



GCE MARKING SCHEME

WORLD DEVELOPMENT AS/Advanced

SUMMER 2013

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 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 using 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.

Assessment Objectives Grid for WD1

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

GCE World Development – WD1

- Q.1 (a) Use *Figure 1* to outline arguments for and against expanding the London Array project. [5]**

KI 4.2, AO 2 and 3

Arguments for:

- need for energy in UK; some responses may say SE due to population concentration
- reduce carbon emissions/clean energy/renewable energy source; some may mention government targets for using renewable energy
- mention of biodiversity, sustainability, need for energy.

Accept any reasonable and feasible argument that is not directly from the resource, e.g. employment, suitable location / flat land.

Arguments against:

- threat to rare birds/environmental objections/habitat loss.

Accept any reasonable and feasible argument that is not directly from the resource e.g.:

- environmental disruption during construction
- more electricity than can be produced by this project (or wind energy) required to meet national needs
- potential disruption to shipping.

Level 3 5 marks	Arguments for and against that are well developed.
Level 2 3-4 marks	Some development of one argument that goes beyond the source, or more than one argument in outline.
Level 1 1-2 marks	One or two very basic ideas or direct lift from source.
0 marks	No acceptable answer.

- (b) (i) **Describe how people benefit from the use of *one* natural resource, other than wind energy.** [6]

KI 1.2, AO 1

Answers must name one natural resource (e.g. oil, water, forests, minerals, bees). Expect the use of examples. Some may use one example in detail and some may mention a range of examples.

Benefits may be economic, social or perhaps environmental, depending on the resource e.g. clean energy source, reducing carbon emissions and reliance on fossil fuels. Answers could focus on one or two benefits in detail or mention a range in outline. Some answers may focus on basic human needs.

Level 3 5-6 marks	Names resource. Clear link to benefit(s) with specific detail and well-used example(s). May be one or two benefits in detail or a range in outline
Level 2 3-4 marks	Names resource. Some link to benefit(s). May mention example/s.
Level 1 1-2 marks	No named resource or using wind as an example. No clear link to benefits. Very general.
0 marks	No acceptable answer.

- (ii) **Outline *two* problems caused by the use of natural resources, other than wind energy.** [4]

KI 1.2, AO1 and 2

Answers are most likely to focus on pollution or environmental issues such as deforestation leading to flooding or overgrazing leading to desertification. Some answers may include case studies such as acid rain in Scandinavia being caused by fossil fuel combustion in UK or the reduction in the size of the Aral Sea being due to water extraction for irrigating cotton. Some may also answer on mega-dam projects, again with a focus on environmental damage and loss as well as the impact on people of losing their land and homes. Natural resources could include uranium, soil, crops. The question, however, does not ask for examples.

Point mark with 1 mark for problem (e.g. desertification, loss of land) and 1 mark for example or development or detail. Marks may be 2 + 2 or 3 + 1. No credit for using wind as an example.

(c) **Evaluate *either* the Malthus or the Boserup model of population–resource relationships.**

[10]

KI 2.1, AO 1, 2 and 3

Expect answers to focus on Mauritius (here a Malthusian crisis predicted but did not come to fruition, partly due to technological innovation along the lines of Boserup’s ideas, but also due to Malthusian preventative check of family planning). But any country could form the basis of a good answer (e.g. China, UK, Kenya, Ethiopia, Uganda).

Malthus – population increases faster than food supply, so population has to be checked in order to avoid disasters such as famine, disease, war.

Boserup – human populations will always find a technological solution to the problems of population pressure on resources.

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

Level 3 8-10 marks	Answer with convincing evaluation. May consider both Malthus and Boserup. May discuss strengths and weaknesses in relation to one example in detail or more than one in less detail.
Level 2 4-7 marks	Some detail of theory and/or example(s). May lack balance. May state that the model ‘works’ or is ‘proved wrong’. Maximum 5 if Malthus and Boserup are confused.
Level 1 1-3 marks	No detail and/or very limited understanding of Malthus or Boserup. Very general.
0 marks	No acceptable answer.

Q.2 (a) Use Figure 2 to describe the variation in daily oil consumption in the Asia Pacific region. [5]

KI 1.2, AO 3

Expect close reference to the resource and the data for higher levels. Some may calculate and comment on different consumption levels.

- China has the highest consumption 8,625 thousand barrels.
- Bangladesh has the lowest consumption at 93 thousand barrels.
- Developing countries tend to have lower consumption e.g. Bangladesh has 93 thousand barrels.
- Some may point out anomalies such as lower consumption in Australia despite the size of the country.

N.B. the command is 'describe', so no credit for explanation.

