



GCE MARKING SCHEME

WORLD DEVELOPMENT AS/Advanced

JANUARY 2013

INTRODUCTION

The marking schemes which follow were those used by WJEC for the January 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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WD1

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	2.2
(b) (i)	3	1		4	2.2
(ii)	5	1		6	1.1
(c)	7	3		10	4.1
	15	6	4	25	
Question 2					Theme 1
(a)		1	4	5	1.2
(b) (i)	5	1		6	3.1
(ii)	3	1		4	3.1 & 5.1
(c)	7	3		10	5.1
	15	6	4	25	5.2
Question 3		1	4		Theme 2
(a)	3	1		5	2.1
(b) (i)	5	1		4	3.1
(ii)	7	3		6	3.2
(c)	15	6	4	10	5.2
				25	
Question 4					Theme 2
(a)		1	4	5	4.1
(b) (i)	3	1		4	4.1
(ii)	5	1		6	4.2
(c)	7	3		10	4.1
	15	6	4	25	
	60	24	16	100	

GCE World Development - WD1

Mark Scheme – January 2013

- Q.1 (a) Use *Figure 1* to suggest problems caused by transporting goods from New Zealand to other countries. [5]**
KI 2.2 AO 2, 3

Expect close reference to the resource. Better answers will take ideas from the resource and develop them rather than lift. No prior knowledge of the incident is needed to reach full marks. Answers could include:

- threat to wildlife (sea birds, fish etc.) from the oil that was leaked from the damaged ship
- pollution of conservation areas may have put rare or endangered species (and habitats) at risk
- fishing communities and businesses could have lost money as they could not fish due to the pollution and the ban
- the tourist industry in the area could have lost income as people would not be able to use the beaches (go surfing) because of the oil.

Other ideas **may** include:

- deforestation to supply timber for the furniture industry in Vietnam
- pollution caused by emissions from the ship contributing to global warming
- fossil fuel consumption, and therefore resource depletion, to power the ship.

Level 3 5 marks	Two or more problems well developed or a range of problems in outline.
Level 2 3-4 marks	Some development of one problem that goes beyond the source e.g. mention of biodiversity, sustainability, or more than one in outline.
Level 1 0-2 marks	One or two ideas lifted directly from source.

- (b) (i) With the help of an example, describe the meaning of the term *global interdependence*. [4]**
KI 2.2 AO 1

Point mark. Award one mark for definition, one mark for each development or acceptable example.

For example:

Countries depend on one another (1 mark), usually based on exchange of goods (1 mark), e.g. UK and Kenya (1 mark) as UK import flowers grown in Kenya (1 mark).

Candidates could also mention trade between countries at different stages of development or exploitation of resources in one country benefitting another e.g. copper used in mobile phones.

Some answers may be based on environmental problems – for example using resources in one country may have an effect in another (1 mark). Deforestation for fuel wood and building (1 mark for named resource) in Nepal has increased flooding in Bangladesh (1 mark for naming countries, 1 mark for effect).

(ii) **Outline how the use of resources meets *one* named basic human need.** [6]

KI 1.1 AO 1

Answers must name at least one basic human need (e.g. food, water, shelter) and should focus on natural resources (e.g. water, oil, food). Expect the use of examples. Some may use one example in detail and some may mention a range of examples of how resources are used to meet the chosen basic human need.

Water for example is used to meet basic human needs - drinking, cooking, washing and creating energy. Micro hydros in Nepal are used to create energy for cooking and process food, also for light to read and gain an education (covering all basic human needs). In Bangladesh, Rangamati Hills gravity flow and filter systems are used to provide a regular, reliable supply of safe drinking water, enabling people to spend less time collecting water and more time on farming and going to school.

Level 3 5-6 marks	Names basic human need. Clear understanding of link to how resource is used to meet need with specific detail and well used example/s.
Level 2 3-4 marks	Names basic human need. Show some understanding of how resource meets need. May mention example/s.
Level 1 0-2 marks	No named basic human need. And/or clear reference to resource. Very general.

(c) **With reference to examples, compare top-down and bottom-up approaches to managing natural resources.** [10]

KI 4.1 AO 1, 2

Answers should refer to at least two examples and identify the natural resource/s. Approaches should be top-down and bottom-up.

Bottom-up – small scale, local needs met, local resources used, local people involved in decision making and often the implementation.

Top-down – Large scale, expensive, local people not involved in decision making.

Managing natural resources – water for example:

Top-down – mega dam projects such as Namada Dam – government and World Bank funded, provided drinking water for 18 million people initially, with power capacity of 1,450 megawatts, and irrigation – so multi-purpose.

Bottom-up – NGO involvement (e.g. WaterAid) working with local communities e.g. Nepal – clean, safe water made accessible, local community trained to maintain the simple system, locals pay a small amount for its use.

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

Level 3 8-10 marks	Both top-down and bottom-up understood and clear about resource/s. Convincing detail. Explicit comparison.
Level 2 4-7 marks	Describes both approaches, some detail of examples. Max 5 for one description.
Level 1 0-3 marks	Either no resource/s or approaches named. Very general points made. No convincing detail. No comparison.

