GCE MARKING SCHEME

**WORLD DEVELOPMENT
AS/Advanced**

JANUARY 2012

INTRODUCTION

The marking schemes which follow were those used by WJEC for the January 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.

GCE WORLD DEVELOPMENT

January 2012

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	• Information is organised clearly and coherently and arguments are logically developed and tightly structured. • Candidate writes in continuous prose using relevant and accurate development vocabulary. • There are relatively few errors of spelling, punctuation and grammar.
Level 2	• 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	• 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.

Assessment Objectives Grid for 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	2.1, 1.2
(c)	7	3		10	2.2, 3.2
	15	6	4	25	
Question 2					**Theme 1**
(a)		1	4	5	3.2, 3.1
(b) (i)	5	1		6	3.1
(ii)	3	1		4	3.1, 3.2, 5.1
(c)	7	3		10	3.1
	15	6	4	25	
Question 3		1	4		**Theme 2**
(a)	3	1		5	1.2
(b) (i)	5	1		4	1.1
(ii)	7	3		6	2.2
(c)	15	6	4	10	4.2
				25	
Question 4					**Theme 2**
(a)		1	4	5	5.2
(b) (i)	3	1		4	5.2
(ii)	5	1		6	1.2
(c)	7	3		10	5.1
	15	6	4	25	
	60	24	16	100	

Q.1 (a) **Use Figure 1 to suggest reasons why Uganda is trying to encourage people to have fewer children.** **[5]**

KI 2.1 AO2,3

Candidates are being asked to make the link between the data, which indicates poverty and population pressure and the anti-natal population policy.

Points could include:
• high population growth
• low HDI
• poverty (large proportion of people live below poverty line of US$1)
• insufficient food to feed so many people
• fertility.

Some may mention HIV/AIDS. This is not in the resource and does not directly answer the question.

Level 3 5 marks	At least two reasons well developed or a range.
Level 2 3-4 marks	Some development of one resource that goes beyond the resource or gives more than one in outline.
Level 1 1-2 marks	One or two ideas lifted from resource.
0 marks	No acceptable answer.

(b) (i) **Outline the Malthus model of population–resource relationships.** **[4]**

KI 2.1 AO1

Point mark. Population increases geometrically (1 mark), resource (food) increases arithmetically (1 mark), positive check (1 mark), preventative check (1 mark) and/or credit appropriate examples.

(ii) **Describe how population growth has put pressure on *one* named resource.** **[6]**

KI 2.1, 1.2 AO1,2

Candidates should identify specific natural resources (e.g. water, clean air, land, minerals, fossil fuels, soil, food, timber). Link to natural population growth needs to be explicit for the top level.
For example, deforestation in Nepal meets needs for fuel, shelter; extraction of water from the Colorado river meets needs for clean water in California: extraction of oil in Alaska meets needs of heating and transport in North America; deforestation and use of land in the Amazon meets basic needs of food and livelihoods of migrants.
Credit breadth and depth.

Level 3 **5-6 marks**	Defines resource clearly. Convincing detail or range. Explicit link to population growth.
Level 2 **3-4 marks**	Defines resource. Some detail or range. May make implied link to population growth.
Level 1 **1-2 marks**	Very vague with no detail. Poorly defined resource.
0 marks	No acceptable answer.

(c) **Examine how the use of a resource in one country may affect another country.** **[10]**

KI 2.2, 3.3 AO 1

This question is very open. The answer must focus on countries, and the effects can be positive or negative. Many answers will focus on environmental issues and affects, but there are economic and social effects as well that should be credited.

Answers can focus on one resource in detail or more than one (credit range as well as depth). Good answers should have specific detail used to address the question.

Answers depend on examples chosen, but expect deforestation in Nepal causing soil erosion and consequent flooding in Bangladesh, use of fossil fuels in UK causing acid rain in Scandinavia, use of water in southern states of US causing environmental problems in Mexico. Other examples that may focus more on the social and economic effects may include flower/vegetable growing in Kenya, with the flowers/vegetables being sold to the UK, mineral exploitation in the Amazon, oil in Nigeria.

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

Level 3 **8-10 marks**	Named resource and sound detail of effects on another country/countries.
Level 2 **4-7 marks**	Named resource. Some convincing detail of effects or countries. May focus on one aspect, e.g. environmental effects. Maximum of 5 marks if no link to another country.
Level 1 **1-3 marks**	No named resource or poorly defined. Does not name countries. Very general.
0 marks	No acceptable answer.

Q.2 (a) **Use Figure 2 to suggest the benefits of buying eco-friendly washing powder from Peru.** **[5]**

K1 3.2, 3.1 AO 2,3

Answers may include links to sustainability or bottom-up development. Benefits may include:
- using washing powder will protect the environment
- poor communities in Peru benefit financially and can improve their livelihoods, which then leads to improved health and poverty reduction
- it will not cost them any more than normal washing powder
- the environment is not damaged in Peru when the powder is made from a plant that grows there already, saving materials and not creating pollutants
- housing is improved in Peru
- sustainable production - small scale, therefore not over cultivating the land.

