



GCE MARKING SCHEME

WORLD DEVELOPMENT AS/Advanced

SUMMER 2012

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 examination in GCE WORLD DEVELOPMENT. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were 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 conferences was to ensure that the marking schemes were 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' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

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The Assessment of Quality of Written Communication at AS

Opportunities for assessment of quality of written communication are found within each of the Assessment Objectives and thus within all questions that demand continuous prose that are marked out of ten.

For each of the ten mark questions in WD1, the following criteria for **quality of written communication** should be applied to the levels of assessment.

Mark Band Criteria for the Assessment of Quality of Written Communication for 10 mark questions at AS.

LEVEL 3	<ul style="list-style-type: none">• Information is organised clearly and coherently and arguments are logically developed and tightly structured.• Candidate writes in continuous prose relevant and accurate development vocabulary.• There are relatively few errors of spelling, punctuation and grammar.
LEVEL 2	<ul style="list-style-type: none">• Information is relatively clear but points and arguments are not always direct or logically developed.• The use of development vocabulary is variable and prose style may lack precision or accuracy.• There are some errors of spelling, punctuation and grammar that may make the meaning unclear.
LEVEL 1	<ul style="list-style-type: none">• Information is randomly organised and lacks clarity.• Statements are brief and bald and the language is simplistic with limited use of development vocabulary.• Spelling, punctuation and grammar are weak with errors that may be intrusive.

WD1

	AO1 Knowledge and Understanding	AO2 Application	AO3 Skills	Total	Key Idea
Question 1					Theme 1
(a)		1	4	5	2.1
(b) (i)	3	1		4	2.1
(ii)	5	1		6	3.1
(c)	7	3		10	4.1
	15	6	4	25	
Question 2					Theme 1
(a)a		1	4	5	5.2
(b) (i)	5	1		6	5.2
(ii)	3	1		4	5.1
(c)	7	3		10	3.2
	15	6	4	25	
Question 3		1	4		Theme 2
(a)	3	1		5	4.1
(b) (i)	5	1		4	4.1
(ii)	7	3		6	4.2
(c)	15	6	4	10	3.2
				25	
Question 4					Theme 2
(a)		1	4	5	2.2
(b) (i)	3	1		4	1.1
(ii)	5	1		6	1.2
(c)	7	3		10	2.2
	15	6	4	25	
	60	24	16	100	

GCE WORLD DEVELOPMENT - WD1
Summer 2012

- Q.1 (a) Use *Figure 1* to compare the size of different countries' ecological footprints. [5]**

This question does not ask for explanation.

Answers may include some of the following:

- largest is US at 5.3 planets
- smallest is Malawi at 0.3 planets
- difference between smallest and largest is 5 planets – large
- more economically developed/richer/more industrialised countries have far larger ecological footprints
- Asian and African countries have smaller ecological footprints than Europe and US.

Credit any other reasonable points that use outside knowledge.

Level 3 5 marks	Full use of data for two comparisons in detail or a range in less detail. Accurate and explicit comparisons made.
Level 2 3 – 4 marks	Detailed use of resource for one sound comparison, or a range in limited detail.
Level 1 1 – 2 marks	Vague and general comment. Limited reference to resource or lift from resource.
0 marks	No acceptable answer.

- (b) (i) Suggest *two* reasons why some countries use more natural resources than others. [4]**

Answers could include the following reasons.

- High car ownership meaning higher use of fossil fuels.
- Widespread use and availability of electricity meaning high use of fossil fuels.
- Increasing consumerism leading to waste.
- Standard of living and infrastructure e.g. may mean higher water use.
- Population size.
- Availability of resources in country.

Point mark with 1 mark for point made and 1 mark for each development (which could include an example); so marks could be 2+2 or 3+1.

(ii) **Outline *one* named example of an attempt to reduce resource use.** [6]

Answers could focus on more developed or developing countries. Recycling is acceptable.

Other ideas may include:

- farm shops and farmers' markets attempting to reduce transport and therefore use of fuel
- introduction of more efficient irrigation to sustain water supplies
- local shopkeepers banning plastic bags
- car-sharing
- walking-to-school schemes
- wind turbines.

Level 3 5 – 6 marks	Convincing detail and clear link made to reducing resource use.
Level 2 3 – 4 marks	Describes the attempt. Implied link to reducing resource use.
Level 1 1 – 2 marks	Very vague with no detail. No clear resource.
0 marks	No acceptable answer.

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

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, a non-governmental organisation (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, those of environmental groups, indigenous communities and the oil companies. Other answers could focus on large dam projects and include the views of local people, governments, international bodies such as World Bank, and environmentalists.

Answers should explain the views and the views should be contrasting. Answers could cover a range of different views or concentrate on two in detail. Credit range and/or depth.

Refer to QWC Levels on page 1 when finally awarding the Levels.

Level 3 8 – 10 marks	Named natural resource and sound detail of views on management. Clear explanation of contrasting views.
Level 2 4 – 7 marks	Named natural resource. Some convincing detail of views. Limited explanation. Views may not necessarily be contrasting.
Level 1 1 – 3 marks	No named natural resource or poorly defined. Does not define views on management. Very general. Describes.
0 marks	No acceptable answer.

Q.2 (a) Use Figure 2 to outline Marks and Spencer’s approach to sustainable development. [5]

Answers may include some of the following approaches.