Q.2 (a) Use *Figure 2* to describe the variation in food consumption around the world. [5]
 KI 1.2 AO3

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

Regions, for example:

Highest consumption – North America, Europe, Oceania, may mention part of North Africa – over 3000 calories daily.

Lowest consumption – Africa, part of South America, parts of Asia – less than 2000 calories daily.

Central America, parts of Africa and Asia 2000 – 2500 calories daily.

Names countries, for example:

Highest consumption – is in US, Canada, UK (almost any country in Europe), Australia, New Zealand, Egypt, Libya and Tunisia; all over 3000 calories daily.

Lowest consumption – Peru, Somalia, Chad, Mongolia, Afghanistan less than 2000 calories daily

More developed regions tend to have higher food consumptions.
 Developing countries tend to have lower consumptions.

Some may point out anomalies such as the high consumption in North Africa, lower consumption in Sweden.

Note: the command is ‘describe’, so no credit for explanation.

Level 3 5 marks	More than one variation described using data. May take global overview and variation within or between regions.
Level 2 3-4 marks	One variation described using data or more than one in outline with no supporting evidence from the resource.
Level 1 0-2 marks	No use of data/countries/regions. Very general comment/s.

(b) (i) Outline *two* measures of sustainability. [4]
 KI 3.1, 5.1 AO 1, 2, 3

Point mark. Award 1 mark for acceptable measure, 1 mark for justification/development/example.

There are very many indicators that can be used; these can be environmental / socio-economic.

Defra for example, use 68 (<http://sd.defra.gov.uk/progress/national/>) including renewable energy production, waste production, water stress, bird populations, biodiversity, fish stocks, river quality, air quality, life expectancy, poverty, homelessness.

For example: recycling (1 mark) reduces resource use, which contributes to sustainability (1 mark), recycling plastic means we save oil, there is less waste going into landfill sites (1 mark).

Expect two measures, but marks can go to 3 for a well-developed measure, (as above) so it could be 3+1 or 2+2 marks.

- (ii) **Explain why sustainable development is so important.** [6]
KI 5.1 AO 1

This is a very open question that may be approached in different ways. Examples are not explicitly asked for, but many answers are likely to focus on an example. Credit breadth as well as depth. Many candidates will give the (Brundtland) definition of sustainable development (SD). Answers should also acknowledge the need to conserve resources and improve peoples' lives, whilst protecting the environment.

Level 3 5-6 marks	Clear understanding of sustainable development (possibly with the use of an appropriate example). Explanation of importance explicit.
Level 2 3-4 marks	Defines sustainable development. Begins to explain reason/s for sustainable development, but not so clear about its importance. May use an example.
Level 1 0-2 marks	May define sustainable development and/or give an example. No explanation of importance.

- (c) **Discuss the ways in which different groups approach sustainable development.** [10]
KI 5.2 AO 1, 2, 3

This is a very open question. Groups (expect a minimum of two examples) may include businesses, NGOs, governments or communities. Examples could be wide ranging and there are very many that could be appropriate. The emphasis is likely to be on resources, but could also consider improving peoples' lives and conserving the environment. Some may define sustainable development.

Business – Marks and Spencer's green plan – reducing energy consumption in stores, restricting issue of carrier bags, reducing waste, sourcing fair trade products such as cotton.

NGO – Practical Action – bottom up, grassroots approach, works with communities to find appropriate/intermediate technology that that will improve peoples' lives whilst not damaging the environment, e.g. mini hydro-electric power (clean, renewable energy) for mountain communities with fast flowing streams; help with improving fishing boats in Kerala, SW India to help people to increase catches and improve lives. Groups can be at a variety of scales; expect local examples.

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

Level 3 8-10 marks	Detailed answer. More than one group. Discusses difference. Clear link to sustainable development.
Level 2 4-7 marks	May name only one group, or no difference in groups. Description. Link to sustainable development implied.
Level 1 0-3 marks	No groups named, generically or by name or may name groups with no link to sustainable development. Very general points made.

- Q.3 (a) Use *Figure 3* to describe the major causes of poverty in the USA, according to the opinion poll. [5]**
KI 2.1 AO3

Candidates should refer to the results of the opinion poll. Most people thought that drug abuse is a major cause of poverty in US (70%). The other major causes are linked to being able to afford medical care (58%) and income. People thought there were too many low paid jobs (54%) and a shortage of jobs (34%). Family reasons were too many single parents (54%). Education was a major cause with 47% saying poor schools were a cause of poverty.

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

Level 3 5 marks	Accurate use of data. At least two causes linked to poverty or an overview.
Level 2 3-4 marks	Some use of data. Either a range of causes and/or at least one cause linked to poverty.
Level 1 0-2 marks	No use of data. Very general comment. Direct lift with no development or link to poverty.

- (b) (i) For one country, give two effects of international debt. [4]**
KI 3.1 AO 1, 2

Effects will depend on the country chosen, but answers could include the lack of money for investment in health, education, and infrastructure.

Point mark. Award 1 mark for effect, 1 mark for development or example.

Credit breadth and depth; so marks could be 2+2 or 3+1 marks.

- (ii) Outline how international debt is being addressed. [6]**
KI 3.2 AO 1, 2

This question does not have to be answered on the same country as (b) (i) or a specific country. Expect reference to heavily indebted poor countries (HIPC). Credit breadth as well as depth.