Benefits may be to people of Peru, the environment or the consumer.

Level 3 **5 marks**	Makes link to responsible use of resources. May use appropriate terminology. Two ideas well developed or several appropriate ideas in less detail.
Level 2 **3-4 marks**	Recognises benefits to people in Peru as well as the environment. Some development of one idea that goes beyond resource and links to benefits or more than one idea in outline.
Level 1 **1-2 marks**	Very vague and general statement/s about it being eco-friendly or good for people in Peru. Ideas lifted purely from the resource.
0 marks	No acceptable answer.

(b) **(i)** **Outline two of the goals of sustainable development.** **[4]**

K1, 3.1 AO 1,2

Answers may include: socio-cultural, economic and environmental goals which may focus on:
- environmentally friendly
- fair and equal to all
- improve quality of life
- be able to continue into the future
- resource management – so future generations can meet their needs
- reduce use of resources
- increase use of renewable energy
- bottom-up community development/pro-poor.

Point mark. 1 mark for goal, up to 2 marks for elaboration. It may be 2+2 or 3+1 marks. Maximum 2 marks if Brundtland definition given.

(ii) **Describe some of the difficulties involved in the sustainable management of resources at a national scale.** **[6]**

K1 3.1, 3.2, 5.1 AO 1

Answers could focus on one country or mention more than one. Answers may refer to on one or more natural resources (e.g. wind, land, water, forests). UK – demand for energy – planning permission needed for wind farms / wave hubs, etc. NIMBY attitudes to wind farms, unwillingness to change habits, unpopularity of policies such as charging for rubbish collection. There should be a focus on the sustainable management of resources. Credit breadth or depth and be prepared to credit a range of difficulties.

Level 3 5-6 marks	Detail linked to sustainability. May be two difficulties in some depth or several in outline linked to national scale.
Level 2 3-4 marks	Linked to sustainability. May not focus on national scale. May be only one difficulty or limited treatment of several.
Level 1 1-2 marks	Vague answer. May be generic.
0 marks	No acceptable answer

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

K1 3.1 AO 1,3

The sustainable development project could be any scale – local, regional, national. Examples may include Agenda 21 or government recycling targets at the national level. Regional examples may be public transport, regeneration or educational initiatives. More common are likely to be answers using local scale examples. These could be from more or less developed countries. Examples may include the work of NGOs such as Send a Cow, Oxfam, WaterAid, Practical Action or community action or local government. Specific examples of projects may include pumpkin tanks, water pumps, micro-hydros, barefoot vets, bee keeping, dairy-cow breeding projects.

If a very large/mega dam project is used, the answer must very clearly focus on the sustainable aspects. Many environmental groups do not consider such projects as sustainable because of the environmental destruction that is caused.

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

Level 3 **8-10 marks**	Clearly named project in detail. Clear links to sustainable development. Clear evaluation. At top end may give balance – positive and negative.
Level 2 **4-7 marks**	May either describe a project or sustainable development, or both with more limited detail. Statement about success but no real evaluation.
Level 1 **1-3 marks**	No named sustainable development project. Very general and vague description of a project or sustainable development.
0 marks	No acceptable answer.

Q.3 **(a)** **Use Figure 3 to describe the variations in income inequality around the world.** **[5]**

K1 1.2 AO 2,3

Expect close reference to the data.

- Biggest inequalities are in developing countries, e.g. South Africa, Namibia, Botswana, Brazil– red indicating more/greatest income inequality.
- Middling countries/regions tend to be rapidly industrialising such as India, China, parts of North Africa, USA, Russia and Argentina.
- Lowest in more developed countries such as Canada, Australia, also parts of Central Europe and Central Asia and Europe – yellow indicating less/low income inequality.

Level 3 5 marks	Full range of inequalities, well linked to map. May mention an example that does not fit the developing/more developed split, e.g. Tanzania.
Level 2 3-4 marks	Partial reference to variations with some country/regional support.
Level 1 1-2 marks	Very vague and general. Some reference to map or named countries/regions may be inaccurate.
0 marks	No acceptable answer.

(b) **(i)** **Suggest *two* problems that a country with high income inequality may face.** **[4]**

K1 1.1 AO 1,2

Credit any reasonable suggestion, such as those below:
- Many people are unable to afford healthcare and education.
- Low spending power-making it hard for the economy to grow.
- Limited tax base available to invest in infrastructure.
- Increasing vulnerability and likelihood of falling into poverty.
- Social problems: envy leading to anti-social behaviour, violence.