- Sustainable development means reducing resource use – M&S are doing this by reducing waste, making their stores carbon neutral.
- Sustainable development has 4 objectives; **environmentally** friendly with stores being carbon neutral, reducing waste, avoiding deforestation; **improving standards of living** through fair trade, health and well-being; **social justice**; **futurity** by being carbon neutral, increasing re-cycling, promoting healthy lifestyles, fair trade, and avoiding deforestation.
- M&S is attending to the 3 legs of the sustainable development stool; environmental – climate change, waste reduction, avoiding deforestation; economic – fair trade; social – fair trade, health and well-being.

Answers could take a broad view of sustainable development or go into specific detail about certain aspects. Credit range and/or depth.

Level 3 5 marks	Clear link to sustainable development made with close reference to resource. Credit detail as well as range. Two ideas well developed or relevant appropriate ideas in less detail.
Level 2 3 – 4 marks	Some link made between the resource and sustainable development. May be one idea in detail or more than one idea in outline.
Level 1 1 – 2 marks	Very vague. Either describes sustainable development with no reference to resource or mentions the resource with no link to sustainable development. Direct lift of material.
0 marks	No acceptable answer.

- (b) (i) **Describe how *one* group, which is not a large business, is working towards achieving sustainable development.** [6]

Answers could be on an international agency, pressure group or NGO. For example, Greenpeace is an independent global organisation, promoting debate, lobbying, campaigning, research, non-violent action, and an ecosystem approach to issues like fishing.

An alternative approach to the question may be to describe a case study e.g. Pumpkin Revolution in Bangladesh where Practical Action and DFID have helped families in remote areas to grow pumpkins that provide food and income without damaging the environment. This project has helped 1,300 families using a low cost, low technology solution that can be replicated in other parts of the country.

Level 3 5–6 marks	Defines group with convincing detail and well developed link to sustainable development.
Level 2 3–4 marks	Defines group, some detail but limited link to sustainable development. Or sound on sustainable development but limited detail. Maximum level for large business.
Level 1 1–2 marks	Very vague with no detail. No clear group or no clear link to sustainable development.
0 marks	No acceptable answer.

- (ii) **Suggest *two* reasons why sustainable development may be hard to achieve.** [4]

Answers may draw from MDCs and/or LDCs and may include the following reasons.

- Higher costs of some strategies e.g. solar panels.
- Difficulty of providing infrastructure for so many people, who are living in crowded conditions, may mean it is difficult to provide clean water.
- It may be difficult to update old buildings. Some buildings may be protected so it may be hard to introduce sustainable and clean energy sources.
- Education and awareness. People may not be aware of the ways in which sustainable development can be achieved. In parts of the world lack of education and empowerment of women can make sustainable farming and aspects of social sustainability difficult to achieve.
- Hard to change consumption habits. People may be reluctant to give up high levels of consumption and waste as they see this as convenient to their lives.
- Reliance on the car and the high use of fossil fuels and pollution.
- Some countries (e.g. China) industrialising and producing pollution.
- Difficulty of providing land to grow food for growing populations and to grow the food that people demand (e.g. fruit and vegetables grown out of season).
- Sheer scale of problem and/or range of views and opinions to be considered.

Point mark with 1 mark for acceptable reason and 1 mark for development or link to sustainable development or example; so marks awarded could be 2+2 or 3+1 marks.

(c) With reference to examples, describe and explain how development can lead to environmental problems. [10]

This is quite an open question. Reference should be made to examples and allow at any scale. Credit range or breadth of examples, development and environmental problems. The question asks for description and explanation.

Answers may include the following suggestions.

- Use of fossil fuels and associated environmental problems – global warming.
- Extraction of water – for example River Colorado or Aral Sea as examples of water extraction for irrigation, domestic and industrial use causing environmental issues such as salination.
- Mining/quarrying – providing raw materials for industry (computers) causing pollution of local water sources and knock-on health issues e.g. Ghana.
- Oil – oil spill in Gulf of Mexico in 2010 and impact on wildlife, fishing.
- Oil extraction in Nigeria e.g. Niger Delta.
- Deforestation leading to soil erosion and links to global climate change.
- Pollution from factories and power stations.

NB: examples do not have to be linked to extraction of natural resources, but it is most likely that they will be, given the content of this Theme.

Refer to QWC Levels on page 1 when finally awarding the Levels.

Level 3 8–10 marks	Either range of relevant examples, development or environmental problems or two in depth. Convincing detail. Clear link made between development and environmental problems. Clear explanation.
Level 2 4–7 marks	Either range of examples, development or environmental problems attempted or two in some detail. Limited link made between development and environmental problems. Limited explanation. May be very detailed description with no explanation.
Level 1 1–3 marks	No or very limited examples. Vague. Very limited/no detail. Description, no attempt to explain.
0 marks	No acceptable answer.

Q.3 (a) Use Figure 3 to describe the reasons people think the elderly may not take a full part in society. [5]

The graph shows the perceptions of people under 40 and over 65 towards the elderly in Scotland.

Answers could include the following.

- The under 40s thought that the elderly could not afford to take a full part in society (9% of responses) and that they were too ill to do so.
- The people over 65 thought that the same two reasons were why the elderly did not take a full part in society (health 15% and financial 10%).
- There was most agreement between the two age groups about lack of money (the younger people's response rate was 9% and the over 65 people's response rate was 10%).
- The older age group thought that the older people were socially isolated but the under 40s thought the elderly had a worse self-image than the over 65s thought.

Level 3 5 marks	At least two ideas well developed with accurate use of the data, or a range of appropriate ideas in less detail but using the data.
Level 2 3 – 4 marks	Some development and use of data for one idea in detail or more than one in outline.
Level 1 1 – 2 marks	Lifts from the resource; likely to be a list.
0 marks	No acceptable answer.

