

Edexcel GCE AS

Global Development

Sample Assessment Material

Edexcel GCE AS in Global Development

First examination 2013

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Introduction

These sample assessment materials have been prepared to support the specification. The aim of these materials is to provide students and centres with a general impression and flavour of the actual question papers and mark schemes in advance of the first operational examinations.

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, ie 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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
 - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCE

Global Development

Unit 1: Understanding Global Development

Sample Assessment Material
Time: 1 hour 15 minutes

Paper Reference
6GL01/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** the questions in Section A and **one** question in Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

SECTION A

Answer ALL questions.

You are advised to spend approximately 45 minutes on this section.

Topic 2: Economic development

Read Source A and answer question 1.

Source A

Migrant workers and international recession

The number of international economic migrant workers is now at an all-time high in absolute numbers. According to United Nations (UN) estimates released in August 2009, the number of global migrants was 195 million in 2005 compared with 75 million recorded in 1960. Many of these people may ultimately marry and seek to permanently settle in the countries where they are currently working.

Many economic migrants were badly affected by the recent world economic crisis of 2008-09 when the global GDP actually fell in value. Migrants were often fired first when businesses made cutbacks. This is because migrants:

- are concentrated in sectors that are more sensitive to business fluctuations such as construction, wholesale, export-oriented manufacturing, and hospitality
- have less secure contractual arrangements such as temporary, seasonal, and illegal employment; their pay may also be cut when times are tough
- experience selective layoffs and discrimination in the labour market. A number of studies in Canada and the European Union (EU) indicate that applicants with foreign or ethnic names have suffered more than those with native names, despite having similar education or work experience.

International remittance flows (money sent home by migrants) slowed during 2008-09. The countries that saw the greatest falls in remittances were, in order: Turkey, Moldova, Poland, Ecuador, Morocco, Mexico and Kenya.

1 (a) (i) Give **three** reasons why migrant remittances may be an **unreliable** source of income for economically developing countries.

(3)

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(ii) Explain why migrant remittances are an important source of income for some groups of people but not others in receiving countries.

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(b) (i) Using your own knowledge, give examples to explain the difference between emergency aid and development aid.

(4)

Dotted lines for writing answer.

(ii) Choose **one** country of low human development.

Compare the effectiveness of aid and micro-finance as stimuli for economic development in this country.

(6)

(Total for Question 1 = 17 marks)

Topic 3: Development of government and society

Read Source B and answer question 2.

Source B

Indonesians take protests off the streets

In the past, angry Indonesians used to gather in the streets of their capital city, Jakarta, to noisily protest against political corruption and injustice. Today they instead use Facebook, the social networking site, and other internet forums that can be read by people all over the world.

Recently, Indonesians demanded the resignation of the national police chief using Facebook. "People are protesting in much more efficient, modern, intelligent ways, rather than going into the busy streets and blocking traffic and making motorists angry," says Enda Nasution (known as the father of Indonesia's blogging community).

The public learned through leaked phone calls that Indonesia's police had framed two popular anti-corruption officials for bribery. After Chandra Hamzah and Bibit Rianto were wrongly arrested by police, more than 1 million people signed a support page on Facebook. This was far more than ever physically protested in the past against General Suharto, a previous ruler of Indonesia who seized power in a military coup in 1967.

The online movement made it clear whose side the public was on and led Indonesia's current president to appoint investigators who concluded that the case against the anti-corruption officials had been fabricated. "People are giving their voice about what should happen in this country. It's got the government's attention," says Usman Yasin, the university lecturer who started "The One Million Facebookers' Movement" support page for the two men. According to the website Inside Facebook, Indonesia is now the seventh-largest source of users of the site, with 8.5m registered (though this is less than one-tenth of the number of registered voters in Indonesia today).

(Source adapted from: <http://www.npr.org/templates/story/story.php?storyId=120450377&ft=1&f=1020>)

2 (a) (i) Outline **one** strength and **one** weakness of using Facebook as a means to organise protest in a country like Indonesia.

(4)

Strength

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Weakness

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(ii) Explain **two** ways in which a local political protest group can benefit from **international connectivity**.

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(b) (i) Using your own knowledge, give examples to describe what is meant by:

1. Autocratic government

(2)

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2. Communist government

(2)

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(ii) Choose **one democratic** country of low human development and **one non-democratic** country of low human development.

Compare and contrast the economic development priorities of these countries.

(6)

Democratic country:

Non-democratic country:

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(Total for Question 2 = 18 marks)

TOTAL FOR SECTION A = 35 MARKS

SECTION B

Answer EITHER question 3 OR question 4 in this section.

You are advised to spend approximately 30 minutes on this section.

If you answer question 3, place a cross in this box and write your answer in the space provided below.

3 (a) Using examples, briefly explain what is meant by **political** development.

(5)

*(b) 'Development is hard to define and difficult to measure.'

To what extent do you agree with this statement? Consider at least **one** other point of view in your answer.

(20)

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(Total for Question 3 = 25 marks)

Answer EITHER question 3 OR question 4.

If you answer question 4, place a cross in this box and write your answer in the space provided below.

4 (a) Using examples, briefly explain what is meant by **global governance**.

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* (b) 'Being part of a global community has helped rather than hindered development in many parts of the world.'

To what extent do you agree with this statement? Consider at least **one** other point of view in your answer.

(20)

A series of horizontal dotted lines provided for writing an answer to the question.

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(Total for Question 4 = 25 marks)

TOTAL FOR SECTION B = 25 MARKS
TOTAL FOR PAPER = 60 MARKS

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Sample mark scheme

Paper 1 Understanding Global Development

Question Number	Answer	Mark
1(a)(i)	<ul style="list-style-type: none"> • Migrants are most likely to be laid-off in a recession so remittances become unreliable (1) • Falling value if wages are cut (1) • Could be subject to currency exchange variations and change in value (1) • Money flow might cease if relatives die or migrant marries & priorities change (1) <p>Accept other valid responses</p> <p>Award 1 mark for each reason Maximum 3 marks</p>	3(AO2)
Question Number	Answer	Mark
1(a)(ii)	<p>eg</p> <ul style="list-style-type: none"> • Relatives of migrants may receive money, others may not (1) due to informal nature of the flow (1) • People in receiving countries may be wealthy and not require support (1) or some people may be elderly, vulnerable, etc. making remittances more important (1) • Some people get alternative income streams from aid, FDI, loans (1), this means remittances are less important for other groups (1) <p>Accept other valid responses</p> <p>Award 1 mark for each point made, allow 1 additional mark for an extended comment or comparative.</p> <p>Maximum 2 marks for referring to only one group in the response.</p>	4(AO2)