Point mark. 1 mark for point. 1 mark for development or example. Maximum 3 for one well developed point. It may be 2+2 or 3+1 marks.

(ii) **Outline *one* named strategy that aims to reduce inequality.** **[6]**

K1 2.2 AO1

Answers will depend on example chosen. These could be from more developed or developing country and at any scale.

e.g. Disability Discrimination Act (DDA) in UK – ensures access to public buildings improving employment prospects and leisure options for the disabled.

Reserving jobs in the public sector and places at schools for Dalits in India increases potential household income and raises status as well as offering empowerment.

Some may focus on poverty rather than inequality.

Level 3 5-6 marks	Named strategy with detail. Makes link to reducing inequality clear.
Level 2 3-4 marks	Named strategy with some description. Link to reducing inequality implied, or may focus on poverty.
Level 1 1-2 marks	No named strategy but the idea of reducing inequality in vague terms.
0 marks	No acceptable answer.

(c) **Compare the ways in which named social groups experience inequality.** **[10]**

K1 4.2 AO1,3

To compare, candidates need to identify similarities and differences. They need to refer to at least two defined groups, e.g. the elderly in UK; Dalits in India; the Roma; Aborigines in Australia.

Answers may focus on access to education, services, language barriers, lower wages, health care, land ownership as well as discrimination and prejudice. Expect reference to negative images, stereotypes and the role of dominant groups (media, employers).

Good answers are likely to have some structure and specific, convincing detail.

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

Level 3 8-10 marks	At least two named groups. Convincing detail. Compares.
Level 2 4-7 marks	At least two named groups. Some detail. May describe rather than compare or give limited comparison. May lack balance.
Level 1 1-3 marks	Poorly defined groups. Very vague and general. Description, no attempt to compare. Maybe one group.
0 marks	No acceptable answer.

Q.4   (a)   Use Figure 4 to describe progress towards the MDGs in Africa.   [5]

K1 5.2 AO 2,3

The compound graph is for Africa only. Most progress towards combating HIV/AIDS; 35 countries above average (most), 7 average (least) 9 below average (least), least towards. Reducing child mortality has made the least progress. Eradication of Extreme Poverty and Hunger has the least progress with 24 countries.

The question does not ask for explanation.

Level 3 5 marks	Close reference to data. Identifies most and least progress, in detail or a range in less detail.
Level 2 3-4 marks	May identify most/least progress. Some reference to data for at least one goal. May miss African focus.
Level 1 1-2 marks	May not mention specific goals. Very general and vague. May misinterpret graph – e.g. "all goals met".
0 marks	No acceptable answer.

(b) **(i)** **For any *one* MDG, suggest why the goal may be difficult to achieve.** **[6]**

K1 5.2 AO 1,2

Answers will depend on goal or target chosen – candidates can pick any goal, not just those in the resource. Expect lack of money, poor education of women, hard to access rural communities, poor infrastructure, sheer scale of the problem in the first place, lack of co-operation, goals imposed on developing countries, reliance on local culture. Detail does not have to be on Africa.

Level 3 5-6 marks	Names a goal. Convincing detail. Link made to difficulties in achieving the goal.
Level 2 3-4 marks	Names a goal. Some detail and not well linked to achieving the goal.
Level 1 1-2 marks	Very general and vague. May not name a goal or give any detail.
0 marks	No acceptable answer.

(ii) **Define the HDI.** **[4]**

K1 1.2 AO 1,3

Point mark to a maximum of 4 marks. Accept old HDI, but note the new HDI includes: GN1 per capita; mean schooling years; life expectancy.

- Human Development Index (1 mark).
- Composite index (1 mark).
- Used to rank countries in order of development (1 mark).
- Includes measures of life expectancy (1 mark) literacy/education (1 mark) GDP per capita (1 mark).
- Used by UNDP in Human Development Reports since 1990 (1 mark).

For example, HDI is the Human Development Index (1 mark). It is made up of life expectancy (1 mark) literacy/education (1 mark) and GDP (1 mark).

(c) **Assess the success of *one international* initiative that aims to reduce poverty.** **[10]**

K1 5.1 AO1,3

Recognised initiatives include *Live 8, Make Poverty History, Drop the Debt,* MPGs, Commission for Africa, HIPCs, SAPs. Answers could include who was involved, how it was international, how long it ran, what people did, awareness raising, money raising and assessment of success.

For example, for *Make Poverty History*: it was a coalition, 2005 was a key date as UK had presidency of EU and G8, UN meetings and WTO negotiations. Initially there were 40 members representing UK civil society. This rose to 540 by July 2005 and included trade unions, students union, faith groups, voluntary organisations, not-for-profit business, funding and media organisations. It did not set out to raise money, yet this is what was achieved. Objectives – more and better aid, trade justice, debt relief.