Level 3 5-6 marks	Convincing detail of debt relief and/or HIPC. Either one or two ideas in detail or a range in less detail.
Level 2 3-4 marks	Mentions debt relief and/or HIPC in some detail and/or range of ideas.
Level 1 0-2 marks	Very general comments not well linked to international debt. No detail.

- (c) **Evaluate the success of *one* named international initiative to reduce poverty.** [10]
KI 5.1 AO1

Answers could concentrate on Millennium Development Goals (MDGs), heavily indebted poor countries initiative (HIPC), Poverty Reduction Strategy Papers (PRSPs), Drop the Debt/Jubilee 2000, Live 8, Make Poverty History, Fair Trade and the initiative must be international.

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

Level 3 8-10 marks	Convincing detail of appropriate initiative. Evaluates success.
Level 2 4-7 marks	Some description of poverty reduction. Lacks balance – may be success only. Max 5 if not international.
Level 1 0-3 marks	No named initiative or inappropriate choice. Limited detail. May not address success.

Q.4 (a) Use *Figure 4* to suggest the benefits of improving literacy. [5]
KI 4.1 AO 3

Expect close reference to the resource. Better answers, which reach higher levels, will develop ideas beyond the resource e.g. literacy helps women to have healthy children who live longer, so increasing the number of people who work so that the country can make more money.

Other points could include reducing poverty as people are able to get better jobs and earn more money; more money means people can afford healthcare; increased literacy means that people are more likely to take part in society and decision making; overall improved standard of living.

Level 3 5 marks	At least two ideas developed.
Level 2 3-4 marks	One idea developed or more than one in outline.
Level 1 0-2 marks	Very general comment. Direct lift with no development.

(b) (i) Suggest how *one* factor such as gender, ethnicity, age or disability may make people more vulnerable. [4]
KI 4.1 AO 1, 2

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

For example:

a disabled person may not be able to get on public transport (1 mark), and so may have less opportunity to get out (1 mark) or get a job (1 mark) and this may make them more likely to have a low income or have to rely on benefits (1 mark).

(ii) Describe a strategy to reduce inequality experienced by *one* named group. [6]
KI 4.2 AO 1

One group should be named (e.g. Dalits, Australian Aborigines, the elderly in UK, homeless people, the Roma). The strategy could be a project, law, NGO or charity work. Possible examples might be positive discrimination towards Dalits in education and the workplace together with laws against discrimination based on the caste system in India, and work by NGOs such as Help the Aged in the UK to raise awareness about pensions and issues faced by the elderly.

The question asks for description, but better answers may include some reasoning or element of explanation.

Level 3 4-5 marks	Names both a group and a strategy. Detailed description and link to inequality.
Level 2 3-4 marks	Names group and strategy, award a maximum of 3 if only group or strategy named. Some detail and description.
Level 1 0-2 marks	No named group and very general on reducing inequality. May not name a strategy.

- (c) **Explain how negative images and stereotypes help to create and reinforce inequality.** [10]
KI 4.1 AO 1, 2, 3

The answer will depend on the group/s chosen. There could be more than one example used. Credit range and depth.

Examples may well include Dalits – seen as dirty, untouchable and therefore relegated to the worst and most dangerous jobs; may be denied access to places of worship, water and food. Therefore life expectancy is lower and death rates higher. They may experience violence and at school discrimination by teachers, which will affect their performance.

Homeless people – seen as wasters, drug addicts/alcoholics, dirty. They cannot gain access to benefits or finance due to the lack of an address. They may find it hard to get a job as they look unkempt and employers may see the negative image and not want to give them a job.

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

Level 3 8-10 marks	Convincing detail. Could address a range of groups. Clear explanation as to how negative images/stereotypes create and reinforce inequality through explanation.
Level 2 4-7 marks	Some detail of inequality and negative image/stereotype; tends to be descriptive.
Level 1 0-3 marks	Limited detail. Description of inequality.

Assessment Objectives Grid for WD3

	AO1 Knowledge and Understanding	AO2 Application	AO3 Skills	Total	Key Question
Question 1					Theme
(a)	11	5	4	20	6
(b)	11	5	4	20	6
(c)	10	6	4	20	6
Questions 2/3	14	4	2	20	3.1/4.2
	46	20	14	80	
SECTION B					
Questions 4-9					See mark scheme
	14	4	2	20	
TOTAL	60	24	16	100	

GCE World Development – WD3

Mark Scheme - January 2013

SECTION A

Q.1 The health of migrant workers on coffee farms in Costa Rica

(a) Describe and explain the economic, political and social problems facing the Ngöbe-Buglé migrant people. [20]

Answers should include some of the following issues facing the Ngöbe-Buglé migrant people:

Social problems

- Isolation from Costa Rican society.
- Poor health e.g. IM, LE.
- Low levels of literacy.
- Poor nutrition → malnutrition.
- Poor living conditions on Costa Rican coffee farms – housing, sanitation.
- Poor health care – Ngöbe-Buglé don't visit health services, no vaccinations.
- For Costa Rica – the risk of disease passing into local communities.
- No integration of traditional healers.
- Few Spanish speakers among Ngöbe-Buglé.