Question Number	Answer	Mark
1(b)(i)	<p>eg</p> <ul style="list-style-type: none"> • Emergency aid is short-term, urgently linked to humanitarian crisis (1) for example the international relief provided after the Haiti earthquake (1) • Emergency aid may or may not have conditions attached to it (1) whilst development aid will certainly have conditions attached to it (1) • Development aid has longer-term goals linked with goal or raising GDP / capabilities / other clearly stated goal (1), for example China's tied aid to Africa (1) <p>Accept other valid responses</p> <p>Award 1 mark for each point made, and 1 additional mark for example of difference.</p> <p>Maximum 2 marks for referring to only one type of aid</p>	4(AO1)
Question Number	Answer	Mark
1(b)(ii)	<ul style="list-style-type: none"> • Aid can be emergency or development-linked, with the latter geared for economic development. • Effectiveness depends on scale (eg enormous US aid flows to South Korea and more recently Pakistan) and the uses to which it is put / effectiveness of local governance. • Aid may have negative impacts of dependency or swamping of local markets (dumping of food surpluses, second hand clothes etc). • Microfinance encourages small-scale enterprise at affordable repayment levels and has proven record of lifting people out of \$1 a day poverty. • However, some schemes have been flawed (recent Indian examples) 	6(AO2)

Level	Mark	Descriptor
0	0	No rewardable material.
Level 1	1-2	<ul style="list-style-type: none"> • Limited identification of either variable • Limited understanding of the effectiveness of either variable • May not use any examples or details
Level 2	3-4	<ul style="list-style-type: none"> • Identifies some basic differences between variables • Some explanation of either the strengths or weaknesses of both variables • Has examples / details at the top of the level
Level 3	5-6	<ul style="list-style-type: none"> • Provides a clear comparison that includes strengths and weaknesses of both variables • Some detailed exemplification or technical details provide support

Question Number	Answer	Mark
2(a)(i)	<p><i>Strength</i></p> <ul style="list-style-type: none"> Doesn't block streets / alienate locals (1) so may be more likely to mobilise popular support / build a democratic movement (1) Easier / safer to lend support to than physical protests (1) so more likely to build into powerful opposition movement with large numbers (1) <p><i>Weakness</i></p> <ul style="list-style-type: none"> Internet access may be a privilege of the more affluent in an emerging economy (1) so may be less likely to gain support of dispossessed / poorest people (1) Reliance on internet access may lead to isolation (1) and result in less direct action particularly where populations are dispersed (1) <p>Accept other valid responses</p> <p>Award 1 mark for each point made, allow 1 additional mark for an extended comment or comparative.</p> <p>Maximum 2 marks for referring to only a strength or a weakness</p>	4(AO2)
Question Number	Answer	Mark
2(a)(ii)	<p>eg</p> <ul style="list-style-type: none"> Global media may put group in spotlight (1) so risk of government reprisals lessened, strengthening popular support (1) Solidarity with other supporters / organisations / people (1) which could extend into tangible financial support through donations, PayPal etc (1) Access possible to information that is not available locally (1) and may know examples of countries where local information is withheld / freedom of speech repressed (1) <p>Accept other valid responses</p> <p>Award 1 mark for each point made and 1 mark for development</p> <p>Maximum 2 marks for referring to only one way</p>	4(AO2)

Question Number	Answer	Mark
2(b)(i)	<p>eg</p> <p>Autocratic government defined as a system wherein unselected individual(s) possess unlimited power (1). Specific examples could include Libya, Burma. (1)</p> <p>Communist government defined as a political system based on shared ownership of the means of production / writings of Marx / Mao (1)</p> <p>Specific examples could include North Korea, Cuba, USSR, China (1)</p> <p>Accept other valid responses</p> <p>Maximum 2 marks for each description</p>	4(A01)

Question Number	Answer	Mark
2(b)(ii)	<p>Accept either communist or autocratic example as non democratic (following steer given in (i)). Approach taken depends on example - non-democratic economic goals may be egalitarian / communist or elitist / autocratic or somewhere in-between. Democratic goals likely to be seen as egalitarian, even though individual wealth creation encouraged (trickle-down idea may be known).</p> <ul style="list-style-type: none"> • Some non-democratic wealth is based on natural resource / energy exploitation and neglects labour-intensive forms of activity thus perpetuating poverty eg Democratic Republic of Congo, Sierra Leone, Iraq • However in democratic countries there is more development of service related industries that improve well being of people • Some Communist states create employment or infrastructure change under 5-year plans eg USSR, China • However democracies tend to balance free market development with state sponsored developments eg in India 	6(A01)

Level	Mark	Descriptor
0	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> • Shows limited knowledge of what economic development priorities might be • Basic attempt at comparison, with limited relevance • Examples unclear
Level 2	3-4	<ul style="list-style-type: none"> • Shows some knowledge of differing priorities • Identifies some comparisons between actions of types of different political systems • Example(s) provided and clearly stated with some detail at top of level
Level 3	5-6	<ul style="list-style-type: none"> • Shows good knowledge of differing priorities • Sophisticated use of comparison highlighting contrasting priorities of types of political system • Details and exemplification provide sound support for arguments

Question Number	Answer	Mark
3(a)	<ul style="list-style-type: none"> • Can refer to different types of political system with some seeing non-democratic and democratic as part of a development continuum (1). • Can be measured in terms of increasing participation over time (1), or the elimination of corruption (1). • Can be viewed in terms of specific freedoms or legislation and may offer examples (1). • May be aware of differing perspectives eg abortion rights may not be viewed as political development from a pro-life perspective (1). <p>Accept other valid responses</p> <p>Award up to 4 marks for use of outlined examples (either 1 mark for an outlined concept or 2 marks if example is provided). Reserve 5th mark for answers that raise a range of separate aspects of political development</p>	5(A01)

Question Number	Answer
*3 (b) QWC (i)- (iii)	<p>Hard to define - expect some description / analysis of what is generally agreed to be the meaning of economic and social development (perhaps including a description of key goals / agreements (eg Millennium Development Goals). Political development has been suggested in part (a) and may additionally be commented on. Answers may identify aspects of development that are controversial / contested / depend on perspectives (eg gender and religious issues).</p> <p>Difficult to measure - candidates may consider the ways in which economic, social and political development can be measured / quantified, such as GDP per capita, HDI, etc. Details may be provided of how data are collected and analysed.</p> <p>Critical evaluation could focus on the extent to which both tasks throw up difficulties / obstacles, both philosophical and practical. The best answers may note that is something cannot be adequately defined than it cannot ever be satisfactorily measured!</p>