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

Level 3 8-10 marks	Recognised international initiative with accurate detail. Link to poverty reduction made. Success assessed. May make a balanced assessment.
Level 2 4-7 marks	Loosely defined international initiative in some detail. May not link fully to poverty reduction. Implied assessment.
Level 1 1-3 marks	May not identify international initiative. Very general and vague. Describes
0 marks	No acceptable answer.

GCE WORLD DEVELOPMENT – WD3

January 2012

Assessment Objectives Grid

	AO1 Knowledge and Understanding	AO2 Application	AO3 Skills	Total	Key Question
Question 1					**Theme**
(a)	11	5	4	20	4
(b)	11	5	4	20	4
(c)	10	6	4	20	4
Question 2	14	4	2	20	3
	46	20	14	80	
SECTION B					4-6
Questions 3/4/5					
	14	4	2	20	
TOTAL	**60**	**24**	**16**	**100**	

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GCE World Development – WD3

Mark Scheme - January 2012

SECTION A

Q.1 (a) **Describe the economic, political and social challenges facing Ethiopia.**

[20

Expect answers to contain some of the following:

AO1 11	AO2 5	AO3 4
Economic Dependence on coffee exports Dependence on food aid Poverty Lack of manufacturing investment Inward investment from TNCs	Economy at risk from global price fluctuations Food insecurity National government unable to generate income for development issues of accountability and control	Identifies relevant material from Resource Folder
Political Racial/ethnic tensions in SNNPR Political instability – coups Corruption	Lack of consistent development Poor governance	Interprets evidence from graphs and data
Social High population growth rate High (birth rate) and (death rate) Low primary enrolment Low % urban population	Provision of services, education and health Hinders capacity building High % rural, therefore, difficult to provide services over low density regions Difficult to introduce new ideas / modernise in small urban populations Affects capability building of population	

17-20 marks	A thorough and balanced answer. Gives a full description of all three types of challenges. Appreciate inter-relationships between the issues. Makes full use of the resources. Uses own knowledge effectively to explain the issues.
13-16 marks	Detailed description of range of challenges with some understanding of links between them. May be unbalanced between social, economic and political. Begins to use own knowledge and uses evidence to apply general ideas.
9-12 marks	Some detailed description from resources and begins to recognise challenges in the resources. Does not extend using own knowledge and understanding. Clearly structured for social, economic and political. May become sidetracked by environmental issues.
5-8 marks	A greater range of information is noted but brief / outline only. Does not explicitly recognise 'challenges'. Poorly structured answer.
1-4 marks	Limited description of one or two points, mainly lifting material directly from the resources.

(b) **Explain why foreign firms have invested in agriculture in the region around Awassa.** **[20]**

AO1 10	AO2 6	AO3 4
Global food insecurity Countries searching to secure their own food supplies To date limited investment in African agriculture Potential for raising yields		Interpretation of text and data
	Ethiopian government happy to receive agricultural investment	
Fertile land		
Job creation	Reduce impoverishment of subsistence farmers	
Ethiopian government willing to lease land Encouragement from World Bank Reasonable access to air transport	Grants available for investment by TNCs Overseas markets accessible	

17-20 marks	Well developed range of reasons. Uses a range of evidence from resources and own knowledge to offer plausible, clear and well developed explanation. Evidence of thorough understanding and application of own knowledge.
13-16 marks	Some developed explanations focused on foreign firms, using a range of resources. Evidence of good understanding and some application of own knowledge.
9-12 marks	Lifts explanations regarding the operations of foreign firms with limited further development.
5-8 marks	Describes investments with some detail lifted from resources.
1-4 marks	Brief description of foreign firms lifted from resources in booklet.

(c) **Examine the political and social issues arising from foreign investment in agriculture in Ethiopia.** **[20]**

AO1 11	AO2 5	AO3 4
Political Farmers evicted Civil unrest Foreign ownership and exploitation of Ethiopia's resources Dependence on foreign investment Dependence on overseas markets Increase in agricultural productivity **Social** Farmers evicted Guaranteed employment Employment especially for women Increase Ethiopia's food crisis	Increased political instability Government loses control of Ethiopian resources Fertile land use for commercial crops Reduced dependence on coffee as single crop Diversification of agriculture Landless peasants become even more impoverished Low wages paid by foreign firms Empowerment of female workforce Impact on subsistence farmers, less food for local people	Use of data and text

17-20 marks	A sound examination of political and social issues with range and balance. Offers depth and breadth of discussion. Applies resource material and own knowledge. Well structured and thorough answer.
13-16 marks	Good examination of political and social issues though not necessarily balanced. Uses some own knowledge and understanding to develop discussion. Good use of resources. Breadth or depth.
9-12 marks	Simplistic description of limited number of social and political issues. Not developed. May not be balanced. Answer restricted to resource material with limited use of own knowledge and understanding.
5-8 marks	Unbalanced answer. Implied social or political issues. Limited range. Some use of some of resources. No depth.
1-4 marks	Simple statements lifted from the resource booklet with limited understanding of social or political issues. Limited use of resources.