Level 3 5 marks	More than one idea that recognises variation and is supported by data. Takes an overview of the region.
Level 2 3-4 marks	One or more idea that recognises variation and is supported by data and/or sense of grouping.
Level 1 1-2 marks	No use of data or lists the data or inaccurate use of data. Very general comment(s).
0 marks	No acceptable answer.

(b) (i) "Think global, act local". Explain what is meant by this statement. [6]

KI 3.2, AO 2 and 3

Answers may refer to sustainable development and see the link between local and global. Another focus may be the importance for resource management and conservation for future generations. Other points may include the interconnection and dependence of global systems, such as climate. Most likely examples could be recycling, reducing resource use such as fossil fuels, finding alternative, renewable energy sources, reducing water use and wastage. The Brundtland definition of sustainable development may well be used.

Level 3 5-6 marks	Gives reasons and detail. Clear understanding of the global to local link and/or gives an example/s.
Level 2 3-4 marks	General points about local benefits such as resource management and improving livelihoods. Describes. Some link between local and global implied.
Level 1 1-2 marks	Very limited description or example with no accurate elaboration.
0 marks	No acceptable answer.

- (ii) **Outline the approach of *one* named group to sustainable development.** [4]

KI 5.2, AO 1, 2

Groups chosen could be a company, government, NGO or civil society organisation (CSO).

Point mark with 1 mark for group and 1 mark for understanding of sustainable development, with further marks for detail or extension.

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

K1 3.1, AO 1 and 3

The sustainable development (SD) project could be at any scale – local, regional, national, or in an urban or rural environment in any part of the world. 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 or projects of NGOs such as Oxfam, WaterAid, Practical Action or community action or local government. Specific examples may include Pumpkin Revolution water pumps, micro-hydros, Recycle a Goat, transition towns and their specific projects. If a very large/megadam 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 mark.

Level 3 8-10 marks	Named example in detail. Clear links to sustainable development (SD). Clear assessment of success. At top end may give balance – positive and negative.
Level 2 4-7 marks	May describe a project or SD, or both in some detail. Statement about success but no real evaluation.
Level 1 1-3 marks	No named project. Very general and vague description of an example or SD.
0 marks	No acceptable answer.

Q.3 (a) Use Figure 3 to suggest why India’s new definition of poverty could be seen as limited. [5]

KI 1.1 and 1.2, AO 3

The definition is based on income. The amounts are different for urban and rural areas but still do not seem to be enough for people to meet their basic human needs. The definition sets the poverty line for India below that of an international body, the World Bank, which may make comparisons with other countries difficult. There is nothing in the definition about vulnerability or the experience of poverty. The new definition will mean that fewer people in India are classified as poor, and so are less likely to receive help from the government. This may increase poverty. Some candidates may compare with other definitions or measure of poverty to highlight the limitations.

Credit range and depth.

Level 3 5 marks	Limitation(s), well developed or a range in outline. Uses information from the resource to support answer.
Level 2 3-4 marks	Some development of an idea or more than one in outline. Limited use of information from the resource to support answer.
Level 1 1-2 marks	One or two very basic ideas or direct lift from source.
0 marks	No acceptable answer.

(b) (i) Describe two indicators of poverty at the global scale. [4]

KI 1.2, AO 1 and 2

Answers will depend on indicators chosen e.g. GNP per capita, GDP per capita, GNI per capita, HDI, HPI-1, HPI-2 (as below), GRPI, life expectancy, literacy, access to safe water and sanitation. There are many acceptable indicators

Point mark with 1 mark for appropriate indicator, 1 mark for development; so marks could be 2+2 or 3+1.

Human Poverty Index HPI – 1

This is about a denial of choices and opportunities for living a life one has reason to value. It aims to capture many, but not all, dimensions of poverty.

It measures deprivation as follows:

- A long and healthy life – vulnerability to death at an early age.
- Knowledge – exclusion from reading and communication
- A decent standard of living – lack of access to overall economic provisioning

Includes:

- probability at birth of not surviving to 40 years old
- adult illiteracy rate
- % population without sustainable access to an improved water source combined with
- % children under weight for their age

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Human Poverty Index HPI – 2

Measure deprivation in the following:

- A long and healthy life – vulnerability to death at an early age.
- Knowledge – exclusion from reading and communication
- A decent standard of living – lack of access to overall economic provisioning

PLUS

- social inclusion

Includes:

- probability at birth of not surviving to 60 years old
- % adults lacking functional reading skills
- % living below the income poverty line
- Rate of long term unemployment (12 months or more)

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(ii) For *one* country you have studied, outline *two* causes of poverty. [6]

KI 2.1, AO 1 and 2

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

Level 3 5-6 marks	Detail well linked to chosen country (e.g. development indicators, names of places, groups). Two causes. Balance.
Level 2 3-4 marks	Some, more limited country detail. May not make link to cause of poverty explicitly. May be one cause only or lacks balance. Maximum 5 if no country.
Level 1 1-2 marks	Could be anywhere. No, or very limited country detail. No link established to cause of poverty.
0 marks	No acceptable answer.