Economic problems

- Low income – often extreme poverty
- Agricultural labourers – therefore low skill
- Migrants – therefore unable to settle to establish small holdings
- Dependent on coffee farmers.
- For Costa Rica, the cost of providing health care to Ngöbe-Buglé people.

Political problems

- Statelessness of young children born in Costa Rica.
- Migrant population – therefore no land rights for farming.
- Discrimination by Costa Ricans.
- Isolation from, and lack of integration into, Costa Rican communities
- Need for international collaboration to address health and welfare issues of Ngöbe-Buglé.

Level 5 17 – 20 marks	A thorough and balanced answer although some aspects may be in greater detail than others. Gives a description and explanation of all three types of problems. Appreciates inter-relationships between the issues. Uses some own knowledge effectively in explanations. Good use of terminology and fluent and confident quality of language.
Level 4 13 – 16 marks	Detailed description with some explanation of economic, political and social problems. Uses own knowledge and offers evidence to apply general ideas. Appropriate terminology and fluent quality of language.
Level 3 9 – 12 marks	Some detailed description from resources. Is unbalanced between economic, social and political. Begins to use own knowledge. Some appropriate terminology and clarity of expression.
Level 2 5 – 8 marks	A range of problems recognised but brief / generalised / unbalanced. Weak use of terminology and quality of language.
Level 1 1 – 4 marks	Limited description of one or two problems, mainly lifting material from the resources. Intrusive / poor quality of language and weak use of terminology.
0 marks	No creditable response.

(b) Examine the impacts of the Finca Sana project on the Ngöbe-Buglé migrant people. [20]

Expect some or all of the following:

- Improved health of Ngöbe-Buglé people:
 - reduction in Infant Mortality.
 - vaccination of children
 - fewer parasitic infections
 - health education in Ngöbe-Buglé language
 - access to trained medics in emergencies
 - fewer hospital treatments
 - increased awareness of hygiene and safe water
 - increased awareness of human rights and first aid.
- Better health leads to more work, higher incomes, and better nutrition which leads to better health.
- Access to mobile clinics which follow migrants as they move around to pick coffee.
- Improved living conditions of migrants.
- Integration of traditional healers. Traditional healers encourage involvement of Ngöbe-Buglé who then see the benefits and want those benefits for their children
- More health promoters from within the Ngöbe-Buglé community.
- More knowledge of health for the Ngöbe-Buglé enables them to help themselves.
- Establishing a health network which reaches migrants.
- Integration of Ngöbe-Buglé into local communities reduces discrimination and may improve work practices and hence productivity.
- Improved living conditions of migrants.
- Health checks on migrants at border posts.
- Help reduce risk of statelessness of children.

Level 5 17 – 20 marks	Wide ranging discussion and range of impacts on the Ngöbe-Buglé people. Offers logical, developed reasoning. Effective use of evidence from resources. Evidence of thorough understanding and some own knowledge. Good use of terminology and fluent and confident quality of language.
Level 4 13 – 16 marks	Good discussion, recognising a range of key impacts on the Ngöbe-Buglé people. Good understanding to justify why those were important. Begins to use own knowledge and understanding. Appropriate terminology and fluent quality of language.
Level 3 9 – 12 marks	Recognises some key impacts with brief reasoning. Uses some detail from resources. Likely to show some own knowledge and understanding. Some appropriate terminology and clarity of expression.
Level 2 5 – 8 marks	Describes some impacts of the project, lifting from the resources. Does not develop beyond resources given. Weak use of terminology and quality of language.
Level 1 1 – 4 marks	Brief description of one or two impacts of the project. Uses selected facts from text. Intrusive / poor quality of language and weak use of terminology.
0 marks	No creditable response.

(c) Assess the potential for the Finca Sana project to be expanded and developed. [20]

This is about **potential** – therefore answers should take a forward-looking approach here to consider expansion of the project. This may be extending existing structures and provision, or taking the Finca Sana concept and applying it elsewhere.

In order to assess, answers should include some of the difficulties / challenges of expanding the project.

Potential

- Significant economic savings could be recognised by other countries with similar migration problems.
- As a grass-roots model of development among migrant communities this appears to be effective. It is simple and relatively low-tech.
- Dependence of Costa Rican farmers on Ngöbe-Buglé workforce, and evident success of the project, suggests that farmers would be keen to maintain a healthy workforce in future.
- Savings by farmers from reduced health care bills and more productive workforce – farmers may lobby local authorities to continue funding the project.
- Local communities benefit from integration and support Costa Rican government to finance the scheme.
- Ngöbe-Buglé people lobby for continuation of the scheme as they appreciate improvements in their community and personal health.

Challenges

- Health checks are still needed at the border and are expensive. So may not continue when funding ends.
- Project may not continue if funding reduces international collaboration. Dependence on donor funding which is short-term and unpredictable.
- Problems remain regarding statelessness of new-born Ngöbe-Buglé children remain the same regardless of whether the project expands. Need to change attitudes within the Ngöbe-Buglé people.
- Challenge of coordination of local, national and international authorities without the motivation of a funding stream.
- Coffee farmers would have to pay for health-support activities and may not continue to see the benefit.
- The model is predicated on a short international border through which people migrate. Much more difficult if the borders are long and porous.