WORLD DEVELOPMENT – WD3

Level descriptors for essays

17-20 marks	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. Fluent expression with few errors in grammar, punctuation and spelling.
13-16 marks	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. Fluent expression with few errors in grammar, punctuation and spelling.
9-12 marks	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. Use of English is clear and fluent; the essay structure is sound and there may be occasional errors in grammar, punctuation and spelling.
5-8 marks	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. There are some errors in grammar, punctuation and spelling.
1-4 marks	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. Errors in grammar, punctuation and spelling are intrusive.

NB Credit accurate, relevant detail and case studies.

Theme 3: Perspectives of Development

*Candidates are advised to spend approximately **35 minutes** answering this question, Question 2 or Question 3.*

EITHER,

Q.2 **To what extent do governments and NGOs have different views of development?** [20]

This question anticipates some comparison in order to reach a conclusion on 'extent'. Simplistic approach likely to be:
Governments – top down, economic growth
NGOs – grassroots, community focus, small scale.
However, best answers will recognise the complexity of views and draw out similarities in approach as well as contrasts.

Governments' views often include:
- Focus on Modernisation of a country – major influence
- Focus on development through economic growth which can then pay for improvements in infrastructure – health, education etc.
- Also focus on social progress such as the importance of education
- Often promotes western capitalist values
- Accept inequality within the country
- Trickle-down approach whereby development tends to benefit elite groups who then enable further progress within their society
- Accept that development is based on exploitation of resources
- Support industrialisation and income generation is key to development process
- May play down cultural aspects / other people and places
- Accept that the ethical norms of the West are 'good' and are the only route to development.
- Recognise role of state in supporting the development of the market, regulating financial system, development and transmission of technology, promoting equality and alleviating poverty, creating effective institutions e.g. in health and education
- Accepting of the global influence of the top 500 TNCs
- Development through FDI

NGO views often include:
- Grassroots development
- Focus on providing basic needs therefore focus on development for all
- Recognises importance of gender and environment in development; makes development more inclusive
- Integration of social, economic and environment factors
- Active participation of people affected who become more effective in driving their own development. More is achieved and more is sustainable
- May encourage small scale local activities
- Tendency to accept a slow pace or try to limit rapid economic development
- Encouraging widespread participation within communities
- Promoting egalitarian, democratic, participatory politics
- Strong focus on new social movements as the medium of change
- Helps to give non-West actors some say in their own development. Questions assumptions of the West's view of development

Level 5 **17-20 marks**	Accurate knowledge and understanding. Explicit evaluation of similarity and differences in views of governments and NGOs in the development process.
Level 4 **13-16 marks**	Recognises some views but unbalanced treatment of government / NGOs. More implied that explicit comment on 'to what extent'. Begins to recognise complexity of views.
Level 3 **9-12 marks**	Describes the views of the two sides with some accurate and relevant detail. Simplistic view of development. May offer narrative of development project.
Level 2 **5-8 marks**	Limited relevant knowledge of views of development.
Level 1 **1-4 marks**	Very superficial response.

OR

Q.3   **Discuss how the meaning and understanding of the term sustainable development has varied over time.** **[20]**

Expect some or all of the following:
- Most answers will take a historical stance here beginning with descriptions of Brundtland in 1987 (Our Common Future). Credit those who consider Limits to Growth from 1974.
- Sustainable development initially centred on environmental sustainability, but now includes social, economic, and political aspects
- Beware answers that use the Brandt report 1984; this was not really about sustainable development.
- Some answers may include the 3 legged stool analogy or the 3 Pillars
- Attitudes in the developed world in 1992 at UNCED centred on environmental sustainability, protection of resources, climate change. Continued economic growth and technological innovation would provide solutions to living sustainably.
- During 1990s developing countries agreed with the environmental agenda but argued that environmental degradation results from poverty and therefore a priority must be raising living standards through economic development. This requires resource exploitation and increased energy consumption.
- Best answers will recognise that within this classification there are further changes in emphasis over time at national and local levels. Some groups in developing countries are now concerned with economic sustainability leading to social sustainability. In developed countries there are strong lobbies for continued industrialisation for job creation, which is one aspect of sustainable development.
- Some people still focus on environmental sustainable development rather than the more holistic approach, especially in the global North.

Credit use of specific examples / evidence during the 1990s as well as different attitudes within countries. The most likely are China and UK.

