



GCE MARKING SCHEME

SUMMER 2016

**WORLD DEVELOPMENT - WD1
1391/01**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCE WORLD DEVELOPMENT - WD1

SUMMER 2016 MARK SCHEME

1. (a) Use **Figure 1** to outline ways in which ecotourism can contribute to sustainable development. [5]

Answers should refer to the resource and could include;

- Jobs, income for local people, respect for culture and tradition, conservation of resources and the environment; needs of future generations (protection of biodiversity); idea of limits to environmental tolerance;
- reference to different aspects of sustainable development: environmentally friendly; improving the local economy with income from tourism; socially sustainable in terms of respect for other cultures.
- Credit appropriate examples, but this is not essential.

Level 3 5 marks	At least two ways that ecotourism can contribute to sustainable development, that are well developed, and related to the resource.
Level 2 3-4 marks	Some development of one way that ecotourism can contribute to sustainable development, or more than one way in outline.
Level 1 1-2 marks	One or two very basic ideas or direct lift from source.
0 marks	No acceptable answer.

- (b) (i) Describe **one** example, other than ecotourism, of how the use of **one or more** natural resources benefits people's lives. [6]

The question asks for a description of **one** example of the use of natural resources benefiting peoples' lives, other than through ecotourism. Answers must name at least **one** natural resource (e.g. oil, water, forests, minerals, bees). Expect an example with detail.

Benefits may be economic, social or perhaps environmental, depending on the resource (e.g. wind as a renewable, clean energy source, reducing carbon emissions and reliance on fossil fuels; use of water for irrigation; use of forest resources for food, building materials and income). Answers could focus on one or two benefits in detail or mention a range in outline. Some answers may focus on basic human needs.

Level 3 5-6 marks	Clear link to benefit(s) with specific detail and well used example. Names resource(s). May be one or two benefits in detail or a range in outline.
Level 2 3-4 marks	Some link to benefit(s). Names resource(s). May mention example. Max 4 marks if the answer is on ecotourism.
Level 1 1-2 marks	No clear example given. No clear link to benefits. Very general.
0 marks	No acceptable answer.

- (ii) Suggest **two** reasons why it is important that sustainable development aims to protect the natural environment. **[4]**

May refer to Brundtland definition of sustainable development or the three legged-stool of sustainable development. Should emphasise the importance of conservation of resources, clean and healthy environment for human health and well-being as well as maintaining biodiversity. Some answers may focus on climate change.

There are a number of ways in which this question could be answered.

Point mark. 1 mark for point, example or development. Could be 2+2 or 3+1, e.g. sustainable development can mean using renewable energy resources (1 mark) that will help reduce climate change because there will be fewer emissions (1 mark). Also, if we reduce air pollution (1 mark) it will mean that people are healthier (1 mark). = 4 marks.

e.g. Sustainable development means not compromising the opportunities of future generations to meet their needs (1 mark), so we need to make sure that there are enough natural resources like forests (1 mark). = 2 marks.

e.g. If we look after the environment, important species like bees will survive (1 mark). Bees are important to the ecosystem as they pollinate other plants (1 mark) = 2 marks.

- (c) Describe **one** named sustainable development strategy and explain why it is appropriate for a **rural** environment. **[10]**

Answers should name an example of a sustainable development strategy in a rural environment, e.g. food production (bee keeping), irrigation (sand dams), water supply (WaterAid). Answers should describe the strategy, link explicitly to sustainable development and the rural environment. Points that may be made in explanation of appropriateness to a rural environment may include recognition of rural issue, such as difficulty with transport and access, lack of industrial/commercial activity, (in some countries) lack of access to health care. These issues may pose challenges to SD in rural environments and SD strategies may need to overcome them, through community transport initiatives, farmers markets, community shops, irrigation schemes that use local labour/expertise and materials.

The rural area could be of any size or country, but should be identified as rural.

Level 3 8-10 marks	Named strategy in detail. Clear links to SD. Clear explanation of appropriateness for rural environment.
Level 2 4-7 marks	May either describe a strategy in a rural environment or SD in a rural environment, or both with some detail.
Level 1 1-3 marks	No named SD strategy. Very general and vague description of a strategy, SD or rural environment. Max 3 marks if strategy is not rural.
0 marks	No acceptable answer.

2. (a) Use **Figure 2** to describe the impacts of the extraction of coal on the lives of people in Jharia. **[5]**

The question asks for more than one impact. May be positive or negative or balance.

