

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCE in Global Development
(6GL01)

Unit 1: Developing New Business Ideas

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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
1 (a) (i)	<ul style="list-style-type: none"> • The natural resources are expropriated by the rich minority (1) or other nations or the private sector • There is no incentive to develop other industries (1) • There is no social development (1) • Because it hasn't been used to develop its own manufacturing industries (1) • Environmental consequences of exploitation of natural resources (1) + details (1) or example (1) • Conflicts about natural resources (1) + details (1) or example (1) <p>Other points on merit</p>	<ul style="list-style-type: none"> • Because they don't have them • Because of 'poor' government or similar 	2 (1+1)

Question Number	Correct Answer	Reject	Mark
1 (a) (ii)	<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"> • They may be obliged to develop their human resources (1) by education (1) example of same – might be Japan (1) • They have to embark on trade and/or empire building (1) and so gather resources from overseas (1) • They 'borrow' technology and/or are client states of superpowers (1) example of same (1) <p>Allow any other reasonable response.</p> <p>N.B Answers do NOT have to be drawn/developed from the resource</p>	<p>Answers that fail to recognise the absence of natural resources</p>	<p>4</p> <p>(1+1) + (1+1)</p> <p>Or</p> <p>(1+1+1) + 1</p>

Question Number	Indicative content	
1 (b) (i)	<p>Impact of trade might be positive or negative.</p> <p>Negative –</p> <ul style="list-style-type: none"> – dependency as a consequence of over-reliance on raw material exports which can inhibit the development of manufacturing industries in a country (perhaps resource curse theory) . – may lead to political systems which do not promote ‘development’ or ‘economic growth’. – -may have negative environmental impacts which in turn might inhibit growth through pollution damage. <p>Positive</p> <ul style="list-style-type: none"> – basic idea of trade vital because of unequal distribution of (natural) resources so countries that do not (or will not) trade are often resource poor, inhibiting growth (e.g North Korea – Iran – South Africa under apartheid). – more complex idea of comparative advantage suggests that all will benefit in terms of higher (global) output and thus higher economic growth. <p>Examples can be examples of impact or delivered through ‘countries’ as case-studies.</p>	
	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	A basic answer to the question. At least one example of impact described. Linkage between trade and economic growth not explored. Example is unclear. Very limited use of appropriate specialist terminology. Many errors in spelling, punctuation and grammar.
Level 2	3-4	A sound answer to the question. A number of impacts described. Links with economic growth stated and importance asserted. Countries clearly identifiable. Uses some appropriate specialist terminology. A few errors in spelling, punctuation and grammar.
Level 3	5-6	A good answer to the question. Good range of examples of impacts – may have both negative and positive. Links with economic growth explicit and explained effectively. Particular countries described with some detail. Uses good range of appropriate specialist terminology. Hardly any errors in spelling, punctuation and grammar.

Question Number	Indicative content	
1(b) (ii)	<p>Impact of MNCs on low HDI countries: Might be negative or positive and will vary across a country. Impacts may of course be social, political, cultural, environmental and economic</p> <p>Negative:</p> <ul style="list-style-type: none"> - exploitation of low labour costs - child labour and related exploitative issues - poor record on health and safety - lack of attention to environmental impact - cultural dilution <p>Positive:</p> <ul style="list-style-type: none"> - raises income levels eg by providing work - stimulates local (supply) chains - brings new technology and expertise - brings new products and cultural diversity - leads to investment in infrastructure 	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	A basic answer to the question. At least one example of how MNCs affect low development countries. Explanation is absent. Exemplification unclear. Very limited use of appropriate specialist terminology. Many errors in spelling, punctuation and grammar.
Level 2	3-4	A sound answer to the question. A number of examples of how MNCs affect low development countries. Links with economic development stated and processes asserted. Exemplification identifiable. Uses some appropriate specialist terminology. A few errors in spelling, punctuation and grammar.
Level 3	5-6	A good answer to the question. Good range of examples of impacts offered. Links with development explained effectively with processes explicitly addressed. Exemplification explicit with some detail. Uses good range of appropriate specialist terminology. Hardly any errors in spelling, punctuation and grammar.

