



GCE MARKING SCHEME

WORLD DEVELOPMENT AS/Advanced

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 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 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	1.2
(b) (i)	3	1		4	1.2
(b) (ii)	5	1		6	1.2
(c)	7	3		10	4.1
	15	6	4	25	
Question 2					Theme 1
(a)		1	4	5	3.1
(b) (i)	5	1		6	3.1
(b) (ii)	3	1		4	3.2
(c)	7	3		10	3.2
	15	6	4	25	
Question 3		1	4		Theme 2
(a)	3	1		5	1.1
(b) (i)	3	1		4	1.1
(b) (ii)	5	3		6	2.1
(c)	7	3	4	10	3.1
	15	6		25	
Question 4					Theme 2
(a)		1	4	5	5.2
(b) (i)	3	1		4	5.2
(b) (ii)	5	1		6	1.2
(c)	7	3		10	5.1
	15	6	4	25	
	60	24	16	100	

GCE World Development – WD1

Mark Scheme – Summer 2014

- Q.1 (a) Use *Figure 1* to describe the impacts of the use of fuel wood on people's lives.**

[5]

KI 1.2

Answers could include health issues for adults and children (extended by mentioning smoke); impact on education as children spend time collecting wood rather than going to school; women spend time collecting wood and so have less time to do other activities to earn money or secure food for the family; risk of fires in the home; deforestation causing environmental damage such as soil erosion and climate change; people may put their personal security at risk by collecting at a distance; pollution affecting the environment. Some may note the positive benefits of boiling water and cooking food (washing, hygiene etc.). Some may link scales.

Credit range and depth.

Level 3 5 marks	More than one impact with links to people's lives in detail or several in outline.
Level 2 3-4 marks	One impact linked to peoples' lives in some detail or more than one in outline.
Level 1 1-2 marks	Vague and general comment. Direct lift.
0 marks	No acceptable answer.

- (b) (i) Name *one* basic human need and state how a natural resource, other than fuel wood, has been used to meet it.**

[4]

KI 1.2

Basic human needs – food, shelter, energy/heat/fuel, clothing, water, sanitation, transport, health care, employment.

Point mark. Award 1 mark for basic human need, 1 mark for natural resource, 1 mark for each development or example. Maximum 2 marks if fuel wood used.

For example: Food is a basic human need (BHN –1 mark), Water (resource – 1 mark) is used to irrigate crops (how – 1 mark), for example along the River Nile in Egypt (example – 1 mark).

- (ii) **For one natural resource you have studied, describe the impacts of its use on the physical environment.**

[6]

KI 1.2

Answers could be on any natural resource, but expect water, oil, wood. For example – deforestation of Amazon rainforest for oil exploration/transportation having negative environmental effects; oil exploitation on the North Slope of Alaska having negative environmental effects; on the positive side, some sustainable forest management strategies which manage the ecosystem.

Level 3 5-6 marks	Names a natural resource with some detail about impacts on physical environment.
Level 2 3-4 marks	Names a natural resource and outline comment about impact/s on the physical environment. Maximum 3 if no named natural resource.
Level 1 1-2 marks	Vague and general comment about a resource or the physical environment.
0 marks	No acceptable answer.

- (c) **With reference to examples, compare top-down and bottom-up approaches to natural resource management.**

[10]

KI 4.1

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.

For example - water:

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

Bottom up – NGO involvement (WaterAid) work 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 Levels.

Level 3 8-10 marks	Both top-down and bottom-up understood and clear about natural resource(s). Convincing detail and balanced. Explicit comparison.
Level 2 4-7 marks	Refers to natural resource(s) and at least one approach. Some detail of at least one example. May begin to compare. Maximum Level 2 if answers confuse top-down and bottom-up.
Level 1 1-3 marks	Either no natural resource(s) or approaches named. Very general points made. No convincing detail. No comparison.
0 marks	No acceptable answer.

Q.2 (a) Suggest how *environment, future and needs* from *Figure 2* relate to sustainable development.