(c) Explain the effects of international debt on *one* named country. [10]

KI 2.2, AO 1, 2 and 3

Expect lack of money for development (health, education, sanitation). Some may use a case study of a HIPC.

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

Level 3 8-10 marks	Accurate detail with link to effects of debt made explicit. Explains.
Level 2 4-7 marks	Some detail. Limited explanation of effect. Link to debt implied. Maximum 5 if no country.
Level 1 1-3 marks	Simple and generalised description. Very limited detail.
0 marks	No acceptable answer.

- Q.4 (a) Use *Figure 4* to outline ways in which Oxfam has helped reduce women’s inequality in Ethiopia. [5]**

KI 4.2, AO 3

The women have gained status as they can now earn an income, independent of the men, and are going to be able to provide the community with a school. They are seen as reliable as they have repaid the loans. They have been empowered by gaining skills and support each other.

Level 3 5 marks	Makes good use of the resource in linking the actions of Oxfam with the reduction in inequality.
Level 2 3-4 marks	Some development of one point or more than one point in outline. Link between Oxfam’s actions and results for women not so clear. Some relevant detail.
Level 1 1-2 marks	One or two very basic ideas or direct lift from source.
0 marks	No acceptable answer.

- (b) (i) Suggest why it can be difficult to reduce the inequalities faced by one named group. [6]**

KI 4.1, AO 2 and 3

Responses will depend on the group chosen, but expect Dalits, Aborigines, the elderly, the disabled. Answers could include points about extent, long-held prejudice (e.g. against beliefs), cost, difficulties of transport, adapting buildings.

Level 3 5-6 marks	May be one or two ideas in depth or a wider range in less detail, but linked to difficulty in reducing inequality. Detail of inequality well linked to chosen, named group (e.g. numbers, indicators of inequality).
Level 2 3-4 marks	Some detail of inequality. Names a group.
Level 1 1-2 marks	No or very limited detail. Very basic or generalised. May not name group.
0 marks	No acceptable answer.

(ii) Define *multi-lateral* and *bi-lateral* aid. [4]

KI 2.2, AO 1

Multi-lateral – from more than one donor country or an international organisation.

Bi-lateral – from one country to another.

Point mark with 1 mark for correct aid and 1 mark for description or example, so marks could be 2+2 or 3+1.

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

KI 2.2, AO 2 and 3

Answers will depend on the choice of aid project, for example: DFID in Ghana–funding for mosquito nets increases use and coverage; reduces illness and deaths from malaria.

Some answers may include comments on sustainability, but this is not required for Level 3 or full marks.

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

Level 3 8-10 marks	Accurate and convincing detail. Explicit evaluation with balance.
Level 2 4-7 marks	Some accurate detail and description of aid project. More limited evaluation – may lack balance or be more superficial. Maximum 5 if no evaluation or inappropriate example.
Level 1 1-3 marks	Vague and general description. Could be anywhere. Lacking detail. Refers to aid in general. No evaluation
0 marks	No acceptable answer.

Assessment Objectives Grid for WD3

	AO1 Knowledge and Understanding	AO2 Application	AO3 Skills	Total	Key Question
Question 1					Theme
(a)	11	5	4	20	3,4,5,6
(b)	11	5	4	20	4,6
(c)	10	6	4	20	39
Question 2	14	4	2	20	3
	46	20	14	80	
SECTION B					Theme
Questions 3 - 9					3 - 6
	14	4	2	20	
TOTAL	60	24	16	100	

GCE World Development – WD3

SECTION A

Q.1 (a) Describe the economic, political and social challenges for the people of Khayelitsha township. [20]

Expect answers to contain some of the following:

AO1 11	AO2 5	AO3 4
<p><u>Economic</u> Low income households. 72% very poor. 24% poor. Mainly unskilled workers. High unemployment. Dependency on electricity is expensive and on paraffin is a fire risk.</p> <p><u>Political</u> Community dissatisfaction with lack of progress on housing issues. Difficult to engage community. Claims of corruption of local leaders. Segregation – few whites.</p> <p><u>Social</u> Poor housing – extremes of temperature therefore poor health of population. Sanitation and access to water. Poor quality of life. High crime rates.</p>	<p>Inability of poor to improve own homes.</p> <p>Difficult to find employment for unskilled workforce. High unemployment risks social instability. Risk of fire throughout high density shacks.</p> <p>Provision of services, education and health. Hinders capacity building. Difficult to introduce new ideas / modernise without community engagement.</p> <p>Risk of disillusion with community leaders. Lack of trust.</p>	<p>Identifies relevant material from Resource folder.</p> <p>Interprets evidence from graphs and data.</p> <p>Communicates findings.</p>

<p>Level 5 17-20 marks</p>	<p>A thorough and balanced answer, including own knowledge. Gives a description of all three types of challenges. Appreciates inter-relationships between the challenges. Makes full use of the resources.</p>
<p>Level 4 13-16 marks</p>	<p>Detailed description of range of challenges with some understanding of links between them. May be unbalanced between social, political and economic. Begins to use own knowledge. Ideas are generally supported by detailed evidence.</p>
<p>Level 3 9-12 marks</p>	<p>Some detailed description from resources and begins to recognise challenges in the resources. More limited range. Does not extend using own knowledge and understanding. Some structure and organisation for social, political and economic challenges.</p>
<p>Level 2 5-8 marks</p>	<p>A range of information is noted but limited and generalised. Does not explicitly recognise 'challenges'. Lacks clear structure.</p>
<p>Level 1 1-4 marks</p>	<p>Weak and superficial description of one or two points, mainly lifting material directly from the resources. Mostly a generalised unstructured account.</p>

(b) **Assess the contribution which the Kuyasa project can make to the quality of life in Khayelitsha.** [20]

AO1 10	AO2 6	AO3 4
<p><u>Positive contribution:</u> Improved heating reduces condensation in houses. Fewer respiratory diseases. Potential for employment making Solar Water Heaters. Less risk of fire. Better lighting in homes. More money circulating in local economy. Rise in personal esteem. Empowerment of women through training in energy issues.</p> <p><u>Negative contribution:</u> Small project of 2,300 homes. Potential division within community between haves / have-nots. People have to contribute to maintenance costs.</p>	<p>Healthier workforce increases employment potential. Better health improves life chances for children.</p> <p>Better light – easier for children to study, rising educational achievement.</p> <p>Capacity building for local women.</p> <p>Many other more important problems to resolve regarding informal housing.</p>	<p>Interpretation of text and data.</p> <p>Communicates findings.</p>

Level 5 17-20 marks	Well-organised range of ideas and assessment relating to contribution to quality of life. Relevant and accurate use of resources. Makes explicit and balanced assessment.
Level 4 13-16 marks	Begins to assess. Relevant answer. Concept of quality of life fairly well understood and relevant contributions offered. Ideas generally supported by detailed evidence. Mainly positive comments.
Level 3 9-12 marks	Some appreciation of cause and effect i.e. some description of the ways in which Kuyasa project affects quality of life. Implied assessment.
Level 2 5-8 marks	Limited and generalised description from resources. Simplistic cause and effect. Lacks appreciation of inter-relationships.
Level 1 1-4 marks	Very limited understanding of relationship between Kuyasa project and impact on quality of life.
0 marks	No acceptable answer.

- (c) Discuss the sustainability of projects such as the Kuyasa low-income housing energy upgrade. [20]

AO1 11	AO2 5	AO3 4
<p><u>Encourages sustainability:</u> Local people could begin to improve their own homes. Increases local employment. Improved health leads to increased productivity in work. Potential export market and job creation. Carbon reduction contributes to global initiatives.</p> <p><u>Sustainability questioned:</u> Funding – one-off grants have limited shelf-life.</p> <p>Dependence on aid / grants – overseas interest buying carbon credits.</p> <p>Hard to incorporate whole community.</p> <p>Local people may not be able to afford improvements in long term.</p>	<p><u>Encourages sustainability:</u> Better health reduces vulnerability of people / families. Employment and empowerment encourages local people to hold corrupt local politicians to account. Carbon credit income could contribute to further developments in Kuyasa. International prestige. International recognition could boost support for project.</p> <p><u>Sustainability questioned:</u> Local producers could benefit from new sustainable technologies in a global market. But very competitive. Income for SA government from carbon credits but small amount and frequency. Small project increases inequalities within community.</p>	<p>Use of data and text. Communicates findings.</p>

Level 5 17-20 marks	Offers well organised, reasoned and balanced discussion of sustainability. Concept of sustainability very well understood. Focus on Kuyasa but credit other appropriate projects. Shows flair and imagination.
Level 4 13-16 marks	Uses details of Kuyasa and/or other projects to discuss some explicit links to aspects of sustainability. Likely to be mainly positive comments.
Level 3 9-12 marks	Describes advantages and disadvantages of Kuyasa and/or other projects. Limited or implied reference to sustainability. Lacks range and depth of ideas.
Level 2 5-8 marks	Describes benefits of Kuyasa project but insecure understanding of sustainability. Evidence offered is limited and generalised. Simplistic arguments.
Level 1 1-4 marks	Simple factual content lifted from the resource folder with limited understanding of sustainability issues. Limited use of resources. Very superficial response. Some accurate description but mainly a generalised unstructured response to the question.
0 marks	No acceptable answer.