Level 5 **17-20 marks**	Discusses how understanding of, and attitudes towards, sustainable development has changed. May contrast developed and developing countries. May recognise different attitudes within countries as they develop over time.
Level 4 **13-16 marks**	Appreciates the question in terms of how people have learned to apply / implement / address sustainable development during the 1990s and 2000s.
Level 3 **9-12 marks**	General discussion about SD without any consideration of how its understanding has changed. May be dominated by projects / narrative.
Level 2 **5-8 marks**	Limited relevant knowledge of sustainable development.
Level 1 **1-4 marks**	Very superficial response.

WORLD DEVELOPMENT – WD3

SECTION B

Theme 4: Economic Development

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

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

EITHER,

Q.4 **Discuss the view that globalisation has a destabilising effect on national and local economies.** **[20]**

The question asks for only a 'view' so expect the best answers to consider both sides.

Answers should consider both national and local scales but may not be precisely balanced. NB the question is about **economic issues**. Probably answers will be focussed on impact of TNCs.

Expect some or all of the following:

Local	
Agree	**Disagree**
• Undercutting of local businesses by global products	• Outsourcing from TNC investment may increase employment opportunities
• Increased unemployment	• Increased competition improves local businesses
• 'Race to the bottom' in terms of work practices	• Up-skilling of workforce therefore more opportunities to develop
• Increased insecurity of trade / business especially in manufacturing	• Increased trading opportunities
• Out-migration to regions of inward investment	• New business opportunities may develop – 'knock-on' effects
National	
Agree	**Disagree**
• May put national firms out of business	• Helps to incorporate national businesses into the global economy and expand trade
• Forces governments to offer incentives which it cannot afford	• Increases national income to spend on other developments
• Concentrates economic investment in one region and risks out-migration and economic flight from others	• Up-skills workforce
• Encourages emigration of skilled personnel	• Gives out a global modernising image
• May increase economic inequalities between groups	• Technology transfer

Level 5 17-20 marks	Addresses all points of view. Includes relevant exemplification. Makes an explicit, considered assessment.
Level 4 13-16 marks	Has some explicit idea of destabilising effects but lack balance. Limited use of examples to illustrate.
Level 3 9-12 marks	Discussion probably limited to the impact of globalisation. Implied comments on destabilisation.
Level 2 5-8 marks	Limited relevant knowledge of globalisation.
Level 1 1-4 marks	Very superficial response.

OR

Q.5 **With reference to two examples, examine the effectiveness of aid programmes in delivering economic development.** **[20]**

Two programmes should be discussed. Note: the requirement for **programmes**, but there is some room for flexibility here. Accept that programmes may be interchangeable with projects (which technically are the small scale activities which are organised within a programme).
but– take care with answers on aid **agencies** e.g. Send a Cow. This is an agency which has several programmes such as the Dairy Goat breeding scheme.

There will be much narrative of different aid stories which should not get very much credit. The examples should support the focus on whether the programme delivers economic development.

Look for some evaluation of **effectiveness** in best answers.

Expect the following types of ideas:
- employment creation, especially for women, through fair trade, microfinance schemes
- programmes may deliver skill training; training with new technology such as mobile phones; new farming practices which increase food production
- health and education programmes may increase employability
- consider the **sustainability** of the economic development
- also the **groups** of people who would benefit
- issue of scaling-up is important. A programme in one area may offer small scale economic opportunities, but needs to be rolled out more widely to get more economic growth
- recognise that not all aid programmes are economically driven even though they may have attendant benefits
- many aid programmes are social in focus.

Level 5 17-20 marks	Addresses aid in an economic context. Accurate exemplification. Makes an explicit, considered evaluation of effectiveness.
Level 4 13-16 marks	Has some explicit, detailed comment on economic impact of aid programmes. May assume that all are beneficial.
Level 3 9-12 marks	Discussion limited to outline examples of aid programmes. General or implied comments linking aid to economic development. Maximum level if only one example.
Level 2 5-8 marks	Limited relevant knowledge of aid programmes. Not linked to economic development.
Level 1 1-4 marks	Very superficial response.

EITHER,

Q.6 **Examine the impact of the International Monetary Fund (IMF) and World Bank on development in different countries.** **[20]**

Development may be seen in economic, social, political or environmental terms. The strategies have affected all four aspects. Do not expect a balance between these four international financial institutions (IFI). Good answers could technically focus on just one, although almost inconceivable that economic and social are not discussed. Expect specific detail of (recent) PRSPs and (older) SAPs to illustrate the impacts on the chosen countries.

There should be at least two countries considered in the answer.

Look for considered evaluation, positives as well as negatives. This should not be an entirely critical condemnation of IFI policies.

Structure of answers may vary. The structure may be by country, or by institution or by impact. Even though the distinction is increasingly blurred, good answers should recognise the different functions of the IMF and World Bank and therefore, the different impacts. Answers should all reflect the idea that the development politics of each institution affect the projects they support and the way they deal with a country.