(b) (i) Suggest ways in which dominant groups in society might create negative images and stereotypes of other groups of people. [4]

Answers may include the following ways:

- media headlines and reporting
- advertising images
- jokes
- word-of-mouth (intergenerational)
- literature
- entertainment
- exploitation
- categorising people.

For example, media reports of adolescents wearing hoodies, being violent and criminal (1 mark), creates the stereotype that all young people who wear hoodies are disrespectful and dangerous (1 mark).

Point mark with 1 mark for acceptable point and 1 mark for development or example; so marks awarded could be 2+2 or 3+1 marks or 4x1.

(ii) Outline two reasons why it may be difficult to reduce inequality. [6]

This is a very broad question. Inequality may be social, economic, political and at any scale. Expect some attempt at explanation. Answers may be at any scale and may include the following reasons.

- Trying to educate a dispersed population.
- Challenging long established stereotypes.
- Accessing the groups who experience inequality – they may not have access to communication.
- Issues of trust.
- Political will, lack of education.
- Difficulties of introducing and enforcing legislation.

Point mark with 1 mark for acceptable reason and 1 mark for each developed point / explanation(s) / example; so could be 3+3 or 4+2 marks.

- (c) **Discuss the impact of an initiative to reduce debt, such as PRSPs or HIPC, on *one* named country.** [10]

Countries may be HIPC, had PRSP or other debt reduction initiatives. The heavily indebted poor countries which have received full or partial debt relief are:

Afghanistan	Gambia	Mozambique
Benin	Ghana	Nicaragua
Bolivia	Guinea	Niger
Burkina Faso	Guinea-Bissau	Rwanda
Cameroon	Guyana	São Tomé and Príncipe
Central African Republic	Haiti	Senegal
Chad	Honduras	Sierra Leone
Republic of the Congo	Liberia	Tanzania
Democratic Republic of the Congo	Madagascar	Togo
Comoros	Malawi	Uganda
Côte d'Ivoire	Mali	Zambia
Ethiopia	Mauritania	

Answers must address reduction in debt/debt relief and may include the following:

- Increase in government spending on poverty reduction (Uganda).
- Social expenditure goes up. The coverage of social expenditure data is quite different across countries. In principle, all of the social spending numbers include health and education spending; for example basic sanitary infrastructure in Bolivia; rural development and water supply in Burkina Faso; social affairs in Chad; de-mining and rural development in Guinea-Bissau; funding for the Social Impact Amelioration Program and Basic Needs Trust Fund in Guyana; social safety net and rural development programs in Honduras; poverty reduction programs in Mauritania; other spending including promotion of women in Senegal; water supply in both Tanzania and Uganda; and social safety nets, water and sanitation and disaster relief in Zambia; Malawi selling off grain stores. (www.imf.org)

Refer to QWC Levels on page 1 when finally awarding the Levels.

Level 3 8 – 10 marks	Named country with accurate, convincing, specific detail. Either some depth or range to answer. Addresses impact of debt reduction initiative.
Level 2 4 – 7 marks	Names a country but answer may not be well related to that country. Some detail. Description rather than discussion. Does not fully discuss impact or describes a range of impacts, but not well linked to debt reduction.
Level 1 1 – 3 marks	No named country. Very general and vague comments about reduction in debt. Description.
0 marks	No acceptable answer.

Q.4 (a) Use *Figure 4* to suggest how the Girls' Scholarship Development Project may reduce poverty in rural Kenya. [5]

Answers may include that by educating girls:

- there will be more people to add to the skilled workforce
- it will have a positive effect on health and well-being so life expectancy will increase, death rates will go down, as will birth rates
- smaller families will mean greater per capita share of resources
- if household incomes increases and there are enough resources to go round, there will be less need for people to migrate and even possibly turn to crime
- there will be fewer people living below the poverty line
- but it may not include all girls (a short-coming).

Level 3 5 marks	Uses resource to make link between features of the project and poverty reduction. Two ideas well developed and linked to poverty reduction or a range of ideas.
Level 2 3 – 4 marks	Some reference to resource. Describes features of the project and reduction in poverty, but causal link implied. Some development of an idea that goes beyond the resource and links to poverty reduction. May be several ideas in less detail.
Level 1 1 – 2 marks	Very vague. No reference to resource or misreading of resource. No link made between educating girls and reducing poverty. Direct lift of material.
0 marks	No acceptable answer.

- (b) (i) **Describe the characteristics of poverty experienced by two different named groups of people.** [6]

Answers may be group or characteristic led.
Point mark with 1 mark for named group and 1 mark for valid characteristic of poverty and 1 mark for development or example.

For example, the elderly in the UK (1 mark) have to live on a state pension that is around £100 a week (*£107 in 2012*) (1 mark), meaning that a lot of elderly experience relative poverty (1 mark) = 3 marks. Marks awarded could be 3+3 or 4+2 marks.

- (ii) **Name and explain two composite indicators used to measure poverty.** [4]

The indicator could be HPI-1, HPI-2, HDI or any other composite indicator used to measure poverty. Accept HDI but award second mark only if linked to poverty. Do not accept HPI. Consider HPI-1 and HPI-2 as two separate indicators.

Point mark with 1 mark for correctly named indicator and 1 mark for explanation.

For example, HPI-1 (1 mark) is a composite measure used for developing countries and is made up of life expectancy (probability of not reaching 40), adult literacy, average of people without access to an improved water source, underweight children (1 mark).