Level 5 17 – 20 marks	A balanced, detailed and informed understanding of how such health projects may be sustainable or replicated elsewhere. Well-structured and thorough answer which explicitly offers some assessment. Some recognition of potential for such projects to work elsewhere. Good use of terminology and fluent and confident quality of language.
Level 4 13 – 16 marks	Good use of resources and detail of potential for the project to become sustainable. Good understanding of issues regarding funding. Implied assessment. Uses some own knowledge of sustainable development. Appropriate terminology and fluent quality of language.
Level 3 9 – 12 marks	Offers some detailed description of potential for the project to become self-supporting and expand. May be unbalanced with very limited or implied assessment. Uses most of the resources. Some appropriate terminology and clarity of expression.
Level 2 5 – 8 marks	More detailed description of the Finca Sana project. Uses some of resources. No assessment offered. Weak use of terminology and quality of language. May repeat what was discussed in (b).
Level 1 1 – 4 marks	Simple statements describing the Finca Sana project. Limited use of resources. No clear comment on expanding the project. Intrusive / poor quality of language and weak use of terminology.
0 marks	No creditable response.

Theme 3: Perspectives of Development

Candidates are advised to spend 35 minutes answering this question.

Q.2 Examine how the meaning of development varies between different parts of the world. [20]

Theme 3 KI 3.1

This is essentially about how the developed world (Global North) and less developed world (Global South) have different meanings / perspectives of development. Look for balance and exemplification at the top level. Accept top-down and bottom-up perspectives.

Answers may approach this from country case studies e.g. China, India, US, Europe / UK which is equally acceptable.

Perspectives from more developed countries (Global North) are focused on economic growth, technological innovation and sustainable development / conservation of global resources.

- Neo-liberal / free market strategies.
- Development as 'westernisation'. Global North has the answers to problems in South.
- Development = democracy.
- Environmental conservation, but includes pressure on Global South regarding their resources.
- Tendency to see development as someone else's problem – 'over there' not 'over here'.
- Attitude built on history of inequality from colonial and trading dominance.
- Focus in individualism, meritocracy.

Perspectives from less developed countries (Global South) focus on solving social and economic problems before environmental issues.

- People-centred. Focus on solutions for all people, including the very poor.
- Importance of empowerment for all groups
- Recognises inter-relationships between political, social and economic development
- Development includes capacity and capability building
- Development perceived as exploitative on behalf of the north
- Development reinforces unequal relationship that evolved over 19th and 20th centuries.

Level 5 17– 20 marks	A well organised answer. A fluent discussion with depth of understanding of the range of different meanings of development. Relevant and appropriate examples to illustrate differences around the world, within and between regions / countries.
Level 4 13 – 16 marks	Meaning of development from perspectives of Global North and Global South fairly well understood. Some recognition of range within that broad division with examples to illustrate differences around the world.
Level 3 9 – 12 marks	Some structure and organisation with general understanding of meaning of development. Takes simplistic view of North–South perspectives. Some reference to examples from around the world but lacks range and depth.
Level 2 5 – 8 marks	Partially addresses the question. Gives meanings of development but evidence offered is limited, generalised and often descriptive.
Level 1 1 – 4 marks	Very superficial response. Some accurate description but mainly a generalised unstructured response to the question.
0 marks	No creditable response.

Q.3 Evaluate the role of food security in the development process.**[20]**

Theme 3 KI 4.2

Note that food security etc may be considered at local / regional scale as well as national scale. The question is about the part food security play in enabling people / countries to develop.

Definition:

Food security exists:

- when people live without hunger and fear of starvation. (FAO)
- when all people, at all times, have physical and economic access to enough safe and nutritious food to meet their dietary needs and food preferences for an active and healthy lifestyle. (World Food Summit 1996)
- when hunger = 2100 calorie intake a day
- when it is less than this = food insecurity and malnutrition.

To be food secure means that:

- Food is available. The amount and quality of food available globally, nationally and locally varies with climate, disasters, war, civil unrest, population size and growth, agricultural practices, environment, social status and trade.
- Food is affordable. When food prices rise, richer people are likely to be able to feed themselves. The poor may have difficulty obtaining sufficient safe and nutritious food without assistance.
- Food is utilised. At the household level, sufficient and varied food needs to be prepared safely so that people can grow and develop normally, meet their energy needs and avoid disease.

At local scale / in communities / households:

- Food security enables people to focus their energies on other things such as employment, education, community activities. Development requires people to be healthy, educated. Without food, people are more susceptible to disease.
- Malnutrition affects intellectual capacity; energy to work and farm; and to contribute to their societies.
- Food insecurity affects women and children in particular. Maternal mortality increases with food insecurity, impacts of orphaned children on the development process.

At national scale:

- Food security gives governments credibility.
- Countries that cannot feed themselves (either by their own production or ability to import sufficient food) risk political instability, which slows development down.
- Even where countries have developed, when food prices rise, and households feel the pressure of higher costs, this can affect politics, stability and further development.
- Imported food is expensive / has variable costs on global markets, which consequently reduces the money available for other development programmes.
- Countries which import food are potentially dependent on other countries.