Level	Mark	AO1/AO2
0	0	No rewardable material
Level 1	1-4	<ul style="list-style-type: none"> • Basic identification of issues in statement • Limited attempt to show own opinion, with little exemplification • Reference to other point of view is basic or not apparent • Communicates ideas using simple language but lacks clarity and organisation. There will be frequent errors in spelling, punctuation and grammar
Level 2	5-8	<ul style="list-style-type: none"> • Some description of issues in statement apparent • Attempt to show own opinion, with some relevant exemplification • Some reference to other point of view with some attempt at argumentative discourse <u>or</u> reference to contested development ideas. Communicates ideas using some terminology and there is some organisation of the material There will be some errors in spelling, punctuation and grammar
Level 3	9-12	<ul style="list-style-type: none"> • Clear description of issues in statement is apparent • Sound attempt to show own opinion, with some relevant exemplification • Clear reference to other point of view with some attempt at argumentative discourse <u>or</u> reference to contested development ideas • Communicates ideas using terminology and the organisation of the material shows some direction and control. There will be few errors in spelling, punctuation and grammar
Level 4	13-16	<ul style="list-style-type: none"> • Thorough description of issues in statement • Explanation of own opinion is assured, with relevant exemplification • Reference to other point of view shows clear evidence of argumentative discourse in relation to contested development ideas. Communicates ideas effectively using correct terminology and organises material clearly. Spelling, punctuation and grammar will be mostly accurate
Level 5	17-20	<ul style="list-style-type: none"> • Assured examination of issues in statement • Explanation of own opinion is detailed and convincing, with relevant exemplification • Reference to other point of view shows assured evidence of argumentative discourse in relation to contested development ideas. Communicates ideas effectively using appropriate terminology and organises material coherently • Spelling, punctuation and grammar will be accurate throughout

Question Number	Answer	Mark
4(a)	<p>Global governance organisations / agreements may include:</p> <ul style="list-style-type: none"> • UN, OECD • G8, G20, G77 • World bank/IMF/WTO • International humanitarian laws <p>Award up to 4 marks for use of outlined examples (either 1 mark for an outlined organisation / agreement or 2 marks if greater detail provided eg members / funding / responsibilities).</p> <p>Reserve 5th mark for evidence of understanding of governance (as opposed to government) ie actual powers of some organisations are limited.</p>	5(A01)
Question Number	Answer	
*4 (b) QWC (i)- (iii)	<p>Global community - A wide spectrum of interpretation, ranging from membership of UN, G20 etc through to use of / exposure to IMF and broader benefits of having recourse to international courts and mechanisms for conflict resolution, etc. Also accept more general ideas relating to interconnected nature of global trade, aid, internet, NGO aid etc.</p> <p>Helped not hindered - Focus could be on economic development or broader benefits of rights, cultural exchanges, etc. Expect a balance to be offered between ‘positive’ global interactions (FDI-driven poverty alleviation, effective NGO aid flows, fair trade, human rights) and ‘negatives’ (indebtedness, Special Assistance Plans (SAPs), sweat shop exploitation, economic dependency, economic polarisation within and between nations).</p> <p>Critical evaluation should show balance and could employ global development concepts and ideas such as interconnectivity and dependency. The best answers should reach a conclusion that clearly disagrees or agrees with the statement in an evidenced way. Candidates <i>must consider other points of view</i> to access the higher bands.</p>	

Level	Mark	AO1/AO2
0	0	No rewardable material
Level 1	1-4	<ul style="list-style-type: none"> • Basic identification of issues in statement • Limited attempt to show own opinion, with little exemplification • Reference to other point of view is basic or not apparent • Communicates ideas using simple language but lacks clarity and organisation. There will be frequent errors in spelling, punctuation and grammar
Level 2	5-8	<ul style="list-style-type: none"> • Some description of issues in statement apparent • Attempt to show own opinion, with some relevant exemplification • Some reference to other point of view with some attempt at argumentative discourse <u>or</u> reference to contested development ideas. Communicates ideas using some terminology and there is some organisation of the material. There will be some errors in spelling, punctuation and grammar
Level 3	9-12	<ul style="list-style-type: none"> • Clear description of issues in statement is apparent • Sound attempt to show own opinion, with some relevant exemplification • Clear reference to other point of view with some attempt at argumentative discourse <u>or</u> reference to contested development ideas • Communicates ideas using terminology and the organisation of the material shows some direction and control. There will be few errors in spelling, punctuation and grammar
Level 4	13-16	<ul style="list-style-type: none"> • Thorough description of issues in statement • Explanation of own opinion is assured, with relevant exemplification • Reference to other point of view shows clear evidence of argumentative discourse in relation to contested development ideas. Communicates ideas effectively using correct terminology and organises material clearly. Spelling, punctuation and grammar will be mostly accurate
Level 5	17-20	<ul style="list-style-type: none"> • Assured examination of issues in statement • Explanation of own opinion is detailed and convincing, with relevant exemplification • Reference to other point of view shows assured evidence of argumentative discourse in relation to contested development ideas. Communicates ideas effectively using appropriate terminology and organises material coherently • Spelling, punctuation and grammar will be accurate throughout

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCE

Global Development

Unit 2: Global Development Challenges

Sample Assessment Material

Time: 1 hour 45 minutes

Paper Reference

6GL02/01

You must have:
Resources booklet

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 90.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer all questions.

Section A

The challenge and impact of crises and humanitarian disasters

- 1 (a) (i) Using examples, explain why some humanitarian aid is given with conditions attached, whilst some is not.

You should refer to both donors and recipients in your answer.

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(ii) Explain the link between climate change and the increasing risk of disasters.

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(b) Explain why it may be difficult to persuade emerging economies, such as China and India, to play a larger role in global crisis management.

(10)

A series of horizontal dotted lines for writing the answer.

Dotted lines for writing.

The live question paper will contain further pages of lines.

(Total for Question 1 = 20 marks)

The challenge and impact of conflict

2 (a) Growing numbers of refugees have fled from conflict zones in recent years.

(i) Describe how **one** named conflict has triggered the movement of refugees towards **one** named destination.

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(ii) Explain, using examples, why refugees often all belong to a particular ethnic group.

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(b) Using examples, explain why long-term conflict resolution can be difficult to achieve.

(10)

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The live question paper will contain further pages of lines.

(Total for Question 2 = 20 marks)

TOTAL FOR SECTION A = 40 MARKS

Section B

The challenge and impact of sustainable development

Using the sources in your Resources Booklet, answer the following questions.

3 (a) (i) Identify **two** contrasting reasons why population growth could affect prospects for sustainable development in Africa.

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(ii) Explain how you can support both these reasons.

Use your own knowledge and the evidence and ideas in the sources.