[5]

KI 3.1

Accept any aspect of sustainable development (SD). Answers may well refer to or piece together the Brundtland definition of SD or may refer to the three legged stool (social, environmental, economic) or the quadrant (environmentally friendly, futurity, fair and equal, improving quality of life). Answers do not have to cover all aspects of SD.

Credit examples; also credit range and depth.

For example: *For one word in detail* – Environment – SD aims to protect the environment (*outline point so far*) by using renewable energy, such as wind or solar power (*developed point*) as these do not give out greenhouse gases or other pollution and will not run out (*very detailed*) – *worth 4 marks*.

Level 3 5 marks	All three words mentioned with clear and explicit link to SD.
Level 2 3-4 marks	One word in detail or two or three in outline. Some link to SD.
Level 1 1-2 marks	Vague and general comment. May be no link to SD or very confused or inaccurate.
0 marks	No acceptable answer.

(b) (i) Describe *one example of sustainable development at a local scale*.

[6]

KI 3.1

Will depend on strategy but must be at a local scale. Credit range and depth.

For example: BedZed –

- energy efficient home means lower fuel bills
- opportunities for employment nearby may mean more people (women) can work and contribute to the family income
- pleasant surroundings with green space
- less need to spend time travelling
- cleaner environment, healthier in terms of asthma etc.

Level 3 5-6 marks	Idea(s) in detail with explicit link to sustainable development at local scale. Or a wide range of ideas linked to the question.
Level 2 3-4 marks	Idea(s) in outline with some implied link to sustainable development at local scale. Mark for breadth or depth.
Level 1 1-2 marks	One or more idea(s) in outline; not linked to sustainable development or to local scale. Very general.
0 marks	No acceptable answer.

(ii) Describe what is meant by *global citizenship*.

[4]

KI 3.2

A global citizen:

- is aware of the wider world and has a sense of their own role as a world citizen
- respects and values diversity
- has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally
- is outraged by social injustice
- participates in and contributes to the community at a range of levels from local to global
- is willing to act to make the world a more sustainable place
- takes responsibility for their actions (Oxfam).

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

For example: Global citizenship means that people are aware of the effects of development (1 mark – *definition*) on other countries (1 mark – *definition*). These effects may be social, economic or environmental (1 mark – *development*). We buy flowers that have been grown in Kenya and use a lot of their water (1 mark – *example*).

Some may include the action taken e.g. so that is why global citizens may not buy those flowers (1 mark – *development*).

(c) Explain how the use of natural resources may have social and economic costs.

[10]

KI 3.2

This question is very open and asks for explanation. The answer could focus on countries or resource/s. Answers will depend on examples chosen e.g. flower/vegetable growing in Kenya, with the flowers/vegetables being sold to the UK, mineral exploitation in the Amazon meaning loss of land impacting on livelihoods, oil in Nigeria having health issues for people.

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

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

Level 3 8-10 marks	Explicit explanation of both economic and social costs of natural resource use. Accurate detail. Range of examples or one or two in depth.
Level 2 4-7 marks	May lack balance – either more social or economic. Description in some detail. Limited or implied explanation.
Level 1 1-3 marks	No social or economic costs identified. May describe natural resource use. Very general.
0 marks	No acceptable answer.

3. (a) Use *Figure 3* to describe the differences in GDP per capita of the world's poorest countries.

[5]

KI 1.1

Answers should use the data and could make comparisons to the world average. The poorest country is Democratic Republic of Congo (DRC). DRC has a far lower GDP per capita per year than Togo, which is the top of the 10. The difference is US\$551. Togo has a GDP that is US\$11 501 lower than the world average and DRC's GDP is US\$12 052 lower.

Overall there is a wide gap between the 10 poorest countries, three of which have below US\$500/year, four are between US\$600-800 and three have US\$800-900. All are below \$1000.

Level 3 5 marks	Full, detailed answer. More than one difference described with accurate use of data. Has overview.
Level 2 3-4 marks	More than one difference in outline or one in detail of data
Level 1 1-2 marks	One or two general observations with no data or inaccurate use of data. List or lift of data from the graph.
0 marks	No acceptable answer.

- (b) (i) Describe *two* social problems faced by the world's poorest countries.

[4]

KI 1.1

Will depend on problems, so there will be a wide range of answers.

