

Mark Scheme (Results)

Summer 2013

GCE Global Development (6GL01)

Unit 1: Understanding Global  
Development

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

| Question Number  | Correct Answer  | Reject  | Mark       |
|------------------|---|---|------------|
| <b>1 (a) (i)</b> | <ul style="list-style-type: none"> <li>• The mineral wealth is expropriated by a colonial power (1)</li> <li>• The mineral wealth is expropriated by a wealthy elite and/or the majority don't benefit (1)</li> <li>• The mineral wealth is expropriated by multinational companies/corporations and/or the local economy doesn't benefit (1)</li> <li>• Because it hasn't been used to develop its own manufacturing industries (1)</li> </ul> | <ul style="list-style-type: none"> <li>• Because it will run/ out/ has run out</li> </ul> | 2<br>(1+1) |

| Question Number   | Correct Answer   | Mark   |
|-------------------|--|--|
| <b>1 (a) (ii)</b> | <p>Allow either one mark for each basic idea/explanation with extension through either further detail and/or example with up to 3 marks for any one developed point, or allow 4 basic points.</p> <ul style="list-style-type: none"> <li>• They stifle the development of national economies (1) by taking resources and profit out of the country (1) example of same – might be Bolivia (1)</li> <li>• They support unequal power and wealth structures (1) by co-operating with a local elite (1) example of same – might be Bolivia (1)</li> <li>• They help them to develop their resources (1) extension through detail of how e.g. provide technology (1) as with oil exploitation in Ecuador (1)</li> <li>• They can create wealth for the economy (1) by providing employment/jobs and allowing for more value-added manufacturing to develop (1) example of same (1)</li> </ul> <p>N.B Answers do NOT have to be drawn/developed from the resource</p> | 4<br>(1+1) + (1+1)<br><br>Or<br>(1+1+1) + 1<br><br>Or<br>(1+1+1) + 1 |

| Question Number  | Correct Answer  | Acceptable answers  | Mark                                |
|------------------|---|---|-------------------------------------|
| <b>1 (b) (i)</b> | <p>Allow one mark for each basic idea/explanation with extension through either further detail and/or example. Up to 3 marks for each developed point. Both Education and health need to be covered for 5 marks</p> <ul style="list-style-type: none"> <li>• Education is vital to develop skills in work force (1) that encourages investment/greater value-added development (1) example/detail of same (1)</li> <li>• Health improvements reduce costs to state of health care (1) liberating resources (1) example of same e.g. HIV/AIDS (1)</li> <li>• A healthier population is more productive (1) which will increase GDP per capita (1) example/detail of same e.g. eradication of malaria in Maghreb countries (1)</li> </ul> | <ul style="list-style-type: none"> <li>• Educated women delay child-rearing (1) so birth rate declines (1) which reduces population pressure (1)</li> <li>• Increased health care improves maternal and reduces infant mortality (1) which reduces pressure on women to raise children (1) releasing more women to work thus increasing output (1)</li> </ul> | <p>5</p> <p>(1+1+1)<br/>+ (1+1)</p> |

| Question Number  | Indicative content   |   |
|------------------|--|---|
| <b>1(b) (ii)</b> | <p><b>Technology</b>– this can be interpreted in many ways but is likely to be dominated by communications, transport and the development of labour saving technology from basic machine tools through to nano-technology.</p> <p><b>Science</b>– it is likely that scientific agriculture will dominate including the ‘green revolution’ but also to include G.M crops. However coverage of the science behind technological changes is also legitimate here.</p> <p>Science and technology are fundamental to economic development. So their importance has to be rated as highly significant. Countries with older technology are less productive per capita, almost by definition.</p> <p>An example of an explanation might be;</p> <p>Labour-saving technology eg the use of robots in manufacturing (low level explanation - basic point) increases productivity per worker and thus contributes to higher per capita GDP (higher level explanation – developed point)</p> <p>N.B Do not expect science and technology to be explicitly distinguished</p> |   |
| Level            | Mark   | Descriptor  |
|                  | 0  | No rewardable material  |
| <b>Level 1</b>   | 1-2  | A basic answer to the question. At least one example of science and technology described. Explanation is absent and importance is not addressed. Location unclear. Very limited use of appropriate specialist terminology. Many errors in spelling, punctuation and grammar.  |
| <b>Level 2</b>   | 3-4  | A sound answer to the question. A number of contributions of science and technology described. Links with economic development stated and importance asserted. Location identified. Uses some appropriate specialist terminology. A few errors in spelling, punctuation and grammar.  |
| <b>Level 3</b>   | 5-6  | A good answer to the question. Good range of examples of science and technology described. Links with economic development explained effectively with importance explicitly addressed. Location explicit with some detail. Uses good range of appropriate specialist terminology. Hardly any errors in spelling, punctuation and grammar. |

