	Identifies and describes in detail significant issues associated with making progress on development goals	Identifies and describes significant issues associated with making progress on development goals	Identifies aspects of issues associated with making progress on development goals	Makes statements about issues associated with making progress on development goals
	Geographical Inquiry and Skills	Evaluates alternative strategies to make progress in meeting development goals using environmental, social and economic criteria and comprehensively justifies an action plan Question 3 and 4	Evaluates discerningly alternative strategies to make progress in meeting development goals using environmental, social and economic criteria and comprehensively justifies an action plan	Evaluates informedly alternative strategies to make progress in meeting development goals using environmental, social and economic criteria and justifies in detail an action plan	Evaluates alternative strategies to make progress in meeting development goals using environmental, social and economic criteria and justifies an action plan	Explains alternative strategies to make progress in meeting development goals using aspects of environmental, social and economic criteria and explains an action plan	Statements about strategies to make progress in meeting development goals
		Synthesises data and information to draw reasoned conclusions, taking into account alternative points of view Question 3 and 4	Synthesises data and information to draw discerning and reasoned conclusions, taking into account alternative points of view	Synthesises data and information to draw effective and reasoned conclusions, taking into account alternative points of view	Synthesises data and information to draw reasoned conclusions, taking into account alternative points of view	Synthesises data and information to draw conclusions	Use of data and information to make statements

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Responding to sources

Name

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Purpose of assessment: Interprets and evaluates provided sources to develop an argument about accelerating progress in Africa to achieve development goals.

			A	B	C	D	E	
Understanding and Skills	Geographical Inquiry and Skills	Interpreting and analysing	Evaluates findings and proposes action to accelerate progress to meet development goals taking account of environmental, economic and social considerations Question 4	Evaluates findings and proposes justified action to accelerate progress to meet development goals taking account of environmental, economic and social considerations	Evaluates findings and proposes informed action in response to accelerating progress to meet development goals taking account of environmental, economic and social considerations	Evaluates findings and proposes action in response to accelerating progress to meet development goals taking account of environmental, economic and social considerations	Uses findings and aspects of a proposal of action in response to accelerating progress to meet development goals taking into account aspects of environmental, economic and social considerations	Uses findings and states a response to accelerating progress to meet development goals
			Explains the predicted outcomes and consequences of the proposal Question 4	Comprehensively explains the predicted outcomes and consequences of the proposal	Explains in detail the predicted outcomes and consequences of the proposal	Explains the predicted outcomes and consequences of the proposal	Describes the predicted outcomes and consequences of the proposal	Identifies the predicted outcomes and consequences of the proposal
		Communicating	Presents arguments and explanations using relevant geographical terminology Questions 1–4	Purposefully presents, arguments and explanations using relevant geographical terminology	Effectively presents arguments and explanations using relevant geographical terminology	Presents arguments and explanations using relevant geographical terminology	Partially presents ideas and descriptions and using geographical terminology	Presents fragmented ideas using everyday language

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Source sheet 1 — Selected data for development goals

Table 1. Countries' progress towards meeting Millennium goals (Target 1)