Level descriptors for essays

Level 5 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>
Level 4 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>
Level 3 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>
Level 2 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>
Level 1 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. Errors in grammar, punctuation and spelling are intrusive.</p>
0 marks	<p>No acceptable answer.</p>

N.B. 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 Discuss the view that political and social development depends on economic development. [20]

AO1	14	AO2	4	AO3	2
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Candidates must discuss 'the view'. Look for the quality of the argument here. Any well-justified argument for a particular view must be credited.

Most likely answers will agree with the view that economic growth is the main driver of development and that has been held by neo-liberalists. But better answers will recognise that this is only partial and that social and political development is also needed. Best answers will conclude that economic growth drives social and political.

Answers **may** include some of the following.

- Historical perspective – economic growth central to Industrial Revolution.
- 1950s development agenda seen in light of post-war reconstruction of Europe was all based on economic growth.
- Colonial development was based on economic growth of Europe and economic exploitation of resources for developed world / Global North.
- Neo-liberal free market strategies often assumed necessary to fund development.
- Malaysia, Korea, Taiwan in 1970s – development based on economic growth.
- Centrally planned economies e.g. USSR also focused on economic growth. But also have ability to direct development in particular sectors; potential to direct social developments.
- Maoist China – 'economic growth at all costs'.

More nuanced views could include the following.

- Development includes the role of communities, empowerment of women, grassroots development, evolved in 1970s and 80s.
- Economic growth often seems to lead to social inequalities (local, national and global scale). Development also needs understanding of social structures.
- Development requires education, health, food security. However, this needs to be funded somehow – by economic growth.
- Governments alone cannot deliver development. Needs to come from business, industry – compare China's experience.
- Development is about politics as well as the economy; political freedoms of free speech and elections empower people and increase their commitment and ability to develop.
- Democratic processes enable enterprises to develop, free markets and free trade that in turn increase economic growth. Also enable social empowerment of communities.
- Development may be hindered by lack of economic competition and individual empowerment e.g. Cuba.
- Development is about social issues as well as the economy; social inequalities tend to increase as economies grow.
- Need to empower all groups in society so that all can contribute to development process. This can be argued to be closely linked to economic empowerment / growth.
- Economic growth will be less effective without education, health and transport infrastructure.

Level 5 17-20 marks	A well-organised answer which uses accurate knowledge and understanding of concept of development from economic, social and political perspectives. Balanced discussion. Explicitly justifies own view with effective exemplification to illustrate influences.
Level 4 13-16 marks	Concept of development fairly well understood. Has broader view of development which recognises political and social perspectives. Gives examples of different aspects of development. Some discussion and own response to the view is implied.
Level 3 9-12 marks	Assumes that development means economic growth is at the core of the development process. Some structure and organisation but no sense of other perspectives or 'view'. Gives examples to support but often descriptive. Lacks range and depth.
Level 2 5-8 marks	Partially addresses question. Discusses economic growth without reference to development. Insecure understanding of development. Evidence offered is limited and generalised. Simplistic arguments.
Level 1 1-4 marks	Very superficial response. Some accurate description but mainly a generalised, unstructured response to the question.
0 marks	No acceptable answer.

OR

Q.3 With reference to examples, examine the effectiveness of community involvement in development initiatives.

[20]

AO1	14	AO2	4	AO3	2
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This is about the effectiveness of activities and participation of local people in their own development.

Answers may use a case study approach which is acceptable but look for evaluative comment. This may generate narratives of grassroots development but look for explicit knowledge and critique of how community was involved.

Look for specific details of how local people are involved (or not), gender roles and activities; roles for children; position of traditional tribal leaders.

Involvement may not always be positive. Sometimes high status local individuals may dominate development activities or limit their progress. Conservative religious individuals or local leaders may resist development because it may lead to secularisation and dilute the role of religion.