- (c) **With reference to examples, assess the success of different types of aid in reducing poverty.** [10]

Expect at least two examples that may be multi-lateral, bi-lateral or emergency aid. Answers may not always use the terms but they must be two different types of aid. Some candidates will focus on the work of an NGO such as Oxfam. Expect specific detail of case studies; for example, emergency aid to Haiti after the earthquake and cholera epidemic of 2010.

Credit depth or range.

Refer to QWC Levels on page 1 when finally awarding the Levels.

Level 3 8 – 10 marks	Credit range or depth – either a range of appropriate case studies or two or three in detail. Aid of different types. Explicit assessment of the success of the aid.
Level 2 4 – 7 marks	May be only one example in depth (max 5 marks) or two in less detail. Aid types may be similar. May be several examples in very limited detail. Tending to describe with implied assessment of success.
Level 1 1 – 3 marks	No example/s or poorly chosen example/s. Very vague and generalised. Very limited detail. Description. No difference in types of aid shown.
0 marks	No acceptable answer.

Assessment Objectives Grid for WD3

Section A	AO1 Knowledge & Understanding	AO2 Application	AO3 Skills	Total	Key Question
Question 1					
(a)	11	5	4	20	3.3, 2.4
(b)	11	5	4	20	3.4, 3.5
(c)	10	6	4	20	3.6, 1.5
Question 2	14	4	2	20	Theme 3
	46	20	14	80	3.2, 5
Questions 3, 4, 5					3.2, 1.1, 1.2, 4.2, 1.2, 2.2
	14	4	2	20	
TOTAL	60	24	16	100	

WD1

SECTION A

Q.1 Development issues facing the Jarawa tribe.

- (a) Describe and explain the economic, political and social issues which impact on the Jarawa tribe. [20]

Answers should include some of the following:

Economic

- How to create economic growth for the settlers
- Management and utilisation of natural resources such as landscape and timber
- Control of poaching
- Control of tourism – balance between increasing income and protecting environment
- Limited infrastructure – one main road (ATR), one airport, expanding immigration and tourism
- Limited economic base e.g. handicraft industries
- Isolation / distance from mainland
- Pressure for farmland as settler communities expand

Political

- Tensions between local Andaman government and national government of India
- Tensions between migrants and Jarawa
- Hostilities between poachers and Jarawa
- Controversial attitudes regarding Jarawa
- Exploitation of Jarawa

Social

- Raise standard of living for all island dwellers
- Provision of health care and education for population
- Raise level of education
- Imbalance between migrants and indigenous peoples
- Avoiding disease – especially Jarawa
- Population growth.

Level 5 17 – 20 marks	Gives a full, balanced description and explanation of wide range of issues. Makes full use of the resources to relate explicitly to Jarawa. At the top end recognises complexity and interrelated nature of issues.
Level 4 13 – 16 marks	Detailed description and explanation of a range of issues related to Jarawa. Some good interpretation of resources
Level 3 9 – 12 marks	Some detailed description from resources. Some explanation but partial or incomplete. A range of issues recognised but may refer to Andaman Islands rather than Jarawa.
Level 2 5 – 8 marks	A number of issues recognised. A brief / generalised description but lacking detail from resources.
Level 1 1 – 4 marks	Limited description of one or two issues mainly lifting material from the resources.

(b) Examine how tourism is contributing to the development of the Andaman Islands. [20]

Answers may be organised as positive or negative, or by economic, social, political development.

Answers should include some of the following:

Positive contribution

- Money helps support local economy – fresh food
- Money can contribute to protecting biodiversity (Environmental Education centre etc.)
- Local employment opportunities created – taxi drivers, local tour operators
- Development of new technologies – transferable skills through training by tour operators
- Raise awareness of development issues of Jarawa

Negative contribution

- Abuse of Jarawa may spoil culture of islands
- Tourist development destroys local culture
- Risk of diseases may lead to elimination of Jarawa tribe
- Food for tourists could be available to local people
- Land for crops claimed from rainforest
- Influx of migrants puts further pressure on jobs
- Exposure of Jarawa to modern society
- Exposes political disagreements between local and national governments

Economic development

- Increasing wealth in local economy; job opportunities

Social development

- Increasing global awareness; modernisation of Jarawa society; impact on local culture; development of new technologies and skills on population; demand for education and health services

Political development

- Role of local and national governments; impact of advocacy/lobby groups such as Survival International.

Level 5 17 – 20 marks	Examines contribution of tourism in depth and covers a wide range of perspectives. Well supported with details from resources. Has a good understanding of issues which may impact on development in a range of circumstances.
Level 4 13 – 16 marks	Examines a range of ways in which tourism may contribute both positively and negatively (or economic/social/political) to development in the Andaman Islands. Uses own understanding to interpret resources, including photographs, in terms of Jarawa and other islanders.
Level 3 9 – 12marks	Begins to examine (i.e. describe and develop) the contribution of tourism in greater depth. Includes some specific reference to more than one aspect of development of the Andaman Islands. Brief reference to positive and negative contributions of tourism.
Level 2 5 – 8 marks	More developed description of positive aspects of tourism. No specific links to 'development' in the broader sense.
Level 1 1 – 4 marks	Describes tourism by lifting material from the resources. Focus on Barefoot Hotel development.

(c) Evaluate the potential for a sustainable future for the Jarawa tribe. [20]

Most answers will evaluate the survival of Jarawa. The best candidates may base their evaluation on a reflection of what form that sustainable future would take.