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

For example: A very poor country will have little money for education (1 mark – *problem*) so that the literacy rate is very low (1 mark – *development*)

Thus it may be 2+2 or 3+1 marks.

(ii) **Outline two strategies to reduce poverty.**

[6]

KI 2.1

Point mark. Award one mark for strategy, one mark for development or example. Answers must make link to poverty reduction.

For example: The introduction of free school meals in India (1 mark – *strategy*) means that children are encouraged to go to school to get an education that will help them get a job (1 mark – *development*) and improve their standard of living (1 mark – *development*). The children will be getting more nourishment and the families will be able to feed themselves as the children are getting food at school (1 mark – *development*).

So marks awarded may be 3+3 or 4+2.

(c) **Discuss the effects of international debt on one named country.**

[10]

KI 3.1

Depends on the country chosen, but answers may include effects on services such as health and education as countries can't afford to pay for these with resultant impacts on literacy, health, diseases and death rates; introduction of fees for health care and education; increased taxes; reduction in wages and unemployment; increased poverty; trade maybe affected by the requirements of PRSPs; SAPS; HIPC initiative. May not all be negative effects. Natural disasters are not relevant.

Credit range and depth.

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

Level 3 8-10 marks	Named country with convincing, specific detail of effects of debt. Balance to discussion at top end. Either some depth or range to answer.
Level 2 4-7 marks	Names a country but answer may not be well related to that country. Some detail of effects of debt. Description rather than discussion.
Level 1 1-3 marks	No named country. Very general and vague comments about debt. Description.
0 marks	No acceptable answer.

Q.4 (a) Use Figure 4 to suggest two ways in which the IF campaign aims to reduce food inequality.

[5]

KI 5.1

Answers will most likely focus on reducing hunger and deaths from starvation; increasing the capacity for work due to better health; better health means people more likely to be able to gain an income and reduce inequality; access to land so able to grow food and gain an income; security of land tenure reducing inequality for small farmers.

Level 3 5 marks	Two ways in detail linked to reducing food inequality.
Level 2 3-4 marks	One way only linked to reducing food inequality or more than one not well linked.
Level 1 1-2 marks	Direct lift or very general statements.
0 marks	No acceptable answer.

(b) (i) Describe the inequality experienced by one named group.

[4]

KI 4.1

Point mark. Award 1 mark for point, 1 mark for development or examples. Maximum 3 marks if no named group.

For example: Homeless people (*group*) are often ignored (1 mark – *point*) and cannot claim benefits (1 mark – *point*) because they do not have an address (1 mark – *point*) and also cannot have a bank account (1 mark – *development*).

So marks awarded may be 2+2 or 3+1.

(ii) Suggest two reasons why international initiatives to reduce inequality lose momentum.

[6]

KI 5.1

Expect the use of examples such as Make Poverty History (MPH) or Millennium Development Goals (MDGs). Reasons may include lack of political will, other concerns closer to home or other global concerns, people wanting to fundraise and see that as solving the problem or short-lived celebrity involvement.

Level 3 5-6 marks	Two reasons in detail and linked to losing momentum.
Level 2 3-4 marks	Either one reason in detail and linked to losing momentum or two in outline.
Level 1 1-2 marks	Vague or general statements.
0 marks	No acceptable answer.

- (c) With reference to *one or more* Millennium Development Goals (MDGs), discuss the extent to which they have been achieved.

[10]

KI 5.2

The answer will depend on MDG(s) chosen. Expect examples from specific countries. Question is quite open, so expect a variety of responses. Credit range and depth. Better answers are likely to make reference to differential progress. Answers may cover targets or goals as a whole. The MDGs have one more year to run, so this may be a feature of some answers.