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* (b) Examine whether local actions, such as those described in Source E, are the best way to improve the availability of food across the African continent.

In your answer you should use the sources and your own knowledge.

(16)

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* (c) 'Land grabs by powerful nations are the main reason why African nations will not reach their Millennium Development Goals by 2015.'

Do you agree with this statement?

In your answer you should use the resources and your own knowledge about:

- factors and strategies which help or hinder development
- the governance systems of different countries
- the limitations of major international agreements.

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The live question paper will contain further pages of lines.

(Total for section B = 50 marks)

TOTAL FOR PAPER = 90 MARKS

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Edexcel GCE

Global Development

Unit 2: Resources Booklet

Sample Assessment Material

Time: 1 hour 45 minutes

Paper Reference

6GL02/01

Do not return this booklet with the question paper.

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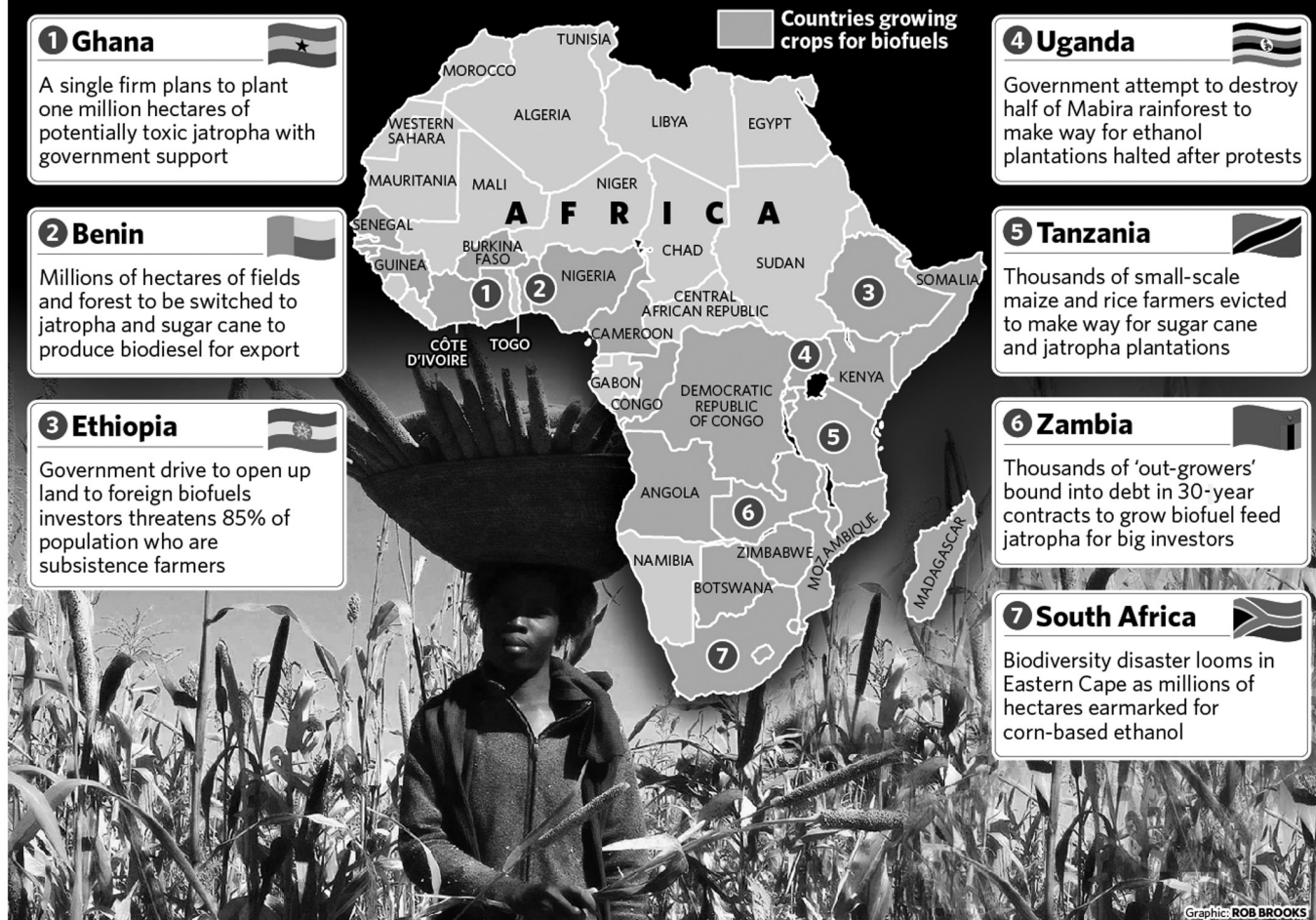
2/2/3



PEARSON

The issue: global shortages in food, water and fuel are driving a new 21st-century African ‘land grab’

Turning food to fuel on the hungry continent



(Source: http://www.independent.co.uk/multimedia/archive/00016/AfricaBiofuelsGraphi_16392a.jpg
© Rob Brooks for the graphics and the text to the Independent)

The world as a whole is facing a desperate land shortage. According to some estimates, up to 50 million hectares of African land – twice the size of the UK – has been acquired in the last few years (or is currently in the process of being bought) by the governments of developed nations. Emerging economies like China and India are also buying up land.

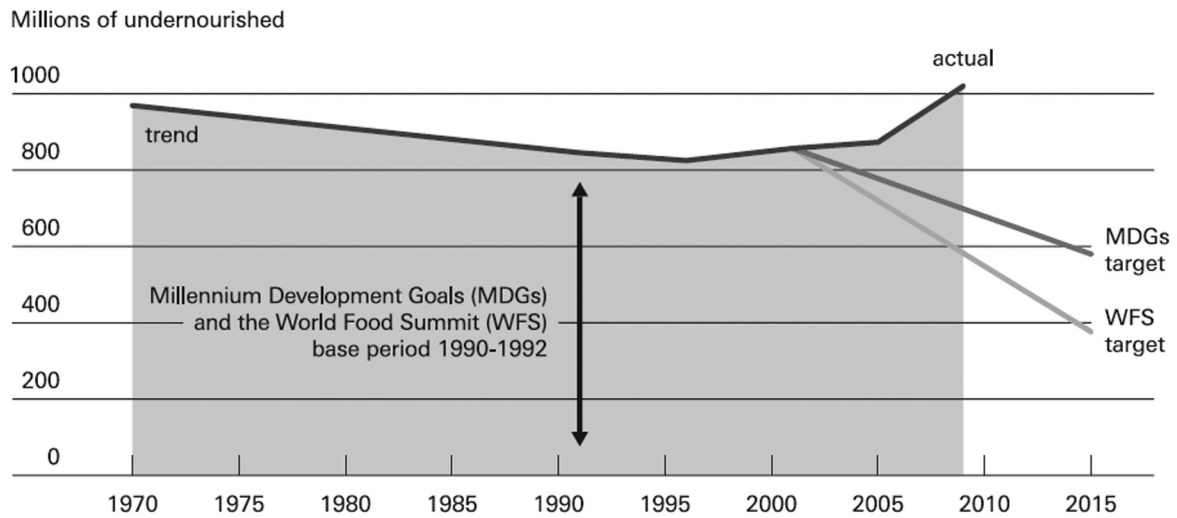
Newspaper reports on the **land grab** phenomenon have been based upon data collected by Grain, the International Institute for Environment and Development, the International Land Coalition, ActionAid and other non-governmental groups.