Answers should include some of the following:

- Potential for economic development for the majority of islanders whilst enabling a sustainable existence for few Jarawa people.
- High risk of disease reduces sustainability especially given 1997 and 2006 outbreaks of measles.
- Very low numbers of Jarawa; unlikely to survive.
- Pressures from young Jarawa to modernise e.g. wanting western clothes and mobile phones.
- Availability of education and health care will reduce isolation.
- ATR is important for other islanders, so it is unlikely to be closed, and will therefore mean continued contact with Jarawa.
- Pressures to develop timber and agricultural resources will reduce sustainability of Jarawa and Tribal Reserve land may get smaller.
- Attitudes of some Indian MPs suggest that tribe will be eliminated and subsumed into ordinary population.
- National and international support groups advocate for the Jarawa and may help them develop.
- As long as the local Andaman government thinks the Jarawa are 'intellectually incapable' there will be tensions for sustainable development.

Level 5 17 – 20 marks	A balanced, detailed and realistic evaluation of 'sustainable future' with an appreciation of the complexity of the issues in relation to other islanders. Well-structured and thorough answer which addresses a range of aspects of the issue.
Level 4 13 – 16 marks	Offers some implied evaluation of the potential for a 'sustainable future'. Begins to describe conditions for that future and the impact on other islanders.
Level 3 9 – 12 marks	Outline comments on potential for a 'sustainable future' and implies understanding of sustainable development. Probably disagrees. Answer includes some evidence from resources to construct the view taken.
Level 2 5 – 8 marks	Describes the problems facing the Jarawa. Does not offer a view related to 'sustainable future'.
Level 1 1 – 4 marks	Simple statements describing sustainable development. Lifts sections from resources.

Generic Level descriptors for essays

Essays must be assessed using these generic level descriptors below. The detail in the level descriptors for each question add further question specific detail to be used in the marking process. If in doubt, use the generic level descriptors.

17 – 20 marks	<p>A well organised answer which uses appropriate, relevant and accurate exemplification. A balanced answer which addresses all dimensions of the question explicitly. Concepts are understood and used to support argument. Temporal or spatial contrasts in development are recognised. The answer offers an evaluation or assessment as required. Shows some flair and imagination.</p> <p>Fluent expression with few errors in grammar, punctuation and spelling.</p>
13 – 16 marks	<p>A good, well-structured and relevant answer. Clearly addresses the question set. Concepts are fairly well understood and inter-relationships are explored but there is a lack of critical analysis. Ideas are generally supported by detailed evidence. Some attempt made at evaluation or assessment as required.</p> <p>Fluent expression with few errors in grammar, punctuation and spelling.</p>
9 – 12 marks	<p>There is some structure and organisation to the essay. There is a fairly secure grasp of concepts relevant to the question. There is some appreciation of cause and effect. Tentative discussion of inter-relationships but the answer lacks range, depth and development. A relevant but pedestrian discussion with some descriptive knowledge. There is some exemplification. Arguments are partial and lack coherent or reasoned conclusions.</p> <p>Use of English is clear and fluent; the essay structure is sound; and there may be occasional errors in grammar, punctuation and spelling.</p>
5 – 8 marks	<p>An answer which only partially address the question and lacks convincing structure. Reference to concepts is made but is insecure. Evidence offered is limited and generalised. Arguments presented a simplistic cause and effect. Lacks appreciation of inter-relationships relevant to the question.</p> <p>There are some errors in grammar, punctuation and spelling.</p>
1 – 4 marks	<p>Limited understanding of relevant concepts. Some accurate description or factual content but mostly a generalised unstructured account on the topic. A weak and superficial argument with limited relevance to the question set. Some simple statements of cause and effect at the top of this band.</p> <p>Errors in grammar, punctuation and spelling are intrusive.</p>

Theme 3: Perspectives of Development

You are advised to spend approximately **35 minutes** answering this question.

Q.2 Examine how governments and NGOs have different views of development. [20]

This answer will probably be discussed in relation to views about a developing country. However, it is perfectly possible to discuss views of governments (and NGOs) in the developed world.

Although no examples are required by the question it is difficult to see how a good answer can be delivered without.

Government views of development — depend on what sort of government.

- Autocratic regimes may see development in terms of helping their own tribe; securing votes and political support for the future; creating status projects which enhance their own standing nationally and internationally; self-interest in protecting a lifestyle post-power.
- Democratic governments try to have whole-country perspective. Development may be driven by expediency in acquiring (financial) support from IMF / WB e.g. accepting a neo-liberal agenda. May have to take a development approach based primarily on international donor agendas such as MDGs. Development agenda may be influenced by internal political pressures and instabilities e.g. where there are insecure borders.
- Developed world governments may see development as poverty reduction but also as securitisation to reduce security risks at home e.g. changing focus of development in UK. Most likely to take a neo-liberal view whereby development opens opportunities for private enterprise, MNCs, FDI etc. Aid may be bi-lateral and tied.

NGO views of development — vary depending on size and key purpose of the organisation.

- Some international NGOs such as OXFAM often take a broader view and focus on national and international advocacy and humanitarian response while providing support for, and forming partnerships with, smaller in-country NGOs for long-term development projects. Others such as MSF take a health perspective; Practical Action is based around local technology.
- Many NGOs see development from a grassroots perspective, where empowerment of local people to deliver their own progress is paramount.