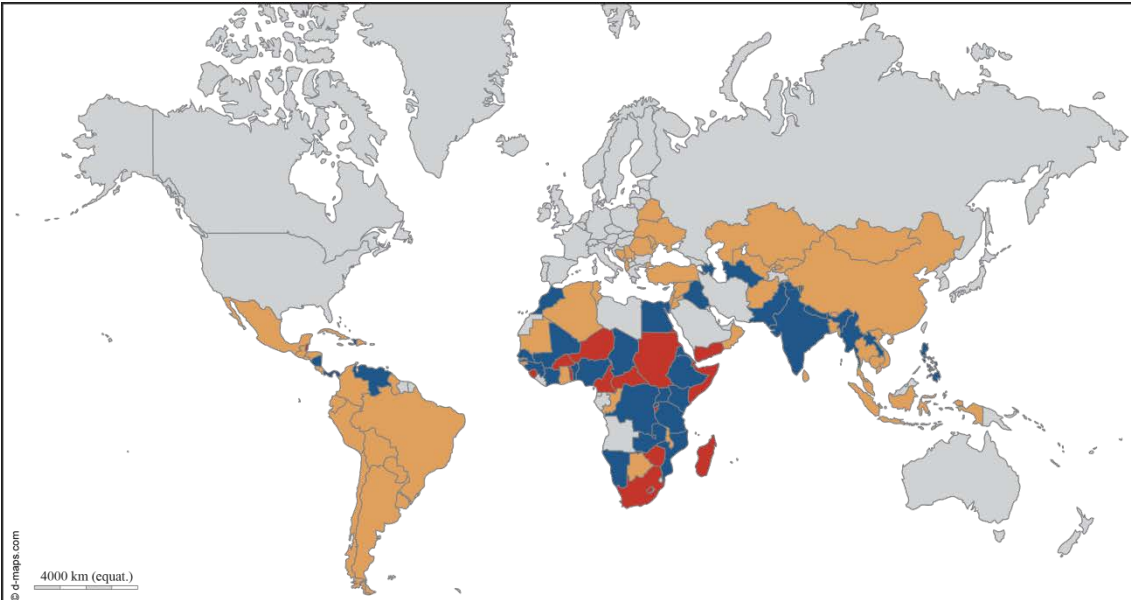
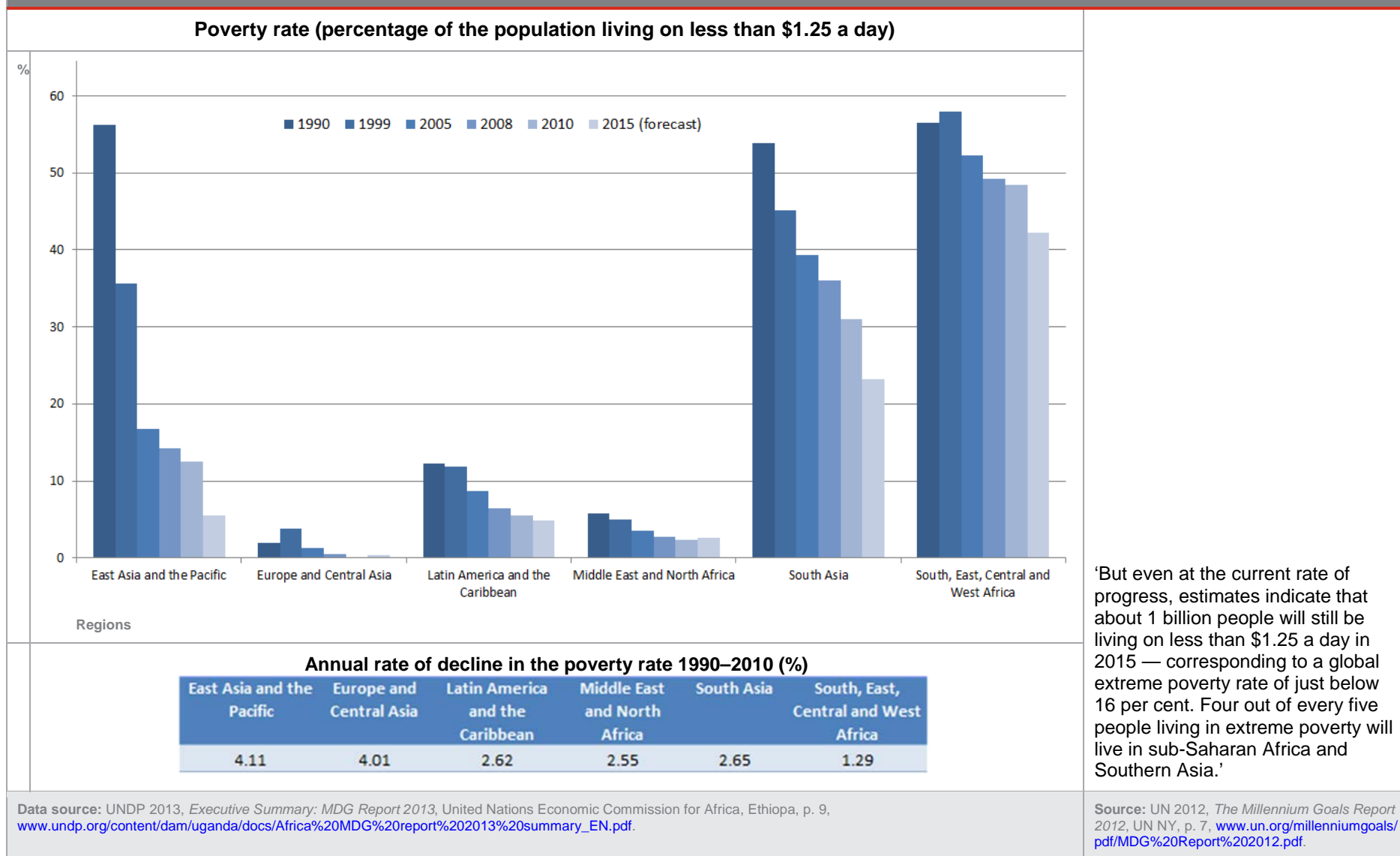
 <p>© d-maps.com 4000 km (equat.)</p> <p>Progress towards the MDG target, with countries classified according to the following thresholds:</p> <ul style="list-style-type: none"> On track: Average annual rate of reduction (AARR) in underweight prevalence (1990–2006) is greater than or equal to 2.6 per cent, or latest available estimate of underweight prevalence is less than or equal to 5 per cent, regardless of AARR Insufficient progress: AARR is between 0.6 per cent and 2.5 per cent No progress: AARR is less than or equal to 0.5 per cent Data not available 	<p>'Despite the progress on the proportion of people living in extreme poverty, in absolute terms, poverty reduction performance remains a concern. Due to the slow pace of poverty reduction, the number of people in extreme poverty (less than \$1.25 per day) increased in Southern, East, Central and West Africa over 1990–2010, from 289.7 million to 413.8 million (see table 2).</p> <p>Poverty in Africa remains predominantly rural — at least three times higher in rural areas than in urban in several countries. The deplorable state of rural infrastructure, limited rural livelihood opportunities, high youth employment and limited access to quality education are all key drivers of rural poverty.'</p>
<p>Data source: UNICEF global databases, 200 in UNICEF, <i>Progress for Children: A world fit for children — statistical review</i>, No. 6, Dec. 2007, p. 5, www.unicef.org/progressforchildren/2007n6/files/Progress_for_Children_-_No._6.pdf.</p>	<p>Source: United Nations Development Programme 2013, <i>MDG Report 2013: Assessing progress in Africa toward the Millenium Development Goals</i>, UN Economic Commission for Africa, Ethiopia, p.10, www.undp.org/content/dam/uganda/docs/Africa%20MDG%20report%202013%20summary_EN.pdf.</p>