Conversely, it may be argued that food security is not critical for development because of the global nature of food production and the ability of the international community to help countries / people who are food insecure. Countries which have industrialised are able to use their income to buy food globally, in which case food security is less important.

Level 5 17– 20 marks	A well-organised answer with explicit evaluation of the role of food security and the contribution it makes to the development process. A fluent and balanced discussion with depth of understanding about the link between food security and development. Detailed and appropriate examples to illustrate.
Level 4 13 – 16 marks	Some evaluation of the role of food security. A good understanding of the link between food security and development. Uses relevant examples.
Level 3 9 – 12 marks	Some structure and organisation. Some understanding of food security but describes rather than evaluates. Uses some examples but tends towards narrative rather than address the specific question.
Level 2 5 – 8 marks	Partially addresses the question. Knowledge of food security is limited, generalised and often descriptive.
Level 1 1 – 4 marks	Very superficial response. Some accurate description but mainly a generalised unstructured response to the question.
0 marks	No creditable response.

SECTION B

Candidates are advised to spend 35 minutes answering this question and are reminded of the need for evidence and /or examples to support their answers.

Q.4 Examine the impact of modern technology on the development process. [20]

Theme 4 KI 5.1

Responses should show:

- (i) knowledge and understanding of the role/impact of modern technology on the development process;
- (ii) an ability to examine the impact of modern technology and to link it to the development process; better candidates will offer detailed examination; weaker candidates will tend to imply links;
- (iii) use of detailed and relevant examples.

The response may cover an achieved or potential impact. Either are acceptable.

Answers may discuss either only one type of technology (since that is in the specification) or some candidates may include reference to several and either is acceptable. Beware though of crediting *breadth* for its own sake.

Examples could include: mobile phones, computers, internet access, new energy technologies (solar, micro-hydro), new agricultural technologies but could also consider scale of impact e.g. within communities, national scale.

Intermediate technologies could also be included and relevant issues would be:

- Mobile phones: lead to economic development; improves access to information for trade. Local farmers (especially women) are able to deal directly with wholesalers and avoid middle men – this can reduce corruption and establish fairer price for commodities. Mobile phones may also provide a source of income – women for example develop small businesses through selling access to mobile phones in single village. The social aspect of phone contacts keeps dispersed families in touch e.g. urban migrants with their home rural village.
- IT / computer technology: OLPC case study (One Laptop Per Child), in Ethiopia or similar could be included. IT widens horizons, increases opportunity for learning, increases opportunities for national communications eg about HIV/AIDS or health improvement programmes. There are new fibre-optic cables off East African coast (Rwanda as telecoms hub and Kenya for call centres). IT however may also undermine traditional local knowledge and understanding / culture e.g. concerning role of women or out-migration of young people.
- Energy technology: solar panels generate more electricity giving more time to study and new mechanical pumps for wells mean less time collecting water. This has a particular impact on women and children.
- New crop technology: has potential to raise yields and reduce food insecurity. (Avoid crediting candidates who get side-tracked here by role of agribusiness).
- New engineering technology: improves accessibility and infrastructure e.g. building bridges and roads more quickly and cheaply.

Level 5 17 – 20 marks	A well-organised answer with an informed discussion with depth of understanding of the impact of at least one technology. Explicit link to development process. Relevant and detailed examples of impact. May discuss at range of scales. May achieve full marks through discussion of only one technology.
Level 4 13 – 16 marks	The potential of technology fairly well understood. Begins to link to development process. Relevant examples of impact with some detail.
Level 3 9 – 12 marks	Some structure and organisation with a general discussion of benefits of technology. Some reference to examples of impact. Implied link to development.
Level 2 5 – 8 marks	Partially addresses the question. Some knowledge of potential of technology but evidence limited, generalised and often descriptive.
Level 1 marks 1 – 4	Very superficial response. Some accurate description but mainly generalised and often descriptive with simplistic arguments.
0 marks	No creditable response

Q.5 Evaluate the view that economic inequalities have resulted from historical patterns of trade. [20]

Theme 4 KI 1.1

Responses should show:

- knowledge and understanding of the role/impact of modern technology on the economic inequalities that have resulted from historical patterns of trade; understanding of dependency;
- an ability to evaluate; better candidates will offer explicit evaluation; weaker candidates will tend to describe;
- use of detailed evidence.

Answers may focus on one country or on economic inequalities at different scales such as:

- Between regions e.g. Europe and S America; UK and India; dominance of colonial trading companies and exploitative practices / dependency.
- Within countries e.g. UK dominance of London and manufacturing cities as centres of wealth in 19th century. Dominance of financial trade in London in late 20th century.
- Between social groups e.g. between factory owners and workers; between employees in international finance and other sectors of the workforce.
- Answers may not agree with the premise in the question. Responses may argue that recent and current economic inequalities are unrelated to historical patterns.
- Avoid crediting a historical essay; look for an understanding of dependency.

The response should include some reasoning for the variations in inequalities discussed.

Look for details and data to exemplify inequalities. Discussion of social and cultural inequalities is acceptable as part of any explanation or justification, but this must be clearly linked to economic issues. Weakest answers are likely to discuss one scale only e.g. regional differences and be limited to general descriptions of poverty and plenty.