Level 5 17 – 20 marks	Includes comparison. Breadth and depth. Very good understanding of development views / philosophies adopted by different governments and NGOs is evident.
Level 4 13 – 16 marks	Good description and understanding of different development approaches taken by types of governments and NGOs. Accurate knowledge and good understanding.
Level 3 9 – 12 marks	A narrative of case study of an NGO and a government and how they approach development. Simplistic understanding which assumes all governments and/or all NGOs take the same view.
Level 2 5 – 8 marks	Description of the ways in which a government or an NGO delivers development. No reference to development views or strategies.
Level 1 1 – 4 marks	Limited detail. Some accurate description or factual content but mostly a generalised, unstructured account on the topic. Limited relevance to the question set. Some simple statements.

Q.3 With reference to examples, discuss how the participation of local people has increased the effectiveness of development. [20]

This is about the difference which the participation of local people makes to effective development.

Expect answers structured around using case studies but look for variety of exemplification.

Look for specific details of how local people are involved; how they have made development programmes work; become more sustainable and more successful.

Some answers may disagree with the assumptions of the question. That is acceptable provided the views are clearly and accurately justified.

Answers may include some of the following:

- Local people learn transferable skills and can take over the development activities once the programme has finished.
- Local participation and 'ownership' of a development programme tends to attract more people in the community than imposed programmes by outside 'experts'.
- Local people identify and implement their real needs rather than those needs assumed by outsiders.
- Local people are cheaper. Agents from 'outside' are more expensive.
- Development of community cohesion.
- Development of trust and mutual responsibilities between individuals in communities.
- Sense of community pride.
- Greater transferability of development programmes to other communities.

Level 5 17 – 20 marks	Explicit evaluation of effectiveness of development as a result of participatory process. Probably exemplified by a project or programme. Understands benefits of participation by a range of different groups or individuals. Breadth and depth. Accurate knowledge.
Level 4 13 – 16 marks	Range of examples with some evaluation of effectiveness of development. Breadth more likely than depth. Understands wide-ranging benefits of participation.
Level 3 9 – 12 marks	Describes an appropriate example(s). Accurate knowledge. Takes idea of participation beyond a case study.
Level 2 5 – 8 marks	Describes a (bottom-up) project. Limited detail.
Level 1 1 – 4 marks	Limited detail. Some accurate description or factual content but mostly a generalised, unstructured account on the topic. Limited relevance to the question set. Some simple statements.

SECTION B

You are advised to spend approximately **35 minutes** answering this question.

You are reminded of the need to support your answers with evidence and/or examples where appropriate

Theme 4: Economic Development

Q.4 Examine how foreign direct investment (FDI) affects more than the economic development of a country. [20]

Responses should show:

- (i) knowledge and understanding of the **other aspects** of FDI **not economic** (which is assumed); these non-economic effects may not all be positive;
- (ii) an ability to examine how FDI affects development; better candidates should address a wide range with a clear structure on positive/negative and types of effects; weaker answers will tend to describe;
- (iii) use of appropriate exemplification.

Answers may begin with a summary of economic benefits. Credit these where they go on to link to social, political, cultural effects. Note that effects of FDI on the home country are also valid.

Positive

- Contribution to skills of population transferable to other activities.
- Meets modernising aspirations of young people.
- Increased incomes therefore improved rising standard of living; better nutrition and health.
- Increases desire for better education throughout the country.
- Improved infrastructure and communication therefore increased connections between different parts of the country.

Negative

- Impacts on migration and in turn decline of traditional family structures.
- Risk of polarising regions into forward and backward looking.
- Dilution of cultural norms – increased adoption of western practices.
- Social tensions if workforce is exploited.
- Raises questions of political sovereignty.
- Fewer environmental control/regulations.

Level 5 17 – 20 marks	Wide range of effects discussed in some detail. Focus on more than economic effects. Breadth and depth as well as balance between positive and negative. Well-structured answer. Relevant exemplification.
Level 4 13 – 16 marks	Examines a range of effects of FDI supported by detailed evidence. Makes some evaluative comment.
Level 3 9 – 12 marks	Describes some effects of FDI. Either detailed examination of economic or simplistic examination of economic but includes other elements.
Level 2 5 – 8 marks	Very superficial description. Focus on economic development.
Level 1 1 – 4 marks	Limited detail. Some accurate description or factual content but mostly a generalised, unstructured account on the topic. Limited relevance to the question set. Some simple statements.

Q.5 With reference to examples, discuss the extent to which trade has contributed to inequalities in development. [20]

Responses should show:

- (i) knowledge and understanding of trade and inequalities in development, recognising that it was not all exploitative
- (ii) an ability to discuss the extent to which trade has contributed to inequalities in development; better candidates should offer a critical view; weaker candidates will describe and not make conclusions;
- (iii) use of good examples.

Answers may focus on dependency theory here, which is acceptable as long as there are examples to illustrate.

Economic

- Investment from MDCs has given them an influential bargaining position.
- Foreign firms have more educated and business-like staff; able to strike hard bargains.
- Tax advantages/tax avoidance.
- Colonial trade often initially accompanied by armed forces.
- LDC labour is low skilled and exploitable.
- Surplus of labour supply; therefore able to pay low wages.
- MDC firms in control of whole process including export therefore able to dictate conditions.
- Insistence on exporting primary goods so all value-added remains in MDC.
- Inability of LDCs to export high-value manufactured goods.
- Money for investment controlled by MDC firms.
- Foreign firms able to move trade when conditions did not suit.