Expect some or all of the following.

IMF
- Loans at preferential rates of interest.
- Specific economic outcomes such as FDI, opening up of markets, export oriented growth, stringent balance of payments controls. Agenda is often driven by neo-liberal economics.
- Social – reduction in welfare, health and education.
- Privatisation of assets e.g. water, oil, forest resources.

World Bank
- Offers loans for development projects especially infrastructure.
- In so doing influences scale / location / purpose of projects.
- World Bank priorities / perceptions of the time affect its support for different projects and therefore their viability (e.g. 1990s penchant for big projects v 2000-2008 support for small ones). Depended on World Bank leadership.
- World Bank funding tied to specific objectives and criteria – often with neo-liberal undertones.
- Examples: Narmada dam, Abidjan – Lagos trunk route, urban water supply in Senegal.

Level 5 **17-20 marks**	Justified evaluation of each international financial institution, supported by accurate evidence. May offer some comparison by way of evaluation. Explicit links to impacts i.e. development actually achieved.
Level 4 **13-16 marks**	Unbalanced but accurate discussion of impact. Appropriate exemplification but implied link to role of IMF / World Bank.
Level 3 **9-12 marks**	Discussion unbalanced. Probably a description of projects undertaken by each institution.
Level 2 **5-8 marks**	Limited relevant knowledge of international financial institutions.
Level 1 **1-4 marks**	Very superficial response.

OR,

Q.7   **Discuss the importance of international human rights conventions in encouraging stable political development.**   **[20]**

Answers may focus on one or two countries to illustrate the impact of human rights conventions on political development and will probably be in the context of governance and social stability.

Accept that some answers may disagree that international conventions (ICs) are of any use. All views must be justified.

Look for key ideas such as equality, racial discrimination, participation, inclusion, accountability, rule of law.

ICs help countries to comply with legal, internationally recognised norms and standards which benefit all populations. Human rights fundamentally support and strengthen stable political development. ICs also legitimise moral and social pressure from the international community.

Examples:

International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) 1965

International Covenant on Civil and Political Rights (ICCPR) 1966

International Covenant on Economic, Social and Cultural Rights (ICESCR) 1966

Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) 1979

Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT) 1984

Convention on the Rights of the Child (CRC) 1989

International Convention on Protection of the Rights of All Migrant Workers and Members of Their Families (ICMRW) 1990

Level 5 **17-20 marks**	Clear focus on importance of international conventions and their impact on named countries. Accurate and relevant country details. Explicit links to political developments in chosen countries. Recognises both sides: stability and instability.
Level 4 **13-16 marks**	Accurate explanation of integration of international conventions in specific countries. Falls short of linking to stable political development.
Level 3 **9-12 marks**	General discussion about benefits and rationale of international conventions. Some reference to specific countries.
Level 2 **5-8 marks**	Limited relevant knowledge of human rights conventions.
Level 1 **1-4 marks**	Very superficial response.

Theme 6: Social Development

EITHER,

Q.8 **Discuss the view that education is fundamental to the development process.**

[20]

Expect answers to discuss the benefits of education and how educated people can contribute to the development of their country. Development can be understood in economic, social, political, cultural terms. Good answers need to progress beyond the self evident i.e. that educated people can develop more, and discuss the idea of fundamental building block for development, There should be national examples of how development has been enabled because of the education of a population.
It could be argued that some educated social groups are able to develop more effectively than others.

Most likely example is Kerala State but beware the view that it is 'all good'. Kerala's development now has very significant economic problems with out-migration, lack of inward investment and high public spending.

Also likely is education in China: education for life, iron rice bowl etc.

May include some or all of the following depending on the chosen country:
* capacity-building in the population – professional skills from engineering to medicine
* productivity of workforce – increase household income and consequent consumer demand
* increase GDP
* encourage investment from overseas as workforce becomes more skilled
* improved role / productivity of women
* improve child health
* improve position of women in society
* increase in general health of population / reduction in cost of health services
* increase empowerment / cohesion of society / tolerance
* increase role of civil society and accountability of governance.

Education could conceivably bring risks e.g.
* increased awareness of global culture – decline of traditional / tribal / ethical values which some people may regard as a retrograde step
* out-migration of educated individuals so that development never really happens
* increased inequality if education is delivered by state and non-state providers e.g. faith schools, international schools.
Be careful of crediting simplistic assertions e.g. crime rates are less in educated counties.

Level 5 **17-20 marks**	Detailed evidence to support the assertions made about the fundamental need for / benefits of education. Also recognises both perspectives. Explicit links between education and development.
Level 4 **13-16 marks**	Begins to articulate the links between education and development. Accurate exemplification at national, regional or local scale.
Level 3 **9-12 marks**	General discussion assuming education is good. Main focus is on describing the benefits of education initiatives in specific countries.
Level 2 **5-8 marks**	Limited relevant knowledge of the education in developing countries. General discussion of broad ideas only.
Level 1 **1-4 marks**	Very superficial response.