Question Number	Correct Answers	Reject	Mark
2 (a) (i)	<p>Allow one mark for each basic reason (1) with extension through either further detail and/or example. (1)</p> <ul style="list-style-type: none"> • Because it leads to frequent referendums (1) and so paralysis and/or economic decay (1) • Because it hasn't much history (1) so limited opportunities to draw meaningful conclusions (1) • Because economic growth does not correspond/correlate with 'democracy' (1) example of same e.g. China (1) <p>Allow any other reasonable response.</p>	Answers that are not related to democracy.	<p>4</p> <p>(1+1) + (1+1)</p>

Question Number	Correct Answer	Reject	Mark
2 (a) (ii)	<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"> • Attitudes to /impact of public opinion may differ (1) democracies are more immediately answerable to people (1) • Non democratic countries may exercise greater control over media etc. (1) and therefore can control opinion (1) • Religious states (<i>which are unlikely to be democratic</i>) may have very clear ideas about 'social' priorities (1) detail of these restrictions through an example and/or further detail or example (1) <p>Allow any other reasonable response N.B Answers do NOT have to be drawn/developed from the resource.</p>	All answers that are unrelated to political systems	<p>3</p> <p>(1+1) + (1)</p> <p>Or</p> <p>1+1+1</p>

Question Number	Correct Answer	Mark
2 (b) (i)	<p>Social development is likely to be dominated by education and health but also allow related demographic factors e.g fertility rates</p> <p>Identification of acceptable cultural 'value' e.g. attitude to children (1) impact on social development as a consequence (1)</p> <p>Identification of acceptable religious 'value' e.g attitude to women (1) impact on social development as a consequence (1)</p>	<p>4</p> <p>(1+1) + (1+1)</p> <p>Or</p> <p>(1+1+1) + 1</p>

Question Number	Indicative content	
2 (b) (ii)	<p>Development of mobile communication helps disseminate information quickly through social media e.g Twitter. This allows;</p> <ul style="list-style-type: none"> • Internal communication within a country amongst dissident/resistance groups • External communication with support groups outside countries lending support or otherwise • Instant feedback of visual information that may have significant impact on public opinion • Increasing pressure on states to either control/filter information or to address issues • Terrorist networks <p>There is no consensus over the importance of mobile communications. During the 'Arab Spring' it was widely thought to have had a significant impact especially in Tunisia and Egypt. China's attitude to social media might be quoted as example of restrictions. The Burmese opposition movement established links with outside world through social media.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	A basic answer to the question. At least one description of how mobile communications can impact on political development. No explanation of links between political change and mobile communications. Very limited use of appropriate specialist terminology. Many errors in spelling, punctuation and grammar.
Level 2	3-4	A sound answer to the question. Two or more examples of how mobile communications can impact on political development. Some explanation of links between political change and mobile communications – largely asserted. Uses some appropriate specialist terminology. A few errors in spelling, punctuation and grammar.
Level 3	5-6	A good answer to the question. Several examples of how mobile communications can impact on political development. Good examination of links between political change and mobile communications with processes explicit. Uses good range of appropriate specialist terminology. Hardly any errors in spelling, punctuation and grammar.

Question Number	Correct Answer	Acceptable Answer	Mark
<p>3 (a)</p>	<p>Allow one mark for each basic idea/description with extension through either further detail and/or example. Up to 3 marks for each developed point.</p> <p>Globalisation theory is rooted in the broad idea that the more integrated the world economy become the faster will the economy grow (1) that breaks down into a series of policies associated with neo-liberalism/‘Washington Consensus’ (1) these are – privatisation (1) ‘free trade’ and/or reduction in tariffs, quotas (1) deregulation and/or removal of barriers to flows of capital and ‘red-tape’ (1) reduction in taxes on rich and/or corporations (1) reduction in role of government (1)</p> <p>Allow any one of the policies to be extended through example (1)</p>	<p>Allow a critical view as in – as a system designed by MEDCs to retain control of the global economy (10 through the exercise of control of global institutions (1) such as the WTO(1)</p>	<p>5</p> <p>(1+1+1) + (1+1)</p>