Social

- Cultural superiority of MDC firms.
- Lack of investment in education, health.
- Creation of colonial elite favouring foreign links.
- Trade often leads to elite/wealthy groups in developing countries thereby increasing inequality in status.

Political

- Dominance of UK political policies favouring UK firms.
- Slave trade.
- Control of means of production.
- Opportunities for corruption.
- Political power tends to be in hands of wealthy (and educated) elite who ignore the poor. The poor become marginalised and powerless.

Level 5 17 – 20 marks	Good range of examples illustrating a variety of inequalities. Good knowledge. May recognise that colonial trade was not all exploitative.
Level 4 13 – 16 marks	Range of detailed examples of colonial and/or current trade. Discussion may be structured around dependency theory. Lacks critical analysis.
Level 3 9 – 12 marks	Describes different colonial or current trading relationships. Tends to be product based rather than country based. General assumption of inequalities. Lacks reasoned conclusions.
Level 2 5 – 8 marks	Very generalised description based on slavery and exploitation.
Level 1 1 – 4 marks	Limited detail. Some accurate description or factual content but mostly a generalised, unstructured account on the topic. Limited relevance to the question set. Some simple statements.

Theme 5: Political Development

Q.6 Discuss the extent to which global financial institutions are independent of leading industrial nations. [20]

Responses should show:

- (i) knowledge and understanding the structure of principal global financial institutions (IFIs); comments should be on a range but do not have to be balanced to reach highest level;
- (ii) an ability to discuss the extent to which IFIs are independent; better candidates will cover positive and negative issues; weaker candidates will describe some IFIs;
- (iii) accurate exemplification.

Answers should identify principal global financial institutions (IFIs) — (IMF, WB and WTO) which may include discussion of Asian Development Bank (ADB) and African Development Bank (AfDB), European Bank for Reconstruction and Development (EDBR) etc. and how they are funded and organised in relation to decision making.

The (G8) leading industrial nations are Canada, France, Germany, Italy, Japan, Russia, UK, USA and EU.

IMF

An organization of 184 countries, working to foster global monetary cooperation, secure financial stability, ensure good governance and reduce corruption, facilitate international trade, promote high employment and sustainable economic growth, and reduce poverty. Advises and assists member countries in implementing economic and financial policies that promote stability, reduce vulnerability to crisis, and encourage sustained growth and high living standards.

Technical assistance very significant. Aims to help individual countries strengthen their capacities, reduce weaknesses and vulnerabilities, and contribute to a more robust and stable global economy. Support is often provided through staff missions from headquarters, the placement of experts and/or resident advisors.

World Bank

- Owned by its member countries
- President = national of largest shareholder
- Lends money to governments of developing nations to finance long term projects
- Largest shareholder has significant influence on development projects and strategies

Voting power of the World Bank	
Country	% total votes in IBRD
G8 Countries	
USA	16.41
Canada	2.79
UK	4.31
France	4.31
Germany	4.49
Japan	7.87
Italy	2.79
Russian Federation	2.79
Selected countries	
India	2.79
Kenya	0.17
Malaysia	0.53
Uganda	0.05

WTO

- Rules give each country equality of opportunity
- 140 members
- Agreement reached by consensus
- Claims of secrecy – QUAD countries meet without other poorer nations
- Seen as a club for rich nations
- Many aspects to work of WTO – US has 200 delegates, poor LEDCs can't afford that level of input
- Pro-global corporations
- Debate is polarised
- Unlikely groups collaborate to oppose WTO

May include reference to the following:

Asian Development Bank

- Very similar to World Bank
- Owned by contributing 67 countries
- President = Japanese, second largest shareholder. US is largest contributor
- Votes in proportion to member contributions
- Internal unease between members of different political persuasions e.g. China and India, US and Laos
- Some criticism that loans conditions have put pressure on governments to deregulate and privatise agriculture
- ADB has strong independent monitoring and evaluation organisation

African Development Bank

- Very small scale compared to WB
- Dominated by lending for infrastructure and health
- Has the support of the World Bank

Level 5 17 – 20 marks	Accurate detailed knowledge and understanding of principal IFIs. Explicitly addresses 'extent to which' each one is politically independent. Recognises positive as well as negative limitations regarding policy and practice. Includes accurate exemplification.
Level 4 13 – 16 marks	Discussion of views on independent nature of IFIs with some evidence to support. Some accurate detail. Discussion may be unbalanced between the principal institutions. Has some understanding of complexity of operations within each IFI which affects independence. Begins to address 'extent'.
Level 3 9 – 12 marks	Mainly narrative about 2 or more institutions. Probably assumes that each is fully independent with implied critique of policies and operations.
Level 2 5 – 8 marks	Straightforward description of at least 1 institution. Limited convincing accurate detail. Takes an uncritical approach.
Level 1 1 – 4 marks	Limited detail. Some accurate description or factual content but mostly a generalised, unstructured account on the topic. Limited relevance to the question set. Some simple statements.

Q.7 With reference to *one* example, examine how conflict has affected the *rate* of development. [20]

Responses should show:

- (i) knowledge and understanding of how conflict has affected the **rate** of development whatever the conflict chosen; which may be across borders (which can have different impacts on different sides) or may be on internal conflict;
- (ii) an ability to discuss a range of impacts - economic, social, political, cultural and possibly environmental; better candidates will offer a balanced discussion of a wide range with negative and positive effects; weaker candidates will tend to describe;
- (iii) use of an accurately named conflict with correct factual detail.

Issues include the following.