The land grab, which is still accelerating, was first triggered by worldwide food shortages which followed the sharp oil price rises in 2008. Also playing a role are growing water shortages and the European Union’s insistence that 10% of all transport fuel must come from plant-based **biofuels** by 2015.

In many poor African countries, these land grabs are leading to evictions and civil unrest. One country where land grabs are common is Ethiopia. You can find out facts about Ethiopia at: <http://www.dfid.gov.uk/Where-we-work/Africa-Eastern--Southern/Ethiopia/Key-facts/>

The issue: feeding the world is a big 21st-century challenge

Number of undernourished people in the developing world



source: FAO

(Source: <http://media.ft.com/cms/62017148-0b29-11df-9109-00144feabdc0.pdf>)

As world population has grown, efforts have been made on a range of scales to tackle poverty and hunger. The **Millennium Development Goals** set global poverty-reduction targets for 2015. Land grabs both help and hinder this endeavour. While exports of food from Africa can help improve nutrition and diets in emerging economies such as

China, this practice may also result in less food and water being available locally for extremely vulnerable populations in countries such as Ethiopia and Kenya.

You can research the MDGs further at: <http://www.un.org/millenniumgoals/poverty.shtml>

The Millennium Development Goals (MDGs) are eight specific goals to be met by 2015 that aim to combat extreme poverty across the world:

- Eradicate extreme poverty and hunger.
- Achieve universal primary education.
- Promote gender equality and empower women.
- Reduce child mortality.
- Improve maternal health.
- Combat HIV and AIDS, malaria and other diseases.
- Ensure environmental sustainability.
- Develop a global partnership for development.

These goals were agreed upon at the UN Millennium Summit in New York in 2000. The declaration was adopted by 189 nations and signed by 147 heads of state.

Source A: Population growth depleting Africa's natural resources

The conservation group WWF has reported that growing populations in many African nations are quickly reducing the continent's natural resources. The warning was part of WWF's flagship report on Africa's ecological footprint, which provides an estimate of the region's land and sea surface required each year to meet the consumption demands of its population.

"A growing number of African countries are depleting their natural resources... faster than they can be replaced," according to WWF's president.

For Africa, the biggest threat is the predicted doubling of its current population of 680 million. According to forecasts, Africans will account for nearly one in four of the world's population by 2050.

Ongoing development is critical for African nations. However, development that "ignores the limits of our natural resources ultimately ends up imposing disproportionate costs on the most vulnerable and the most dependent on the health of natural systems, such as the rural poor," according to the research director.

(Source: © WWF Adapted from Redorbit News, 2010)

Source B: Land grabs in Ethiopia

"We turned off the main road to Awassa, talked our way past security guards and drove a mile across empty land before we found what will soon be Ethiopia's largest greenhouse. Nestling below an escarpment of the Rift Valley, the development is far from finished, but the plastic and steel structure already stretches over 20 hectares – the size of 20 football pitches.



Vegetables at a Saudi-financed farm in Ethiopia.

"The farm manager shows us millions of tomatoes, peppers and other vegetables being grown in 500m rows in computer controlled conditions. Spanish engineers are building the steel structure, Dutch technology minimises water use from two boreholes and 1,000 women pick and pack 50 tonnes of food a day.

Within 24 hours, it has been driven 200 miles to Addis Ababa and flown 1,000 miles to the shops and restaurants of Dubai, Jeddah and elsewhere in the Middle East.

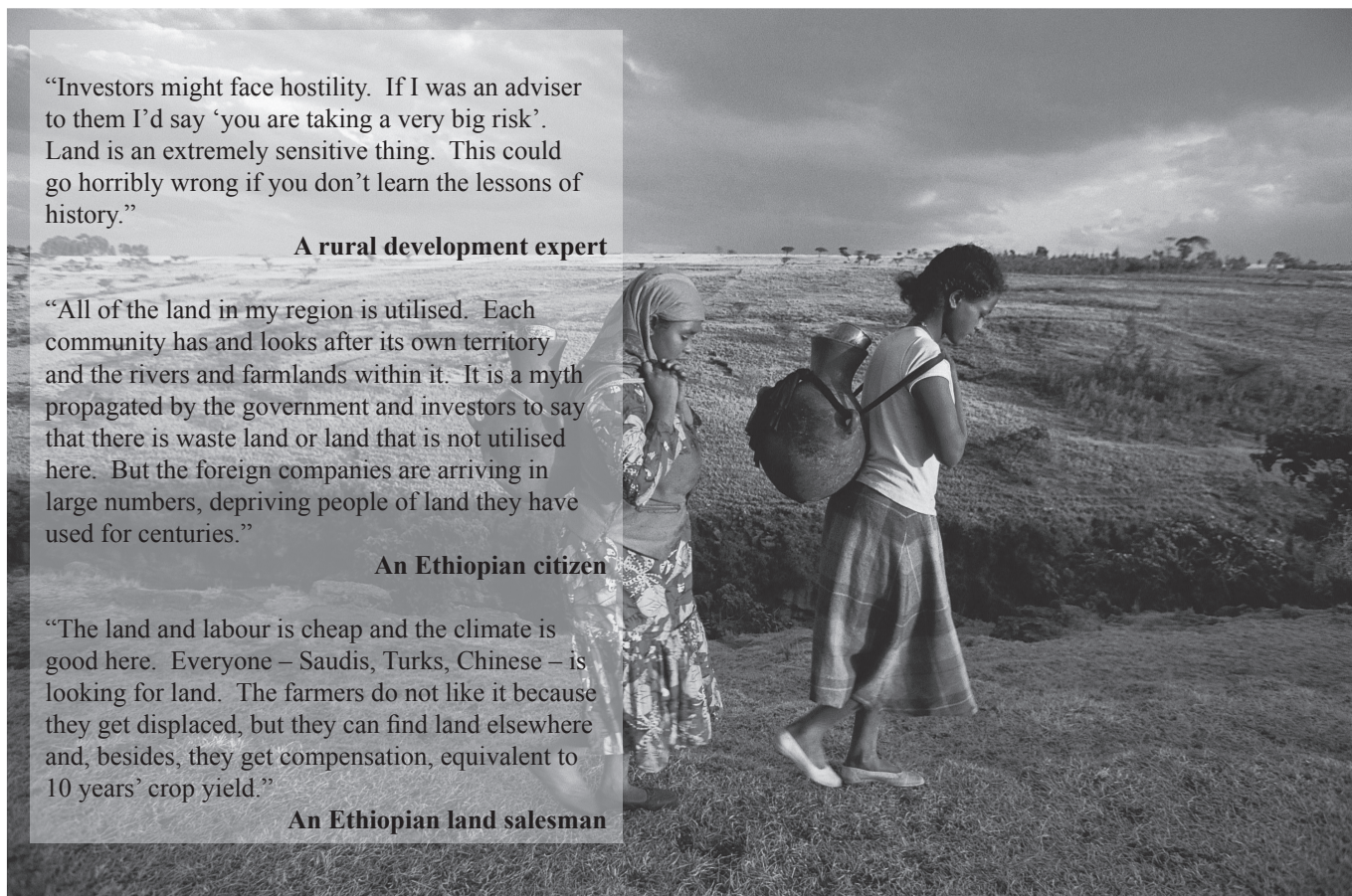
"Ethiopia is one of the hungriest countries in the world with more than 13 million people needing food aid, but paradoxically the government is offering at least 3m hectares of its most fertile land to rich countries and some of the world's most wealthy individuals to export food for their own populations.