Community involvement is **effective** when:

- time is taken for the community to be consulted
- a range of community voices are heard
- local people are able to take ownership of any infrastructure or are directly involved in creating the project
- development strategies are transparent
- sustainable approaches are recognised
- gender issues are recognised
- NGO or agency support is based on skilling local people.

Community involvement is **less effective** when:

- donors / agencies have pre-conceived ideas
- implementation is seen to be driven by donors / agendas
- only some groups in a community are involved
- donors are in too much of a hurry
- local expertise is not used.

Level 5 17-20 marks	A well-organised answer which uses accurate knowledge and understanding of community involvement. Explicit and balanced examination of effectiveness. Detailed, accurate and relevant exemplification. Recognises disadvantages as well as benefits.
Level 4 13-16 marks	Concept of community involvement fairly well understood. Begins to examine effectiveness with detailed examples. Recognises disadvantages as well as benefits although not balanced.
Level 3 9-12 marks	Some structure and organisation. Describes examples where communities have been involved in development initiatives. Assumes that all is good.
Level 2 5-8 marks	Partially addresses question. Gives examples of community involvement to support but evidence offered is limited, generalised and often descriptive. Simplistic arguments about effectiveness.
Level 1 1-4 marks	Very superficial response. Some accurate description but mainly a generalised, unstructured response to the question.
0 marks	No acceptable answer.

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 how different types of international trade may impact on local economies.

[20]

AO1	14	AO2	4	AO3	2
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Types of international trade include: free trade, fair trade, export-led trade. Accept protectionism as a type / strategy which affects international trade.

Responses may include some of the following:

Free trade: Producer economies benefit, especially efficient companies and advanced economies. It should lead to accumulation of wealth that could provide for increased infrastructure, health, and education. Some local economies can therefore be very successful.

However, it may also lead to concentration of wealth for a few rather than many, and lead to increased inequality. It may have negative impact on development in terms of exploitation of labour and environment.

It is often difficult for small enterprises / newcomers / new communities to establish and integrate into the global market.

Some local economies may suffer if they become inefficient and fail to compete with producers elsewhere. The result can be catastrophic e.g. any number of examples in UK where firms close / rationalise / restructure because of competition from overseas.

Small, less developed nations are caught in a trap between needing access to global markets while protecting fragile national economies. Free trade is seen by some observers to make local economies very vulnerable.

Export-led trading: usually actively driven by governments (e.g. in SE Asia). It can generate substantial national income which may be used to further education, health, infrastructure. Potentially it affects the whole country but top-down development may not produce hoped for or expected progress at the level of local economies/grassroots. There is a risk of exploitation of workforce.

Fair trade: encourages development at grassroots level and small, local scale improvements. Increased income for individuals and communities (including the social dividend) increases access to education, health etc. It may have negative consequences on progress for non-FT producers at local scale. Its impact on progress at national / regional scale is likely to be limited.

Protectionism: may improve local economic opportunities in country in the short term but sustained growth may be hampered by lack of competition and an open consumer market. It may provide more equitable development across economy of whole country but this can be self-limiting.

Trading blocs: this occurs at supra-national scales; it may increase rates of progress as core areas support local economies in peripheral areas. But it may have negative impact on economies outside the trade area which cannot benefit from trade and preferential arrangements.

Level 5 17-20 marks	Well-organised answer which uses accurate and relevant exemplification. Accurate knowledge and understanding of different types of international trade. Explicit and balanced comment concerning impact on local economies.
Level 4 13-16 marks	Relevant knowledge of different types of international trade. A range of impacts on different local economies. Some discussion.
Level 3 9-12 marks	Some structure and organisation in descriptions of different types of international trade. Limited discussion of local impacts. Lacks range and depth and developed ideas. Arguments are partial.
Level 2 5-8 marks	Partially addresses question with limited, generalised knowledge of international trade. Impacts on local economies presented as simplistic cause and effect.
Level 1 1-4 marks	Very superficial response. Some accurate description but mainly a generalised, unstructured response to the question.
0 marks	No acceptable answer.

OR

Q.5 With reference to examples, examine the view that aid programmes do not always deliver sustainable economic development. [20]

AO1	14	AO2	4	AO3	2
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Two **programmes** should be discussed as required in the specification. However, the narrative of different aid stories should not get very much credit. The examples should support the focus on discussing the view that aid does or does not deliver **sustainable** economic development. Look for explicit response to the view.

Expect the following types of ideas:

Aid **can be** sustainable in the following cases.