Level 5 17 – 20 marks	A well-organised answer with explicit evaluation of the view, which includes detailed evidence and accurate historical knowledge of trade. Accurate understanding of dependency. Recognises that some inequalities are not solely the result of historical trade patterns.
Level 4 13 – 16 marks	Inequalities linked to trade fairly well understood with accurate knowledge. Tends to explain rather than evaluate. Implies that there are factors other than patterns of trade which affect inequalities.
Level 3 9 – 12 marks	Some structure and organisation with general understanding of economic inequalities but may focus on inequalities between nations – a dependency approach. Links to trade are generalised. Assumes that historical trade patterns are the only cause of inequalities. Tends to describe.
Level 2 5 – 8 marks	Partially addresses the question. Some knowledge of economic inequalities, but evidence is limited, generalised and often descriptive.
Level 1 1 – 4 marks	Very superficial response. Some accurate description but mainly a generalised, unstructured response to the question.
0 marks	No creditable response.

Q.6 Examine the importance of empowerment of social groups in the development process. [20]

Theme 5 KI 2.1

Responses should show:

- knowledge and understanding of empowerment; a range of social groups;
- an ability to offer detailed examination and to make links between development and social groups; better candidates may recognise that some progress can be achieved even when not all groups are empowered; weaker candidates will tend to assume links to development process;
- use of detailed evidence.

Answers should include some or all of the following and will probably focus on specific groups to exemplify groups such as women, the poor (with likely examples being the Dalits or women in Kerala).

- Definitions of empowerment and the importance of the contribution which every person in a society can make.
- Some exemplification to illustrate the impacts of empowerment of some social groups.
- Effective development needs to engage with everyone in a society
- For development to be effective people must take some personal responsibility.
- Empowerment enables people to be accountable for their actions.
- Empowerment encourages the common good and equality in delivery of services.
- Empowerment reduces corruption.
- Empowerment leads to an effective civil society which is accountable.
- Empowerment enables people to challenge authoritarian regimes and replace corrupt leaders.
- Groups who remain un-empowered are more likely to be poor, oppressed. Result may be frustration, desperation leading to political activism, civil unrest, destruction of infrastructure, insecurity and lack of development for the whole society.
- Powerful groups who dominate can use resources for their own ends.

Level 5 17 – 20 marks	A well-organised answer with a clear focus on, and accurate understanding of, importance of empowerment. Uses detailed evidence and range of social groups to establish explicit links to development. May recognise that some progress in development can be achieved even where not all groups are empowered.
Level 4 13 – 16 marks	Significance of empowerment in the development process fairly well understood. Accurate knowledge of more than one social group. Implied links between empowered groups and development process.
Level 3 9 – 12 marks	Some structure and organisation but describes empowerment of different social groups or gives a very detailed discussion of one group. Assumes link to development process.
Level 2 5 – 8 marks	Partially addresses question. Some understanding of empowerment but evidence offered is limited, generalised and often descriptive. 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 creditable response.

Q.7 Evaluate the view that good governance is essential for effective development. [20]

Theme 5 KI 5.2

Responses should show:

- knowledge and understanding of governance; how governance is linked to development;
- an ability to evaluate; better candidates will provide a balanced evaluation, looking at both sides of the argument; weaker candidates will tend to assume good governance is essential for development;
- use of a range of examples to support the response.

Definitions:

Governance is the political, social, economic and administrative institutions and policies that affect the supply of public services.

The United Nations Development Programme (UNDP) 1997, defined governance as “the exercise of economic, political and administrative authority to manage a country’s affairs at all levels. It comprises the mechanisms, processes and institutions through which citizens and groups articulate their interests, exercise their legal rights, meet their obligations and mediate their differences”.

World Bank definition of good governance

(Kaufmann 2005)

- Voice & accountability – citizen’s participation
- Political stability & absence of violence
- Government’s effectiveness
- Quality of regulatory law
- Rule of law
- Control of corruption

The discussion should include some of the following:

- Need to reduce levels of corruption to establish societal standards of behaviour, particularly in business, so that inward investment can be encouraged, hence more economic development.
- Increased transparency in banking and the financial sector to increase business activities and hence national income.
- Adherence to and transparency of, judicial system and rule of law.
- Need for confidence in governance structure by the international community.
- Equality of treatment of various ethnic / tribal groups in a country.
- Confidence and transparency in the system of representation.
- Acceptable standards of civil behaviour.
- Respected role for civil society.

Some countries have poor governance but still develop e.g. India (note that states in India are not all developing at the same rate. Some states such as Uttar Pradesh have low levels of governance and development. Others such as Gujarat are developing despite poor governance, and this tends to benefit the middle / upper income groups). Other countries such as China, Zimbabwe, Kenya are similar.

Level 5 17 – 20 marks	A well-organised answer with explicit evaluation of ‘view’. Secure understanding of governance and how it is linked to development. Uses range of accurate exemplification to support and refute the view.
Level 4 13 – 16 marks	Governance fairly well understood. Offers some implied evaluation of ‘view’. Range of exemplification but unbalanced.
Level 3 9 – 12 marks	Some structure and organisation with some understanding of governance. Assumes good governance is essential for development. Unbalanced comment on view.
Level 2 5 – 8 marks	Partially addresses question of the role of governance in development. Gives information but evidence is limited, generalised and often descriptive. Confuses governance with government.
Level 1 1 – 4 marks	Very superficial response. Some accurate description but mainly a generalised, unstructured response to the question.
0 marks	No creditable response.