"The 1,000 hectares of land which contain the Awassa greenhouses are leased for 99 years to a Saudi billionaire businessman, Ethiopian-born Sheikh Mohammed al-Amoudi, one of the 50 richest men in the world. His Saudi Star company plans to spend up to \$2bn acquiring and developing 500,000 hectares of land in Ethiopia in the next few years. So far, it has bought four farms and is already growing wheat, rice, vegetables and flowers for the Saudi market. It expects eventually to employ more than 10,000 people.

"But Ethiopia is only one of 20 or more African countries where land is being bought or leased for intensive agriculture on an immense scale in what may be the greatest change of ownership since the colonial era."

(Source: <http://www.guardian.co.uk/environment/2010/mar/07/food-water-africa-land-grab> (2010))

Source C: Varying perspectives on land grabs in Ethiopia



“Investors might face hostility. If I was an adviser to them I’d say ‘you are taking a very big risk’. Land is an extremely sensitive thing. This could go horribly wrong if you don’t learn the lessons of history.”

A rural development expert

“All of the land in my region is utilised. Each community has and looks after its own territory and the rivers and farmlands within it. It is a myth propagated by the government and investors to say that there is waste land or land that is not utilised here. But the foreign companies are arriving in large numbers, depriving people of land they have used for centuries.”

An Ethiopian citizen

“The land and labour is cheap and the climate is good here. Everyone – Saudis, Turks, Chinese – is looking for land. The farmers do not like it because they get displaced, but they can find land elsewhere and, besides, they get compensation, equivalent to 10 years’ crop yield.”

An Ethiopian land salesman

“Only 15% of Ethiopian land is currently in use – mainly by our own farmers. Of the remaining land, very little is sold to foreign investors. They are never given land that belongs to our farmers.”

Ethiopian government spokesman

“If land in Africa hasn’t been planted, it’s probably for a reason. Maybe it’s used to graze livestock or deliberately left alone to prevent erosion. There is no land in Ethiopia that has no owners and users.”

A land ownership specialist

“If this was a negotiation between equals, it could be a good thing. But the problem is, in this scramble for land I don’t see any place for the small farmers.”

An NGO manager

“Our new technology can treble crop yields in sub-Saharan Africa. If we do not increase food production, we will face serious food shortages globally.”

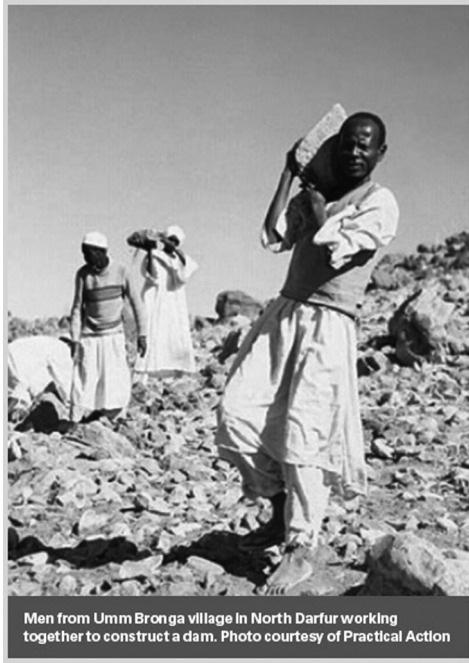
Chief executive of a land-buying firm

(© Digital Vision)

Source D: Anato Nare and his Ethiopian family

Population growth is threatening social development in Ethiopia. The United Nations Population Fund (UNFPA) recently interviewed Ethiopian farmer Anato Nare. Most of his children are hungry and he no longer has enough land and food to satisfy household needs. The family's farmland is over-grazed. He cannot afford to send his children to secondary school. He is marrying off his 15-year-old daughter to ensure that she will be fed.

Source E: Building community structures to help improve agriculture in Southern Sudan



Men from Umm Bronga village in North Darfur working together to construct a dam. Photo courtesy of Practical Action

Southern Sudan has a vast natural resource base and huge agricultural potential, with more than 90% of the land being suitable for farming. However, the 20-year civil war has had a devastating effect. Much of the south of the country has been left in ruins, with little discernible infrastructure and a lack of social services like education and healthcare. Up to eight million people were displaced from their homes. Aerial raids and ground attacks meant that those who stayed were unable to work in the fields and reluctant to invest in their farms.

Now a new project called FARM-Africa is helping the communities to develop sustainable means to earn a living based on livestock and agriculture. Since 1998, communities have been mobilising

to reduce their vulnerability and increase their self-reliance. Villages or groups of women set up Village Development Committees (VDC) to plan and manage their local development activities. There are now about 130 of these committees in the El Fashir District. The VDCs currently have about 25,000 individual members (about 20 per cent of the region's population) and manage a range of participatory technology development activities. Activities include:

- encouraging farmer experimentation in sustainable agricultural practices
- improving provision of grain storage (which helps stabilise local grain prices and provide a safety net for the poor)
- supporting local vets to provide affordable advice to cattle herders
- women have been trained in food processing techniques and improving family nutrition.