Table 2. Regional breakdown of poverty incidence (1990–2010) and projections for 2015



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Source sheet 2 — Selected data and information about development issues

'The problems facing developing countries and countries with economies in transition are many and daunting: widespread poverty, low levels of productivity, insufficient infrastructure development, poorly integrated markets especially in rural areas. These problems are further exacerbated by underdeveloped rural industrial organisation characterised by small and medium-size enterprises inadequately linked to world markets, and by a lack of employment and entrepreneurial opportunities for vulnerable segments of society such as women and youth.'

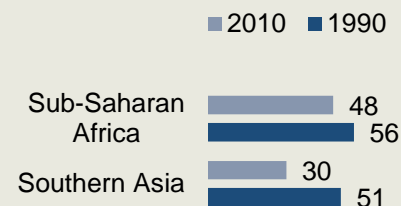
Source: UNIDO & 3ADI 2013, *Agribusiness development: Transforming rural life to create wealth*, UNIDO, Vienna, p.1, www.unido.org/fileadmin/user_media_upgrade/What_we_do/Topics/Agribusiness_and_rural/UNIDO_Agribusiness_development.pdf.

'While a staggering 75 per cent of the world's poor live in rural areas, policies and resources continue to be biased in favour of urban development with detrimental effects for both rural and urban populations. Harnessing the productivity and entrepreneurial potential of rural communities is indispensable in the effort to achieve resilient economic growth that can raise people above the poverty line.'

Source: UNIDO & 3ADI 2013, *Agribusiness development: Transforming rural life to create wealth*, UNIDO, Vienna, p. 21, www.unido.org/fileadmin/user_media_upgrade/What_we_do/Topics/Agribusiness_and_rural/UNIDO_Agribusiness_development.pdf.

The prevalence of hunger remains uncomfortably high in Sub-Saharan Africa and in Southern Asia outside of India.

Proportion of people living on less than \$1.25 a day, 2010 and 1990 (percentage)



Source: UN 2014, *The Millennium Goals Report: 2014*, UN, New York, p.8, www.un.org/millenniumgoals/2014%20MDG%20report/MDG%202014%20English%20web.pdf.

'The dynamic relationship between food insecurity and poor education, bad health and poverty can last generations. For instance, hungry children have weak immune systems and die prematurely from preventable and treatable diseases, including dysentery, malaria and respiratory infections like pneumonia. Even when they survive, they start school late, learn less and drop out early. Malnourished mothers are at a greater risk of dying in childbirth and of delivering low-birth weight babies, who often fail to survive infancy. And undernourished babies who make it through infancy are often stunted, crippling and shortening their lives. As adults, they are likely to give birth to another generation of low-birth weight babies, perpetuating the vicious cycle of low human development and destitution.'

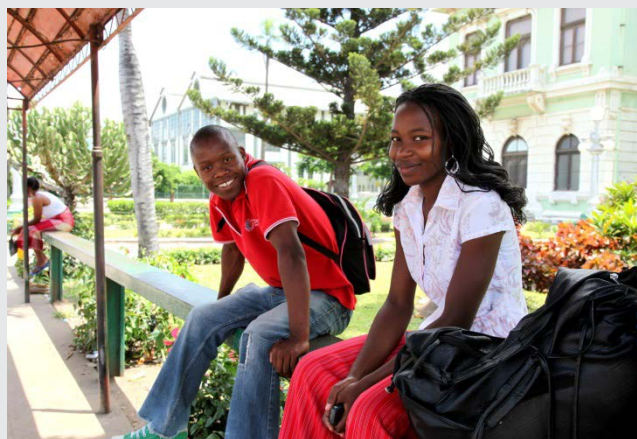
Source: UNDP 2013, *Executive Summary: MDG Report 2013*, United Nations Economic Commission for Africa, Ethiopia, p. 24, www.undp.org/content/dam/uganda/docs/Africa%20MDG%20report%202013%20summary_EN.pdf.

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Source sheet 3 — Case studies

Mozambique



Source: Jeremy Weate, *At the bus stop by the the train station*, CC BY 2.0, <https://flic.kr/p/9g8T8a>



Source: UNIDO, *Plasma working in Nampula*, CC BY 2.0, <https://flic.kr/p/aeq2Gw>



Source: Rosino, *Train from Nampula to Mutuáli, Moçambique* [2009], <https://flic.kr/p/72szhz>

The livelihood of most rural inhabitants depends on small-scale food-crop agriculture, fishery, pastoral animal husbandry, wage labour on plantations and ranches, or ancillary activities linked to rural townships. However, increasingly smaller parcels of land, low agricultural productivity, volatile weather conditions and soil erosion compel many rural families to seek additional sources of income.