| Question Number  | Correct Answers   | Acceptable answers  | Mark                          |
|------------------|---|---|-------------------------------|
| <b>2 (a) (i)</b> | <p>Allow one mark for each basic descriptive point (1) with extension through either further detail and/or example. (1)</p> <ul style="list-style-type: none"> <li>• Lack of access to land (1) which limits their independence and/or economic power (1)</li> <li>• Dependency on men (1) so limited opportunities to do much more than farm and 'support' their men (1)</li> <li>• Lack of political power (1) despite role in revolutions (1)</li> </ul> | <ul style="list-style-type: none"> <li>• Poverty in general (1) disabling both urban and rural economies (1)</li> </ul> | <p>4</p> <p>(1+1) + (1+1)</p> |

| Question Number   | Correct Answer  | Reject  | Mark   |
|-------------------|---|---|--|
| <b>2 (a) (ii)</b> | <p>Allow one mark for each basic idea/explanation with extension through either further detail and/or example. Up to 3 marks for each developed point;</p> <ul style="list-style-type: none"> <li>• Attitudes to women have changed as societies have changed (1) detail of same – e.g. growth of biological sciences (1) example and/or further detail or example (1)</li> <li>• Religious beliefs can impose restrictions upon women (1) detail of these restrictions (1) example and/or further detail or example (1)</li> </ul> <p>N.B Answers do NOT have to be drawn/developed from the resource.</p> | <p>All answers that cover economic factors/values</p> | <p>4</p> <p>(1+1) + (1+1)</p> <p>Or</p> <p>(1+1+1) + 1</p> |

| Question Number  | Correct Answer   | Mark                                  |
|------------------|--|---------------------------------------|
| <b>2 (b) (i)</b> | <p>Allow one mark for each basic idea/definition and one mark for an extension</p> <p>1. Parliamentary government<br/>Legislative and some executive power rests with an elected 'representative' body (1) example of same (1) detail of franchise (1)</p> <p>2. Federal government<br/>A system whereby a good deal of power is devolved to regions (1) example of same (1) detail/example of division of power (1)</p> | <p>2<br/>(1+1)</p> <p>2<br/>(1+1)</p> |

| Question Number   | Indicative content  |  |
|-------------------|---|--|
| <b>2 (b) (ii)</b> | <p>Development of government covers the growth of political institutions and/or systems including:</p> <ul style="list-style-type: none"> <li>• Systems of law and justice</li> <li>• Systems of taxation and government spending on infrastructure</li> <li>• The development of democratic systems</li> <li>• Both local and national power structures</li> </ul> <p>There is no consensus over the significance of <b>democratic</b> structures in the delivery of economic growth but the western view is that the establishment of a liberal democracy is conducive to economic growth. Others have argued that <b>autocratic</b> states are more efficient, largely because they are not obliged to debate and discuss decisions. Whatever the state system economic development certainly requires some bureaucracy to co-ordinate a banking system, education and infrastructure that is beyond the reach of 'private' capital.</p> |  |
| Level             | Mark  | Descriptor   |
|                   | 0   | No rewardable material   |
| <b>Level 1</b>    | 1-2   | A basic answer to the question. At least one description of how a political development can impact on economic development. Explanation of links between political and economic development is absent. Very limited use of appropriate specialist terminology. Many errors in spelling, punctuation and grammar. |
| <b>Level 2</b>    | 3-4   | A sound answer to the question. A number of examples of political development. Links with economic development asserted but not explained. Uses some appropriate specialist terminology. A few errors in spelling, punctuation and grammar.  |
| <b>Level 3</b>    | 5-6   | A good answer to the question. Good range of political developments described. Links with economic development explained effectively with importance addressed. Uses good range of appropriate specialist terminology. Hardly any errors in spelling, punctuation and grammar.                                   |