The VDC networks have linkages with traditional and local government institutions. They are gradually increasing in confidence and self-reliance and have been able to approach decision-makers and lobby for resources. For example, VDCs in Darfur have raised over US\$1 million from UN agencies to support their development initiatives. Setting up community structures has empowered people to determine their own future by influencing decisions that affect their lives.

Find out more about FARM-Africa at <http://www.farmafrika.org.uk/Final%20ASFG%20-%20Africas%20smallholder%20farmers.pdf>

**Source F: Africa's billions:
The global players of tomorrow**

It is estimated that Africa's population is set to more than double to 1.8 billion inhabitants by 2050. The "demographic dividend", if it is not squandered, will have the potential to reinvigorate the economic growth that was recorded across the continent prior to the economic crisis, the participants of a recent debate on world development heard.

Moderator Giles Merritt, Secretary General of Friends of Europe introduced the debate by questioning Europe and the international community's seemingly outdated ideas on Africa's present reality and future development opportunities. "Until recently," he said, "I hadn't

really adjusted to the idea of Africa's population explosion as a cloud with a silver lining."

"What's interesting," added William Anderson, "is that official statements from the World Bank up to 2009 continue to paint a sombre picture of African development when in fact all classes of countries experienced reductions in poverty; both landlocked and coastal countries, mineral rich and poor, favourable and unfavourable agricultural environments, with one exception: countries at war experienced a substantial poverty rate increase."

(Source: http://www.friendsofeurope.org/Portals/6/download/DPF_FW_23-03-2010/DPF_Africa_Billions_SoD_EN.pdf)

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Sample mark scheme
Paper 2 Global Development Challenges

Question Number	Answer	Mark
1(a) (i)	<ul style="list-style-type: none"> ▪ Donors Depends on who the <u>donor</u> is: developed nations / EU may make assistance conditional / see opportunity for political leverage (1); emerging economies, notably China, may have less reservations / more strings attached (1) ▪ Recipients Depends on who the <u>recipient</u> is: 'rogue' states / dictatorships / systems of government / levels of corruption may all influence how much is given / how it is distributed (1) eg Saharan Africa famine where aid didn't reach the intended recipients (1) <p>Award Max 2 marks if only donors or recipients are covered. Award full 5 marks where relevant examples are used.</p>	5(AO1)
Question Number	Answer	Mark
1(a) (ii)	<ul style="list-style-type: none"> ▪ Warmer oceans may be linked with increased hurricane / storm risk (1) ▪ Record droughts (1) eg Australia could indicate 'front line' against climate change (1) ▪ Global sea level rise is anticipated due to expansion of oceans and melting ice (1) ▪ 'Extreme events' (1) eg floods, drought, snowstorms can all be linked with changes in atmosphere / jet stream (1) ▪ May touch on human elements or risk eg people migrating from one unsafe region to another (1) <p>Either award 1 mark for each point made and 1 mark for each extension or example offered Or award 1 point for each point made to a maximum of 5.</p>	5(AO1)

Question Number	Answer	Mark
1(b)	<ul style="list-style-type: none"> ▪ They may have more urgent concerns eg domestic poverty reduction. ▪ Lack of education / familiarity with problem amongst citizens so less domestic pressure on governments to 'be seen to act' in context of global crisis management (either climate change or response to disasters eg Haitian earthquake of 2010). ▪ May have their own crises to deal with eg earthquakes (China), food and water shortages (India). ▪ Believe it is other people's problem, especially richer countries responsible for bulk of carbon emissions to date (EU/US). <p>There are other possible arguments that may relate to the willingness of emerging economies (middle-income nations, eg 'Brics' group that includes Brazil, China, India) to participate.</p>	<p>5(AO1) 5(AO2) (10)</p>

Level	Mark	AO1/AO2
0	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Limited knowledge shown of the context of emerging economies • Limited explanation of reasons for lack of a role in global crisis management
Level 2	4-7	<ul style="list-style-type: none"> • Some knowledge shown of the context of emerging economies • Some explanation of reasons for lack of a role in global crisis management
Level 3	8-10	<ul style="list-style-type: none"> • Thorough knowledge shown of the context of emerging economies • Detailed and convincing explanation of reasons for lack of a role in global crisis management

Question Number	Answer	Mark
2(a)(i)	<p>Likely suggestions will be:</p> <ul style="list-style-type: none"> • The War in Iraq 2003+ • The war in Afghanistan 2001+ • DR Congo / Uganda / Rwanda and the Darfur crisis <p>Award up to 4 marks for details of a specific conflict, awarding point marks for each key detail such as duration, casualties, real extent, economic cost, involvement of 3rd parties, or other creditable facts.</p> <p>Award 1 mark for outlined credible destination</p>	5(AO1)
Question Number	Answer	Mark
2(a)(ii)	<p>Answer should explain role of ethnicity in the creation of refugee flows - for instance:</p> <ul style="list-style-type: none"> • ethnic groups competing over resources (1) eg Darfur, Sudan (1) • ethnic groups with common claim to territory / landscape (1) eg Muslims, Jews and Christians in Jerusalem (1) • ethnic cleansing (1) eg former Yugoslavia • Any other valid explanation <p>Award 1 mark for each point made and 1 mark for each example to a maximum of 5 (allowing a single point response without an example or a point made with 2 valid examples).</p> <p>Award maximum 3 marks for 3 points made without examples.</p>	5(AO2)
Question Number	Answer	Mark
2(b)	<ul style="list-style-type: none"> ▪ Residual hostilities / resentments / potential for resumption (ie provisional nature) ▪ Permanently displaced people likely to harbour resentment ▪ Irreparable damage done to societies and places / people maintain strong views ▪ There are many other possible arguments that can relate to varying perspectives about conflict resolution. 	5(AO1) 5(AO2) (10)

Level	Mark	AO1/AO2
0	0	No rewardable material
Level 1	1-3	<ul style="list-style-type: none"> • Limited knowledge shown of issues involved in long term conflict resolution • Basic examples of context shown
Level 2	4-7	<ul style="list-style-type: none"> • Some knowledge shown of issues involved in long term conflict resolution • Clear examples of context shown
Level 3	8-10	<ul style="list-style-type: none"> • Detailed knowledge shown of issues involved in long term conflict resolution • Perceptive examples of context shown