CASE STUDY ONE

An ongoing project in Mozambique is fostering viable small-scale enterprises in two of the country's north eastern districts. At recently opened one-stop shops, the prompt availability of information, business registration, licensing and taxation services ensures significant cost and time savings. Project-designed entrepreneurship courses at secondary schools and technical training programmes are improving the self-employment prospects of young people; over 1500 students have already attended business classes taught by 18 project-trained teachers. Simultaneously, the project has supported local private business in their effort to respond to the growing demand for quality services and products, particularly in the tourism sector.

Ethiopia



Source: A.Davey, *The Teff Harvest, Northern Ethiopia*, CC BY 2.0, <https://flic.kr/p/5LJmCQ>



Source: David Stanley, *Bags of Grain*, CC BY 2.0, <https://flic.kr/p/jo9iht>



Source: Malcolm Manners, *Training group*, CC BY 2.0, <https://flic.kr/p/8Y1S4Y>

With one-sixth of the world population being undernourished, the drastic reduction of poverty and hunger is the most critical — and until now one of the more elusive — of the Millennium Development Goals. The scourge of hunger and malnutrition, apart from the human suffering it causes, cripples development potential. The challenge faced by all parties who strive to contribute effective remedies is daunting in its complexity. Higher crop yields and more effective animal-rearing practices are not enough to feed a significantly higher proportion of the world's hungry. To enhance global food security in all its basic aspects — availability, quality, access and stability — much more has to be done along the entire span of commodity-to-consumer agro-value chains.

CASE STUDY TWO

The cultivation of oilseeds has a long tradition in Ethiopia with some three million farmers, millers, transporters and traders earning their livelihood in the sector. In partnership with FAO and the International Labour Organization, UNIDO has been carrying out a Spain-funded project to enhance the performance of the country's edible-oil value chain.

By improving the raw material supply system, promoting processing efficiencies and facilitating access to finance and markets, the project seeks to boost the supply of locally produced edible oils and thereby help the industry deal with the pressure exerted by cheap imports of palm oil. To date, 340 farmers and four farmers' cooperatives have been assisted with improved seed stocks, investment credit, and training in best agricultural practices. Moreover, two farmers' unions have received seed cleaning and grading machinery, and the project has helped set up two producers' consortia of 77 members with the objective of a joint investment in a refinery.

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Image: Dil Chora Hospital, Dire Dawa, Ethiopia, US Army Africa, Creative Commons Attribution 2.0, <https://flic.kr/p/8NeSPG>

Answer questions, using evidence from provided sources to support your responses. Write in well-structured paragraphs of about 150 words for each response.

You will:

- use data and information to identify, describe and explain patterns and anomalies
- identify and describe issues associated with reaching development goals
- evaluate the success of a development project in an African country using a provided case study
- propose an action plan for a rural village in an African country
- justify your action plan taking account of economic, social and environmental considerations.

Question 1

Use the data collection in *Source sheet 1* to:

- **identify** and **explain** the aims and objectives of Millennium Development Goals (MDGs)
- **describe** the global pattern in progress towards meeting MDGs over time. Give specific locations and provide statistical data to support the pattern identified
- **propose** explanations to account for the global pattern identified
- **identify** and **explain** two anomalies in the data.

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Question 2

Use the data collection in *Source sheet 2* to **identify** and **describe** issues affecting the progress of reaching MDGs. Make sure you identify the issues that are specific to rural and urban settings.

This image shows a full page of a handwriting practice worksheet. It consists of multiple sets of three horizontal dashed lines, providing a guide for letter height and placement. The lines are evenly spaced across the entire page, leaving ample room for writing practice. There is no text or other markings on the page.

Question 3

Select **one** case study in *Source sheet 3* and **evaluate** the success of the project in meeting **MDG1** of eradicating extreme poverty and hunger. Refer to alternative strategies used in the project.

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Question 4

Based on the information provided in *Source sheets 1–3*, **propose an action plan** for a rural village in Africa that is identified as making no progress towards meeting the MDGs.

Justify your action plan by **explaining** how it takes into account the following economic, social and environmental considerations:

- eradicating extreme poverty and hunger (**MDG1**)
- ensuring environmental sustainability (**MDG7**)
- combatting disease (**MDG6**).

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.