Question Number	Indicative content		Mark
3 (b)	<p>Much depends on careful deconstruction. The title is 'development' – not necessarily economic development. Some students might also pursue the 'country' focus pointing out that some members of a population may enjoy spectacular development whilst others do not</p> <ul style="list-style-type: none"> • There are very few examples of autarchic development in any 'world' • The closest are the growth of the UK economy in the 18th century and the US economy in the 19th century • In neither case was this <i>stricto sensu</i> autarchic given that they depended on imperial expansion in one case and internal growth of a continental scale country in the other • Globalisation theory argues that greater integration is an essential route to development • However dependency theory argues that the periphery is largely controlled by the core with surplus pumped out of the periphery • This implies that true development can only be achieved by trying to develop autonomously through import substitution industrialisation • Which, in turn, implies that real economic development is about the development of a range of industries and not just a commodity sector • Evidence is contentious but widening gap between rich and poor both between countries and within countries is compelling. 		20
Level	Mark	Descriptors	
0	0	No rewardable content	
Level 1	1-5	One or two simple descriptive points about development. No clear indication of any grasp of the theoretical basis of the title. 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.	
Level 2	6-10	Several sound descriptive points about development in general. Some grasp of dependency and globalisation theory. Mechanisms are not explored. Some examples used that link with levels of autonomy. 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. Globalisation theory is well understood. Sound range of processes that link effectively this with autonomy. A 'view' is stated with some minor qualifications. Some implicit reference to other views of development – specifically dependency theory. 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. Theoretical scaffolding is explicit and accurate. A clear 'view' 'is taken. Qualifications and counter arguments are addressed perhaps including 'country' scale. Uses good range of appropriate specialist terminology. Hardly any errors in spelling, punctuation and grammar.

Question Number	Correct Answer	Mark
4 (a)	<p>Social well being is measured in terms of health and education but also allow more marginal 'political' 'cultural' variables e.g. freedom of speech</p> <p>Allow one mark for each basic idea/description with extension through either further detail and/or example. Up to 3 marks for each developed point.</p> <p>Approach might be through indicators e.g life expectancy or through supranational body;</p> <p>Likely to be</p> <p>United Nations which has many groups/committees devoted to social well-being e.g. UNICEF (1) which have promoted policies – example of same (1) example of policy in action (1)</p> <p>International Court of Justice which can indict individuals and groups that contravene basic human rights (1) example of same (1)</p> <p>International NGOs e.g.'s Red Cross/Medicins sans Frontieres - example of policy (1) example of policy in action (1)</p> <p>Allow references to other global bodies e.g. World Bank if supported by evidence and example.</p>	<p>5</p> <p>(1+1+1) + (1+1)</p>

Question Number	Indicative content	Mark
4 (b)	<p>Much depends on careful deconstruction. The title focuses on an assessment of importance ('more important') without guidance as in how we measure importance. Most will interpret this in terms of political power. Some students might also pursue an economic focus.</p> <ul style="list-style-type: none"> • Global institutions are likely to include IMF, WTO, World Bank and United Nations but also G8, OECD etc. • Many set up at end of war to control global economy and political relationships • Since emergence of 'Washington Consensus' increasing power invested in the financial institutions • Most nation states are members of these groups and bound by the 'rules' • In theory this constrains individual state power offer some key areas of economic policy • Argument might run that powerful states are just as powerful as ever – US, China, Russia • US controls voting in WTO and with Europe does same in IMF • China has resisted 'global' attempts at, for example, revaluation of its currency • Many LEDCs have protested against WTO policies weakening their national autonomy and have walked out on Doha round • Resistance to global rules evident throughout Latin America – Chavez, Morales, Correa etc. • Signs of resistance to 'foreign' rules at regional level – UKIP in UK • Since collapse of 'globalisation' in 2008 some retrenchment on part of nation states 	20
Level	Mark	Descriptors
0	0	No rewardable content
Level 1	1-5	One or two simple descriptive points about the global organisations. No recognition of the details of these organisations. No analysis of relationship with nation states. 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 global institutions. Some examples used that identify relationship between global institutions and nation states. 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. Global institutions are well understood. Sound range of mechanisms that impact on nation states. Detail is provided although unevenly. Some implicit reference to how things might have changed. 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. Power and influence of global institutions are understood and analysed. Relationship with nation states examined with a range of evidence that is accurate and well-documented. Qualifications and counter arguments are addressed. Uses good range of appropriate specialist terminology. Hardly any errors in spelling, punctuation and grammar.