- In employment creation, especially for women, through fair trade, microfinance schemes.
- Where programmes may deliver skill training; training with new technology such as mobile phones; new farming practices which increase food production.
- Where health and education programmes may increase employability.
- When it considers the **sustainability** of the economic development.
- When it also considers the range of groups of people who would benefit.
- Where the issue of scaling-up is considered. A programme in one area may offer small scale economic opportunities, but when rolled out more widely to get more economic growth it may be less sustainable.
- When it is recognised that not all aid programmes are economically driven even though they may have attendant benefits.
- When, while many aid programmes are social in focus, they contribute to sustainable capacity building and empowerment which in turn impacts on economic development.

Aid **may not** be sustainable in the following cases.

- In situations of aid dependency.
- When there is leakage of aid from the country / community where there is poor accountability so that very little of the money is available on the ground.
- When there are poor aid decisions on appropriateness of the activities.
- Where there is lack of community involvement.
- Where donor agendas take precedence over country-led agendas.
- Where there is corrupt leadership.

Level 5 17-20 marks	Well-organised answer which uses accurate and relevant exemplification. Makes explicit comment on the views of the sustainability of aid. Explicit and balanced comment related to views on aid.
Level 4 13-16 marks	Concepts fairly well understood. Relevant knowledge used to consider views on the effects of aid but lacks critical analysis. Some attempt to evaluate 'the view'.
Level 3 9-12 marks	Some structure and organisation in descriptions of sustainability of aid programmes. Lacks range and depth and developed ideas and tends towards one-sided discussion. Relevant but pedestrian discussion. Arguments are partial and lack reasoned conclusions.
Level 2 5-8 marks	Partially addresses question with limited relevant knowledge of impacts of aid. Polarised view of aid programmes.
Level 1 1-4 marks	Very superficial response with limited relevance to the question set. Generalised knowledge of aid programmes.
0 marks	No acceptable answer.

Theme 5: Political Development

EITHER,

Q.6 Discuss the view that the empowerment of all social groups in a society is essential for development.

[20]

AO1	14	AO2	4	AO3	2
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This should be a discussion of the 'view'. Some candidates may disagree with the premise, which is fine but their view must be justified with supporting evidence.

The focus should be on empowerment, that is, to what extent is it necessary for all groups to be able to make their own decisions, make their own choices, to obtain basic opportunities. Is this desirable? Can development is a society progress without the empowerment of everyone? Often the marginalised or minorities are excluded e.g. Uighur in China but that does not stop development.

Discussion may be in the context of different aspects of development; economic, social, cultural, political and possibly environmental and the way in which different groups in a society can contribute.

Social groups may include:

- South Africa with predominantly political and economic empowerment connected to Apartheid and the social/health issues of HIV/AIDS;
- Iraq – Shia and Shiite groups, possibly in the context of empowerment of women;
- Australia – Aborigines;
- India – different castes. Look for a discussion wider than just Dalits;
- Albania / Macedonia – the Roma;
- UK – may discuss empowerment of homeless, single parents, disabled.

There should be discussion of at least two social groups. Best answers will be specific in terms of ethnic groups, named elites / political groupings / social groups.

Accept 'rich' and 'poor' in weaker answers but do not credit generalised and unsubstantiated claims. Ideas linked to racism must be objectively discussed and justified.

Level 5 17-20 marks	A well-organised answer with accurate and relevant exemplification. Concept of empowerment is understood. Accurate knowledge and understanding of several social groups. Explicit and balanced discussion on the 'view'.
Level 4 13-16 marks	Concept of empowerment fairly well understood. Relevant knowledge of some social groups. Some discussion of inter-relationships between empowerment and development.
Level 3 9-12 marks	Some structure and organisation. Has implied understanding of empowerment. Some descriptive knowledge of social groups. Implied inter-relationships between empowerment and development. Tends to agree with the view.
Level 2 5-8 marks	Partially addresses question with limited, generalised knowledge of two social groups. Links to empowerment presented as simplistic cause and effect.
Level 1 1-4 marks	Very superficial response. Some accurate description but mainly a generalised, unstructured response to the question.
0 marks	No acceptable answer.

OR,

Q.7 With reference to examples, examine how local, small scale strategies may have a significant impact at the global scale. [20]

The specification notes Agenda 21 to address the global problem of sustainable development. Accept a broad approach to global problems e.g. food security, climate change, oil and mineral exploitation, water availability / water stress, deforestation, biodiversity, global sustainability, terrorism, people trafficking, refugees. Accept the 2008 – 2010 global recession as a problem.

Examples may come from a range of locations around the world.

These may include some or all of the following:

- description of a range of small scale development programmes and / or projects;
- specific comment on how these may impact on global problems.

Some examples of local action in response to global problem.