Q.8 Examine the impact of migration on the development process.**[20]**

Theme 6. KI 6.2

Responses should show:

- (i) knowledge and understanding of migration and the impacts of migration (economic, social and political) ; with a range of scales;
- (ii) an ability to evaluate and offer detailed links to the development process; better candidates will provide a balanced assessment; weaker candidates will tend to describe the issues linked to impacts;
- (iii) use of detailed, accurate examples of specific migrant groups.

Migration may be internal or international (diaspora).

Responses may include some or all of the following:

Positive impacts on development process

- Reduces population pressure.
- Remittances sent home to families reduce poverty.
- Enables continued development in recipient countries as migrants provide workers.
- Migrants returning home take skills and training received abroad eg nurses from UK to Kenya.
- Can contribute to international understanding, reduces racism and xenophobia.
- Rural migrants moving to cities for work and education – provides cheap labour in cities
- New opportunities for migrants in terms of education and skills.

Negative impacts on development process

- Rural migrants moving to cities for work and education – deprives rural areas of able individuals. Reinforces traditions in countryside.
- Young people moving to cities to enjoy a more western, less traditional lifestyle – may weaken cultural traditions.
- Out-migration of young adults, most educated, skilled reduces skills capacity in home country.
- Members of a diaspora may resist returning home because of higher living standards in current country.
- Lack of pull factors which may have encouraged them to return 'home' with new skills.
- Forced migrants flee persecution and become a burden on recipient countries e.g. discrimination, cost of social support. Refugees often poor. Asylum seekers / refugees escaping from conflict / political unrest but may attract discrimination.
- Reduced quality of life for migrants.
- Break-up of the extended family group, and even separation of parents/children.

Level 5 17 – 20 marks	A well-organised answer with detailed and wide-ranging examination. Offers a balanced assessment of impacts. Explicit links to the development process. Considers migration at a range of scales. Accurate knowledge of migrant groups.
Level 4 13 – 16 marks	The impacts fairly well understood with accurate and relevant detail but implied links to development process. Lacks critical analysis.
Level 3 9 – 12 marks	Some structure and organisation but tends to focus on economic aspects of migration. Discussion on pros and cons of migration rather than impacts on development.
Level 2 5 – 8 marks	Partially addresses question. Gives examples of named migrant groups but evidence offered is limited, generalised and often descriptive.
Level 1 1 – 4 marks	Very superficial response. Some accurate description but mainly a generalised, unstructured response to the question.
0 marks	No creditable response.

Q.9 Evaluate the view that cultural and religious diversity aids the development process. [20]

Theme 6. KI 5.2

Responses should show:

- knowledge and understanding of cultural and religious diversity and how this links specifically to the development process; on a range of scales;
- an ability to evaluate the view that cultural and religious diversity aids development; better candidates will provide explicit and balanced assessment; weaker candidates will tend to imply or describe or be generalised;
- use of varied and accurate examples at national, regional or local scales of cultural and religious groups or countries.

Answers may include some of the following:

Homogenous cultures – reinforce traditional values and hold back development because they are:

- inward looking
- traditional
- intolerant of change
- not challenging of inequalities so hinder modernisation
- not questioning of authority of traditional leaders e.g. religious leaders
- likely to have a risk of excessive/domineering control and exploitation
- societies that tend not to innovate and challenge status quo
- traditional; culture is protected and highly valued / respected.

Diverse communities – the reverse of all the above – they:

- tend towards being more broad minded, accepting
- speed up the development process in terms of modernisation
- have a risk of decline of cultural values, religious vacuum, racism and a clash of cultures.

General summary: diverse societies tend to be more developed than homogenous ones. But there are significant exceptions such as:

- Chinese society – 95% Han Chinese, who are very homogeneous and developing rapidly. Chinese development strategies are applied to all – there is an acceptance of ‘common good’.
- India – is highly diverse and struggles to develop across the country as a whole. In some states e.g. Gujarat, the development process has succeeded with cultural diversity. In others such as Chhattisgarh, diversity has led to slow pace of development because of vested interests of different groups.

Level 5 17 – 20 marks	A well-organised answer with detailed and wide-ranging discussion which offers balanced evaluation of the view in the question. Explicit links to the development process. Shows accurate knowledge of a range of cultural and religious examples.
Level 4 13 – 16 marks	Accurate and relevant detail of cultural and religious diversity. Begins to question the view and offers some evaluation. Implied links between diversity and the development process. Balanced discussion of a range of impacts.
Level 3 9 – 12 marks	Some structure and organisation. Describes cultural and religious diversity. Accepts the view of the question. Implied links to the development process.
Level 2 5 – 8 marks	Partially addresses question. Gives examples of cultural and religious diversity but evidence offered is limited, generalised and often descriptive. Lacks range and depth.
Level 1 1 – 4 marks	Very superficial response. Some accurate description but mainly a generalised, unstructured response to the question.
0 marks	No creditable response.

Level descriptors for Essays

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

N.B. Credit accurate, relevant detail and case studies.



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