Expect close reference to the resource. Answers may include:

- Illness and health issues; may mean people are too ill to work; may reduce life expectancy.
- Jobs are informal and so no security; some forced to steal coal to sell to provide an income .
- Risk from fire.

Level 3 5 marks	At least two impacts, that are well developed, and related to the resource.
Level 2 3-4 marks	Some development of one impact or more than one way in outline.
Level 1 1-2 marks	One or two very basic ideas or direct lift from source.
0 marks	No acceptable answer.

- (b) (i) Suggest **two** reasons why some countries use large amounts of natural resources. [4]

Answers may include ideas about growing populations, increasing consumption with improving lifestyles and incomes, e.g. China, industrial and economic development. Transport across large areas. Large population may use more land for food.

Point mark. 1 mark for point, 1 mark for development or example. May be 2+2 or 3+1.

e.g. Countries with growing populations will use more natural resources (1 mark), for instance they will need more crops to feed people (1 mark). In countries with an increasing per capita income, like China (1 mark for example), people will consume more energy and so fossil fuel use goes up (1 mark) = 4 marks.

- (ii) Outline **one** model of population-resource relationships. [6]

Answers are likely on focus on Malthus or Boserup and may be supported by example(s).

Malthus(1789) – population grows faster than food supply, so population has to be checked in order to avoid disasters such as famine, disease, war. Positive checks increase mortality. Preventative checks decrease fertility (neo-Malthusianism advocates contraception and abortion as preventative checks). Examples may include Mauritius, Easter Island.

Boserup (1965) – human populations will always find a technological solution to the problems of population pressure on resources. Examples may include Mauritius, India (Green Revolution).

Answers may use and examples, but this is not required by the question.

Level 3 5-6 marks	Names a model and gives accurate detail. May be supported with example/s.
Level 2 3-4 marks	Names a model with limited detail. May mention example/s. Maximum if models confused or inaccurate.
Level 1 1-2 marks	Vague and general statement about population and/or resources with no named model or may name only with no attempt at detail.
0 marks	No acceptable answer.

- (c) With reference to **one** natural resource, explain the contrasting views on its use and management. **[10]**

- government with large capital investment e.g. mega dam projects;
- local people, is smaller scale;
- may focus on local needs. e.g. micro-hydros.
- Some answers may contrast NGOs with governments or large businesses. Other answers may include views of local people of other stakeholders.

Resource must be natural – oil, coal, water, land, minerals. Views should be clearly stated e.g. it could be the views of local people, a water company, NGO. The management of the resource should be explained i.e. how the resource is used, what for, and how that use is organised, e.g. issues surrounding water privatisation in Bolivia or Tanzania. Some answers will focus on oil exploitation in Alaska, where views include those of various NGOs, some of which are for the continued development of the oil industry in Alaska, others of which are against it, environmental groups, indigenous communities and the oil companies. Large dam projects could also be used and include local people, governments, international bodies such as World Bank, environmentalists. Answers should explain the views. Credit range and/or depth. Answers could cover a range of different views or concentrate on two in detail. The views should be contrasting.

Level 3 8-10 marks	Named resource and sound detail of views on management. Clear explanation of contrasting views.
Level 2 4-7 marks	Named resource. Limited explanation. Views may not necessarily be contrasting. Max 6 marks if views are implied rather than explained.
Level 1 1-3 marks	No named resource or poorly defined. Does not define views on management. Very general. Describes.
0 marks	No acceptable answer.

3. Figure 3 Life expectancy

(a) Use **Figure 3** to describe the variation in life expectancy around the world. [5]

Candidates should refer to the different regions on the map, developing and more developed countries, and some may identify individual countries. Either way, expect close reference to the resource and the data for higher levels.

- Sub-Saharan Africa life expectancy less than 60;
- Europe, US, Australia over 70;
- Russia and Central Asia 65-75;
- North Africa 70-75.

Level 3 5 marks	More than one variation described using resource and accurate use of data.
Level 2 3-4 marks	One variation or idea using data from the resource or several in outline with no supporting evidence from the resource.
Level 1 1-2 marks	No use of resource/countries/regions. Very general comment/s.
0 marks	No acceptable answer.

(b) (i) Suggest why life expectancy is used as an indicator of poverty. [4]

Answers may include the following:

- a development of the definition of life expectancy;
- idea that life expectancy is affected by nutrition, health care, education and therefore income;
- link with living conditions and environmental vulnerability.

Point mark. 1 mark for point, 1 mark for development or example.