- Agriculture – small scale project to increase commercial food productivity; impact at global scale may increase exports, reduce global food prices.
- Schemes to encourage local food production and consumption; impact on agricultural economies in other parts of the world.
- Fuel – small project to increase in biofuels and reduce dependency on oil; impact on cereal prices, reduce pressure on oil reserves.
- Transport – green transport schemes to pollution reduction in cities; impact at global scale on climate change.
- Water – small scale water conservation schemes.
- Waste – recycling schemes such as newsprint, plastics.
- Forest products – small scale conservation / replanting policies contribute to global forest reserves.
- Use of recycled materials for building e.g. bricks from limestone ash, rice husks, power station waste; all transferable ideas elsewhere in the world.

Level 5 17-20 marks	Well-organised answer which uses accurate and relevant exemplification. Accurate knowledge and understanding of a range of problems. Explicit and balanced examination of the impact / effectiveness of local strategies on global problems.
Level 4 13-16 marks	Relevant knowledge of local strategies with explicit link to global problems. Some examination of range of impacts at the global scale.
Level 3 9-12 marks	Some structure and organisation in examining appropriate local strategies. Descriptive knowledge with limited reference to global scale impacts.
Level 2 5-8 marks	Partially addresses question with some knowledge of project(s). Links to global scale weak or absent.
Level 1 1-4 marks	Very superficial response. Some accurate description but mainly a generalised, unstructured response to the question.
0 marks	No acceptable answer.

Theme 6: Social Development

EITHER,

Q.8 Discuss the view that inequalities faced by women have a negative impact on the development process. [20]

AO1	14	AO2	4	AO3	2
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Candidates are most likely to agree with this statement but accept any well-argued view.

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, 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	Well-organised answer which uses accurate and relevant exemplification to present an informed and wide ranging response. Considers a variety of impacts of female inequality on the development process. Explicit and balanced discussion of the view.
Level 4 13-16 marks	Relevant knowledge and exemplification of female inequality with convincing links to the development process. Some discussion of 'the view'.
Level 3 9-12 marks	Mainly description of inequalities with some relevant exemplification. Begins to comment on impact on development process.
Level 2 5-8 marks	Partially addresses question with limited, generalised knowledge about inequality experienced by women. Impacts on development process presented as simplistic cause and effect.
Level 1 1-4 marks	Some narrative of inequality of women but not linked to development.
0 marks	No acceptable answer.

OR,

Q.9 With reference to one country or region, examine how health programmes may contribute to development.

[20]

AO1	14	AO2	4	AO3	2
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Health programmes are delivered by a variety of actors. Governments deliver primary health care and develop their own health systems. They are also likely to subscribe to global institutions such as the Global Fund, GAVI (Global Alliance for vaccinations and immunisation), Roll Back Malaria, WHO etc. Answers should include reference to more than one health programme. Consideration of contribution to development is essential.

Government programmes – focus on primary health care systems including:

- access to basic health care and medicine
- providing education in nutrition, basic sanitation, hygiene and family planning
- focusing on safe births, with trained birth attendants
- providing hospitals in main towns
- training of health professionals.

These contribute to development by preventive medical practices; improving health of mother and improving the well-being of communities, which enables people to be productive. These increase economic activity and lead to healthy children, who have better intellectual development which raises potential for future. The problem is lack of sufficient finance.

Institutional programmes e.g. GAVI – through single issue campaigns, which include:

- focus on preventing specific diseases e.g. polio; TB
- efficient delivery of services.

They have substantial financial resources and contribute to development by providing preventive and curative resources which recipient countries may not be able to afford. Healthy populations become more productive and nation-wide programmes reduce health inequalities in terms of access to medication. Problem here is ownership of the programme is rarely in the hands of recipient governments.

Agencies such as OXFAM, MSF, Merlin, UNICEF:

They plug gaps in primary health systems and provide emergency health support when a country cannot. Tend to work in areas where other government personnel refuse thereby helping isolated areas potentially to have a more productive workforce.

Level 5 17-20 marks	Well-organised answer which uses accurate and place-specific exemplification of health programmes. Explicit and balanced examination concerning contribution to development.
Level 4 13-16 marks	Relevant knowledge and exemplification of health programmes. Some examination of a range of impacts on development. Contribution to development is fairly well understood.
Level 3 9-12 marks	Some structure and organisation in descriptions of health programme(s). Some detail. Some exemplification. Limited examination of contribution to development.
Level 2 5-8 marks	Partially addresses question with limited, generalised knowledge of health programmes. Impacts on development presented as simplistic cause and effect.
Level 1 1-4 marks	Very superficial response. Some accurate description but mainly a generalised, unstructured response to the question.
0 marks	No acceptable answer.



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