| Question Number | Correct Answer   | Mark                            |
|-----------------|--|---------------------------------|
| <b>3 (a)</b>    | <p>Allow one mark for each basic idea/explanation with extension through either further detail and/or example. Up to 3 marks for each developed point.</p> <p>Economic - GDP – Total value of goods and services produced (1) should include PPP (purchasing power parity) to make comparison meaningful (1) comparison only possible if 'per capita' data used (1) many flaws because of date weaknesses e.g. black economy (1)</p> <p>Social - HDI – Comprised of three variables (1) GDP – Life expectancy and school roll/adult literacy (1) Details of life expectancy proxying for health (1) Details of school roll data measuring education (1)</p> <p>Political – many options – KOF index – Economist Index and many other variants Measure a variety of factors including free press (1)</p> <p>Development of democratic institutions (1) other possible examples (1) details of how one or more of these are measured (1)</p> | <p>5</p> <p>(1+1+1) + (1+1)</p> |

| Question Number | Indicative content  |   |
|-----------------|---|---|
| <b>3 (b)</b>    | <ul style="list-style-type: none"> <li>• Dependency theory argues that the periphery is largely controlled by the core with surplus pumped out of the periphery.</li> <li>• The core consists of wealthy developed economies and their institutions</li> <li>• The periphery consists of poorer low HDI economies</li> <li>• The mechanisms involved in this process have changed.</li> <li>• Political colonialism is a direct 'pump' through occupation of territory</li> <li>• Economic colonialism establishes an indirect method through the use of local elites and, very often, multinational companies thus some commentators include local elites as part of the 'core'</li> <li>• Some commentators suggest that the Washington consensus reinforces these arrangements through the global institutions of the IMF, World Bank and WTO</li> <li>• Unless peripheral countries break from the 'core' they are doomed to perpetual under-development.</li> <li>• Evidence is contentious but widening gap between rich and poor both between countries and within countries is compelling.</li> <li>• Alternative views include globalisation theory which is a variant of 'modernisation' theory which provides a blueprint for development based on the reform of key institutions</li> </ul> |   |
| Level           | Mark  | Descriptors   |
| 0               | 0   | No rewardable content   |
| <b>Level 1</b>  | 1-5   | One or two simple descriptive points about development. No clear indication of any grasp of dependency theory <i>per se</i> . No analysis in the answer. One or two countries/examples stated but with very limited relevance. Hardly any use of appropriate specialist terminology. Many errors in spelling, punctuation and grammar.                      |
| <b>Level 2</b>  | 6-10  | Several sound descriptive points about development. Some grasp of dependency theory. Mechanisms are not explored. Some examples used that link with 'rich getting richer' and/or 'poor getting poorer'. Uses a little appropriate specialist terminology. A significant number of errors in spelling, punctuation and grammar.                              |
| <b>Level 3</b>  | 11-15   | A good analysis with a reasonable range of supportive evidence although uneven. Dependency theory is well understood. Sound range of mechanisms. A 'view' is stated with some minor qualifications. Some implicit reference to other views of development. Uses some appropriate specialist terminology. A few errors in spelling, punctuation and grammar. |
| <b>Level 4</b>  | 16-20   | A very strong analysis with a wide range of supportive evidence. Theoretical scaffolding is explicit and accurate. A clear 'view' is taken. Qualifications and counter arguments  |