It is used as an indicator of poverty because if you are in poverty you may not be able to afford healthcare (1 mark) or clean water (1 mark) and so be more likely to fall ill and die, giving a lower life expectancy (1 mark), unhealthy diet (1 mark).

(ii) Outline **two** reasons for poverty within a named country. [6]

Answers should name a country.

Reasons could include international debt, environmental degradation, drought, concentration of resources in hands of multinationals, colonial past, e.g. Brazil – rapid rural to urban migration, drought in NE, concentration of economic activity on the coast, lack of development in the interior.

- reliance on mineral exports;
- corrupt governments;
- discrimination of social groups;
- conflict;
- gender discrimination;
- natural disaster;
- illiteracy;
- people displaced/lost land;
- environmental degradation.

Point mark. 1 mark for point. 1 mark for development. **Points or development should be linked to the named country.** No mark just for naming a country. 3+3 or 4+2 or 5+1.

e.g. There is poverty in England due to the benefits trap (1 mark) where people would lose benefits if they got a job on the minimum wage (1 mark) and also because of homelessness (1 mark). People may be homeless because they have lost their jobs due to the recession (1 mark) and so can't afford a mortgage or rent (1 mark) = 5 marks.

(c) Evaluate the success of **one** named aid project. [10]

Will depend on choice of aid project, e.g. DFID in Ghana – funding for mosquito nets increasing use and coverage, reducing illness and deaths from malaria.

Level 3 8-10 marks	Accurate and convincing detail of named aid project. Explicit evaluation of success with balance.
Level 2 4-7 marks	Some accurate detail and description of an aid project. States success of project. Max 5 marks if no evaluation at all, or not an aid project.
Level 1 1-3 marks	Vague and general description of aid and/or project. Lacking detail. May refer to aid in general with no mention of a project. No evaluation.
0 marks	No acceptable answer.

4. Figure 4 Female literacy and fertility rates

- (a) Use **Figure 4** to describe rates of female literacy and fertility in the countries shown. **[5]**

Answers should refer to the resource and may include

- Generally, the higher the female literacy, the lower the fertility. Within this candidates may see trends such as the countries with female literacy rates above 90% tend to have fertility rates around 2.
- Sri Lanka has the highest female literacy at 98.6% but not the lowest fertility rate.
- Afghanistan has the lowest female literacy at 12.6% and the third highest fertility rate at 5.43.
- Mali has the second lowest female literacy at 19.8% and the highest fertility at 6.16.
- Sri Lanka is an anomaly in that it has a very high female literacy rate of 99.0% and a fertility rate over 2.

The question does not ask for explanation. At the top end, candidates may describe a relationship between fertility and female literacy.

Level 3 5 marks	More than one observation. Good use of data. Likely to recognise some overview or anomaly.
Level 2 3-4 marks	One idea described using resource or several in outline. Some use of data.
Level 1 1-2 marks	No use of data. Very general comment/s.
0 marks	No acceptable answer.

- (b) (i) Outline **one** international initiative that aims to reduce inequality. [6]

Must be an **international** initiative such as Live 8, MDGs, Fair trade. Must be focused on reducing inequality (which could include poverty reduction). (NB MTV Staying Alive was not about poverty reduction)

Credit all aspects of inequality including gender.

Level 3 5-6 marks	Names an international initiative and gives accurate detail. Clear link to reducing inequality.
Level 2 3-4 marks	Names an international initiative with limited detail. Maximum of 4 marks if no named initiative or inaccurate/inappropriate initiative.
Level 1 1-2 marks	Vague and general statement about inequality and no named international initiative or may name only with no attempt at detail.
0 marks	No acceptable answer.

- (ii) Suggest **two** reasons why international initiatives may lose momentum. [4]

Answers may include:

- other priorities;
- money running out;
- celebrity involvement short-lived;
- lack of government support;
- local level corruption;
- lack of local participation.

Point mark. 1 mark for point, 1 mark for development or example. 2+2 or 3+1.

- (c) Describe how factors such as gender, age, disability or ethnicity contribute to the experience of inequality. [10]

This is an open question. All factors can be addressed, or one or two in more detail. Answers may focus on one example in depth or several in outline. Credit breadth and/or depth.

Level 3 8-10 marks	Accurate and convincing detail. Makes links between factors and experience of inequality.
Level 2 4-7 marks	Some accurate detail and description of factors and experience of inequality.
Level 1 1-3 marks	Vague and general comments. Lacking detail. Refers to inequality in general.
0 marks	No acceptable answer.