- Conflict slows development in many cases, but may speed up infrastructure developments in reconstruction phase.
- Aid for post-conflict regions can also speed things up.
- Culturally, conflict may reinforce ethnic divisions and sense of identity but economic aid from the international agencies may lead to westernisation.
- There may be political insecurity or a political vacuum. Risk of corruption developing among groups in authority such as police, army, employers, civil servants.
- Environmental issues tend to be sidelined after a conflict.

Level 5 17 – 20 marks	Accurate detailed knowledge of named conflict. Explicitly addresses rate of development. Recognises positive as well as negative effects. Wide range of impacts e.g. economic, social, cultural, political, demographic.
Level 4 13 – 16 marks	Discussion of range of impacts e.g. economic, social. Accurate detail. Unbalanced in terms of type of development and rate. Convincing locational detail.
Level 3 9 – 12 marks	Mainly narrative about the impact of a conflict. Some accurate detail. Probably restricted to damage to infrastructure, economy and population. Limited locational detail.
Level 2 5 – 8 marks	Straightforward description of a conflict with limited convincing accurate detail of impacts.
Level 1 1 – 4 marks	Limited detail. Some description or factual content but mostly a generalised, unstructured account on the topic. Limited relevance to the question set. Some simple statements.

Theme 6: Social Development

Q.8 Discuss the relationship between population growth and food security. [20]

Responses should show:

- (i) knowledge and understanding of food security and the relationship between population growth with population growth being one factor among others (note this is about food security **not** food availability **nor** the population—resource question);
- (ii) an ability to discuss a number of aspects to the relationship; better candidates should recognise that food security is **not** directly related to population pressure; weaker candidates will tend to describe the relationship with simple statements about cause and effect;
- (iii) use of exemplification through accurate detail.

The relationship can be addressed through the population growth argument but it needs to be carefully and fully justified. The Malthusian view that population growth increases pressure on food resources and security as a country is unable to feed itself can be given or the two can be seen as unrelated if an expanding population is reliably able to import food. Wealth, both national and household, is the key missing link between population and food security.

Population affects food security:

- population growth puts pressure on rural land and water resources for urban expansion as well as land for cultivation
- population growth may put pressure on land (Malthusian scenario) therefore risk of conflict as communities struggle to remain food secure
- population growth impacts on quality of land available for expansion i.e. use of marginal land.

But other factors include:

- development / rising standard of living enables countries to import food to be food secure
- import dependent countries affected by rising global food prices, especially the poor. Therefore vulnerable to food insecurity
- lack of agricultural investment for rural poor
- regional imbalances in food availability, possibly a result of infrastructure and accessibility
- food shortages leads to rising food prices and food insecurity
- unfair international trade rules create food insecurity through high food prices
- inappropriate aid, and in particular food aid, undermines local production and creates a food security situation
- errors of food distribution lie with humanitarians/agencies/governments
- HIV/AIDS increasingly significant cause of food shortages and insecurity
- climate change – droughts, storms, floods – reduces food production and leads to food insecurity.

Level 5 17 – 20 marks	Explicitly addresses the complexity of the relationship between population growth and food security. Detailed and accurate knowledge used to exemplify.
Level 4 13 – 16 marks	Discussion of some factors affecting the relationship. Begins to recognise its complexity of relationship. Some relevant detail and exemplification.
Level 3 9 – 12 marks	Mainly narrative about the relationship. May be Malthus and Boserup.
Level 2 5 – 8 marks	Makes simple, generalised statements of cause and effect; e.g. population growth limits food security.
Level 1 1 – 4 marks	Limited detail. Some accurate description or factual content but mostly a generalised, unstructured account on the topic. Limited relevance to the question set. Some simple statements.

Q.9 With reference to *one* example, examine how inequalities experienced by women have had a negative effect on the development process. [20]

Responses should show:

- (i) knowledge and understanding of a variety of inequalities experienced by women and how these affect the development process; the inequalities given will depend on country chosen;
- (ii) an ability to examine the impacts of inequalities; better candidates will offer a detailed, wide-ranging discussion; weaker candidates will tend to offer generalised descriptions;
- (iii) use of clear and accurate exemplification by one country.

Answers are likely to include some or all of the following:

- Lack of education reduces ability of women to contribute to development at all scales but especially at the national scale.
- Lack of education reduces capacity building in caring professions e.g. nursing, teaching.
- Low/limited literacy hinders women’s ability to run small businesses.
- Female inequalities that reduce opportunities for girls to attend school limit their life chances.
- Disempowered women have few sexual rights. Frequent child bearing reduces productivity e.g. on farms, and weakens general health.
- Inheritance rights/lack of ownership of land and assets reduce women’s ability to produce food for sale or consumption.
- Restrictions on women’s representation at regional/national scale deprive a country of able individuals to contribute to good policy-making.
- Inequalities reduce opportunity for women to be role models for the next generation.

Level 5 17 – 20 marks	Offers an informed and wide-ranging discussion. Considers a variety of impacts of inequality on the development process. Very clearly and accurately exemplified by one example.
Level 4 13 – 16 marks	Discussion of some aspects of female inequality with relevant detail and exemplification. Makes implicit links to development process.
Level 3 9 – 12 marks	Mainly narrative about inequalities with relevant detail. Begins to comment on impact on development.
Level 2 5 – 8 marks	Makes simple, generalised statements about inequality experienced by women. Limited detail.
Level 1 1 – 4 marks	Limited detail. Some accurate description or factual content but mostly a generalised, unstructured account on the topic. Limited relevance to the question set. Some simple statements.



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