OR,

Q.9 With reference to two models, examine how each helps the understanding of population–resource relationships. [20]

The two most likely models will be Malthus and Boserup, but these need some depth of critique to gain real credit. Simplistic descriptions are not sufficient. More sophisticated but helpful models are IPAT and POET (as below).

Good answers will critique the models and address how they 'help understanding'. To that end, POET and IPAT are more effective than the others. However, all have limitations in trying to model this complex relationship.

Boserup
- A simplistic model which focuses only on population. The resource element is more implied.
- It deals with the population–food relationship although other resources are also needed to meet basic needs.
- It assumes innovation can keep up with resource demand.
- It assumes that communities have the resources to develop new technologies and do so under pressure from population growth.
- It gives no element of time within which inventions spread and move into common usage.
- It does not recognise sudden onset population–resource imbalances such as failed rains, climate changes in which population becomes under pressure.
- It does not deal fundamentally with the issue of finite resources.
- There is no recognition of any positive feedback loops which occur while innovation is spreading. Population pressure may gradually exacerbate resource pressure with a time lag for the effect of innovation.

Malthusianism
- A simplistic model and therefore attracts much support.
- Most importantly, Malthus assumes that population pressure causes poverty whereas others see population pressure as the symptom of poverty. Populations in chronic poverty lack the resources to lift themselves out of that state.
- It deals only with the population–food relationship although other resources are also needed to meet basic needs.

IPAT

Impact = Population x affluence x technology
- Affluence is closely linked to consumption. As population grows and develops, and wealth increases so consumption increases which puts pressure on resources.
- Affluence encourages use of technology and innovation. This may reduce / minimise resource use
- Assumes that population size in a developed nation with high levels of consumption will have a greater impact than the same size population in the developing world.
- Population may have a beneficial impact e.g. conservation / AONB. More and wealthier people may put pressure on the environment which may lead to conservation.
- But it may not be accurate if resources are acquired freely – e.g. collected from forests/ wildlife etc. Developing communities may consume a lot of wood simply because they are **not** affluent.
- There is no consideration of population structure, age, gender. These may affect the use of resources and technology. Ageing populations and children use fewer resources than middle aged populations.

- Technology may reduce the impact on resources e.g. by being more efficient. Example = concentrated washing powder or fabric conditioner.
- But this may be more expensive – affluence enables the use of technology which can lead to environmental protection.
- Technology e.g. toaster, furniture, car, tractor, farm implement influenced by affluence.
- Equally, concentrates and miniatures require high inputs (semi-conductors require vast amounts of water in their production), which has a negative impact on the environment. Savings in terms of one element / resource may use more of another, different and perhaps more vital resource.
- More affluent populations acquire the latest reductionist technologies which may use more 'hidden' resources in manufacturing than older technologies.eg semiconductors use huge volumes of water during their manufacture.
- Environment: impact includes living space, waste, goods we own, housing.
- Population: some evidence that populations reduce in size as affluence increases.

POET
- The inter-relationships between Population – Organisation – Environment – Technology.
- Populations may have a positive or a negative impact on the environment, but equally the environment impacts on population e.g. climate change makes life difficult for pastoral formers in Sub-Saharan Africa and forces people to make difficult choices between the need to sustain life today while increasing vulnerability for life tomorrow.
- Organisation – how we use the technology and exploit resources is important. This is another two-way response. It can be social e.g. large corporations, communities, families, religions etc. What people do obviously will vary greatly if they live in an industrial vs a pre-industrial society.
- Technology is a result of affluence and organisation of society–a capitalist economy, ownership, relatively open markets where goods and services are exchanged (versus, say a 'command economy').
- As population increases there may be pressure on resources. Organisation of society influences how population responds to increased pressure on the environment. More complex organisation is likely to use more technology and resources.
- Other factors affect resource consumption such as affluence, population structure, and geo-politics.
- Neither Boserup nor Malthus address other factors which can raise productivity, technology and efficiency of resource use, notably entitlements to education, health, energy and political stability.
- None of the models consider changing attitudes towards the role of women, the status of women or the contribution of women to development. These can have a fundamental influence of the way resources are used in a community.

Level 5 **17-20 marks**	Detailed understanding of two models. Explicit discussion focused on understanding of the population–resource relationship.
Level 4 **13-16 marks**	Begins to articulate the links between models and understanding population–resource relationships. Relevant exemplification.
Level 3 **9-12 marks**	General discussion of two models. May be unbalanced.
Level 2 **5-8 marks**	Limited relevant knowledge of population–resource relationships.
Level 1 **1-4 marks**	Very superficial response.