Question Number	Answer	Mark
3(a)(i)	<p>Positions must contrast.</p> <ul style="list-style-type: none"> • Pessimistic / negative: population set to outstrip resources which is unsustainable (1) and may provide supporting facts or details of proponents of this viewpoint (1). • Optimistic / positive: population growth should be viewed as a resource for development (1) and may provide supporting facts or details of proponents of this viewpoint (1). <p>There may be creditable alternate viewpoints provided.</p>	4(AO1)

Question Number	Answer	Mark
3(a)(ii)	<p>In both cases, evidence by be empirical and drawn from the resources or own knowledge; or may draw on theories, models or concepts from Unit 1 and / or candidate's own pre-release research (eg of population theories and models). Good explanatory answers should be clearly evidenced <u>in one or both</u> respects.</p> <p>Pessimistic view: too many people will drain dwindling resources. May link to concepts of sustainability or population models. May provide evidence of additional pressures on resources (land grabs, climate change, etc) that will make it hard to accommodate extra population in Africa.</p> <p>Optimistic view: 'demographic dividend' of a young, highly motivated population. May link with modernisation theories / models and possible attractions of larger workforce for investors / Foreign Direct Investment (FDI).</p>	10(AO2)

Level	Mark	A02
0	0	No creditable material
Level 1	1-3	<ul style="list-style-type: none"> Limited evidence of understanding of ideas and evidence, no specifics are provided, though trends may be appreciated Basic use of own knowledge shown in response Provides the briefest of outlines of one or both perspectives
Level 2	4-7	<ul style="list-style-type: none"> Some evidence of understanding, provided through treatment of data and explanation of trends, ideas, theories, concepts or models Some use of own knowledge shown in response Can explain both perspectives (but do not expect balance)
Level 3	8-10	<ul style="list-style-type: none"> Clear evidence of understanding, well-supported with specific evidence from the sources and own knowledge using a range of data, trends, ideas, theories, concepts or models Detailed, relevant use of own knowledge in response Balanced explanation of both perspectives

Question Number	Answer	Mark
3(b)	<p>Support in favour of the suggestions could include - allows local workers to gain greater benefit from their labours while avoiding dependency on top-down aid projects (may draw parallel with Fair Trade). Simultaneously provides means for MDGs to be met - many references to gender, education, empowerment are made in Source E. Local approaches could bring other benefits eg care of local environment.</p> <p>Weaknesses could include - can something that works in specific context of Sudan work elsewhere? Resource identifies worst conflict may be over in Southern Sudan - conditions in other places may be less stable. Unclear how large-scale food availability is to be fully achieved. Land grabs by powerful actors threaten land availability in any case.</p> <p>Expect a good balance to be offered by Level 4.</p>	16(A02)

Level	Mark	Descriptor
0	0	No creditable material
Level 1	1-4	<ul style="list-style-type: none"> • One or two strengths <u>or</u> weaknesses identified • Local context may not be acknowledged • Communicates ideas using simple language but lacks clarity and organisation. There will be frequent errors in spelling, punctuation and grammar
Level 2	5-8	<ul style="list-style-type: none"> • A small range of strengths <u>and</u> weaknesses identified mostly using Source D • African local context acknowledged • Communicates ideas using some terminology and there is some organisation of the material. There will be some errors in spelling, punctuation and grammar
Level 3	9-12	<ul style="list-style-type: none"> • Range of strengths and weaknesses identified based on Source E and supported with own knowledge • Analysis offered that is highly appropriate to African local contexts (eg ongoing problems of instability / conflict or growing need to contest the power of external 'land grab' players) • Communicates ideas using terminology effectively and the organisation of the material shows some direction and control. There will be few minor errors in spelling, punctuation and grammar
Level 4	13-16	<ul style="list-style-type: none"> • Balanced range of strengths and weaknesses of this kind of local action are thoughtfully examined and well supported with own knowledge • Detailed analysis offered that is highly appropriate to the local African context(s) • Communicates ideas effectively using appropriate terminology and organises material coherently. Spelling, punctuation and grammar will be accurate throughout

Question Number	Answer	Mark
<p>3(c) QWC (i)- (iii)</p>	<p>Concern with several MDGs could be linked with land grabs - notably poverty reduction (people need land to work with) and linked social development goals. Ethiopian example suggests land is needed for local people yet is being sold overseas. Biofuels development threatens environmental sustainability goal. Taking land into foreign ownership could restrict development opportunities, increase dependence on aid, promote conflict or out-migration as available resources for local populations dwindle further. However, Sources B and C also present alternative arguments- local employment is being provided; claims are made in Source C that land is under-utilised. Perhaps MDGs can be met irrespective of land grabs, based on Source C evidence.</p> <p>Another approach, as prompted by the bullet-points, might be to suggest that other factors matter more in relation to whether MDGs are met (eg type of governance, levels of aid flows, other types of investment, etc).</p> <p>High-scoring answers should be discursive and draw on concepts and ideas from Unit 1. Good answers may address the power differential alluded to in the title in terms of key global development ideas and concepts such as global community, globalisation, sustainability.</p>	<p>20(A02)</p>

Level	Mark	AO2 - 20
0	0	No rewardable material
Level 1	1-4	<ul style="list-style-type: none"> • Basic identification of issues in statement • No attempt made to develop an opinion • Reference to another point of view is not apparent • Communicates ideas using simple language but lacks clarity and organisation. There will be frequent errors in spelling, punctuation and grammar
Level 2	5-8	<ul style="list-style-type: none"> • Some description of issues in statement apparent • May assert an opinion, drawing unselectively on Sources • Unlikely to refer to a second point of view <u>or</u> to refer to contested ideas or concepts • Communicates ideas using some terminology and there is some organisation of the material. There will be some errors in spelling, punctuation and grammar
Level 3	9-12	<ul style="list-style-type: none"> • Clear description of issues in statement is apparent. • Attempt to show own opinion, with sound use made of the Sources • Makes reference to different points of view <u>or</u> to contested ideas or concepts • Communicates ideas using terminology and the organisation of the material shows some direction and control. There will be few errors in spelling, punctuation and grammar
Level 4	13-16	<ul style="list-style-type: none"> • Thorough description of issues in statement • Explanation of own opinion is assured, with well-grounded basis in the Sources • Reference to varying perspectives / points of view shows clear evidence of argumentative discourse and understanding of contested ideas or concepts • Communicates ideas effectively using correct terminology and organises material clearly. Spelling, punctuation and grammar will be mostly accurate
Level 5	17-20	<ul style="list-style-type: none"> • Assured examination of issues in statement • Explanation of own opinion is detailed and convincing, with relevant exemplification • Reference to varying perspectives / points of view shows assured evidence of argumentative discourse in relation to contested ideas or concepts • Communicates ideas effectively using appropriate terminology and organises material coherently. Spelling, punctuation and grammar will be accurate throughout

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