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|  | are addressed. Uses good range of appropriate specialist terminology. Hardly any errors in spelling, punctuation and grammar. |
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| Question Number | Correct Answer  | Mark                                |
|-----------------|---|-------------------------------------|
| <b>4 (a)</b>    | <p>Allow one mark for each basic idea/explanation with extension through either further detail and/or example. Up to 3 marks for each developed point.</p> <p>Any two of;</p> <p><b>IMF</b> – International Monetary Fund – lender of last resort for governments (1) formed at Bretton Woods (1) recently associated strongly with neo-liberal policies favouring privatisation and free trade and capital movements (1) uses SAP and ESAPs as part of ‘deal’ with many low HDI countries (1) dominated by US and European allies (1) examples of policies in practice (1)</p> <p><b>OECD</b> – Organisation of Economic co-operation and Development – club of rich countries (1) forum/think-tank (1) provides large quantities of data to encourage economic growth (1) and to a lesser extent social development (1)</p> <p><b>WTO</b> – World Trade Organisation which was formerly GATT/ITO (1) also formed at Bretton Woods (1) recently associated with ‘free’ trade policies (1) but widely accused of favouring US and European powers (1) US dominates voting which is in secret (1)</p> <p><b>World Bank</b> – development bank (1) also formed at Bretton Woods (1) wide range of policies and programmes (1) another institution associated with the Washington consensus and neo-liberal policies (1) but some shifts in recent years to more eclectic policies (1)</p> <p><b>G7 -20</b> Forums of countries (1) that attempt to co-ordinate policies (1) larger the number wider the spectrum of countries (1) but dominated by larger economic powers (1)</p> | <p>5</p> <p>(1+1+1)<br/>+ (1+1)</p> |

| Question Number | Indicative content  |  |
|-----------------|---|--|
| <b>4 (b)</b>    | <ul style="list-style-type: none"> <li>• The eight MDGs set specific targets on poverty alleviation, education, gender equality, child and maternal health, environmental stability, HIV/AIDS reduction, and a “Global Partnership for Development.”</li> <li>• By 2012 three global goals had been met but progress is variable from place to place with significant issues in Africa, particularly south of the Sahara.</li> <li>• The 2012 report says that the number of people living in extreme poverty and the poverty rates have fallen in every developing region, including sub-Saharan Africa, where rates are highest.</li> <li>• Preliminary estimates indicate that in 2010, the share of people living on less than a \$1.25 a day dropped to less than half of its 1990 value. This means that MDG 1 – cutting the extreme poverty rate to half its 1990 level – has been achieved at the global level, well ahead of 2015.</li> <li>• The report notes that the target of halving the proportion of people without access to improved sources of drinking water by 2010 has been achieved. The proportion of people using improved water sources rose from 76 per cent in 1990 to 89 per cent in 2010.</li> <li>• In addition, the share of urban residents in the developing world living in slums has declined from 39 per cent in 2000 to 33 per cent in 2012.</li> <li>• The report also points out that the world has achieved another milestone: parity in primary education between girls and boys. Girls have benefited the most. There were 97 girls enrolled per 100 boys in 2010 – up from 91 girls per 100 boys in 1999</li> </ul> |  |
| Level           | Mark  | Descriptors  |
| 0               | 0   | No rewardable content  |
| Level 1         | 1-5   | One or two simple descriptive points about the MDGs in general. No recognition of the details of those goals. No analysis of progress offered. One or two countries/examples stated but with very limited relevance to MDGs. Hardly any use of appropriate specialist terminology. Many errors in spelling, punctuation and grammar.                       |
| Level 2         | 6-10  | Several sound descriptive points about at least two MDGs. Some examples used that identify changes in particular MDGs at a global level. Uses a little appropriate specialist terminology. A significant number of errors in spelling, punctuation and grammar.  |
| Level 3         | 11-15   | A good analysis with a reasonable range of supportive evidence although uneven. MDGs are well understood. Sound range of mechanisms. Detail is provided although largely at a global level. Some implicit reference to how ‘disappointing’ this has been. Uses some appropriate specialist terminology. A few errors in spelling, punctuation and grammar. |
| Level 4         | 16-20   | A very strong analysis with a wide range of supportive evidence. MDGs are understood and analysed at both global   |

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|  |  | and regional level. Disappointment is addressed and explained. Qualifications and counter arguments are addressed. Uses good range of appropriate specialist terminology. Hardly any errors in spelling, punctuation and grammar. |
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