Progress: http://www.un.org/millenniumgoals/pdf/2012_Progress_E.pdf

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

Level 3 8-10 marks	Discusses extent of progress in detail. At top end expect balance.
Level 2 4-7 marks	Describes goal and progress with some discussion at top end. Some detail.
Level 1 1-3 marks	Vague and general. May not name MDG or may name MDG with no detail on progress – may describe goal/s.
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	3, 4, 5, 6
(c)	10	6	4	20	3, 4, 5, 6
Question 2 / 3	14	4	2	20	3 KI 1.1 and 3 KI 4.1
	46	20	14	80	
SECTION B					
Question 4					4 KI 3.2
Question 5					4 KI 6.2
Question 6					5 KI 1.1
Question 7					5 KI 4.1
Question 8					6 KI 4.2
Question 9					6 KI 1.2
	14	4	2	20	
TOTAL	60	24	16	100	

**GCE World Development – WD3
Mark Scheme - January 2014**

SECTION A

Q.1 (a) Describe and explain the economic, political and social challenges which affect development in Bhutan.

[20]

AO1 11	AO2 5	AO3 4
<p><u>Economic</u> Poverty reduction for 25% of population. Job opportunities outside farming. Developing organic agriculture. Impact of climate change on farming livelihoods – landslides, water scarcity. Providing sufficient power for manufacturing / industrial development.</p> <p><u>Political</u> Creating a democratic political system with a monarchy. Resolving Nepalese refugee problem. Isolation from rest of world. Fragile relationships with two neighbours, India and China.</p> <p><u>Social</u> High infant mortality. Provision of doctors and other health personnel. Improving urban infrastructure. Unhappy / not yet happy people.</p>	<p>Impact of topography and isolation. Effect on income generation. Restrictions on tourism due to environmental conservation. Impact of increased risk of disease on employment and workforce. Growth of urban areas because of rural-urban migration. Cost of improving urban infrastructure. Managing conflicting demands of hydro power v flooding rural land.</p> <p>Challenge of maintaining gradual move towards democracy. Relations with India and dependence on India to buy power surpluses. Tensions between modernisation and traditional culture and heritage.</p> <p>Bulge in pop pyramid at aged 15–29 and impact on future employment opportunities. Changing social structure as generations separate.</p>	<p>Identifies relevant material from Resource Folder.</p> <p>Recognises links between resources.</p> <p>Interprets evidence from graphs and data.</p> <p>Communication of findings.</p>

Level 5 17-20 marks	A thorough and balanced answer. Accurate inclusion of own knowledge and understanding of all three types of challenges facing Bhutan and clear explanation. Explicit detail and links between resources are recognised. Uses full range of resources.
Level 4 13-16 marks	Detailed description and some explanation of development challenges although unbalanced. Ideas are generally supported by detailed evidence. Some use of own knowledge and understanding.
Level 3 9 -12 marks	Some detailed description using material from the resource booklet. Unbalanced description of all three aspects – economic, political, social. Limited use of own knowledge.
Level 2 5-8 marks	Some description of development challenges. Paraphrases resources. Few issues recognised. Does not develop ideas. Limited use of resources. Unstructured essay.
Level 1 1-4 marks	Very superficial description of one or two points. Lifts material from Resource Folder. Mostly an unstructured account.
0 marks	No creditable response.

(b) Suggest ways in which the Gross National Happiness can contribute to government policies for development in Bhutan.

[20]

AO1 11	AO2 5	AO3 4
<p>Can make significant contribution to health policy. Improve quality of housing. Recognise importance of personal assets. Improve governance as all policies encourage participation and reflect human rights. Reinforce importance of culture and traditions. Indicates that government need not always be striving for economic growth. Indicates how rural people need more investment in education and standard of living. Urban people need more focus on culture, work-life balance and trust in institutions e.g. governance issues. Increase the sustainability of government policies.</p>	<p>Improve transparency role of institutions e.g. justice, finance. Encourage government departments to consider communities and individuals as they plan for the future. Highlights differences between rural and urban areas and adapt government policies accordingly. Highlights areas which lack development and which need specific support. Suggests that many people are satisfied as long as they have basic needs met, friends, food and security.</p>	<p>Interpretation of text, diagrams and data. Communication of findings.</p>

Level 5 17-20 marks	A good, well-organised range of valid suggestions which are justified and supported with evidence from resources. Full and accurate use of range of resources. Uses knowledge and understanding accurately to interpret GNH. Makes explicit links to government policies.
Level 4 13-16 marks	Some valid suggestions supported by some evidence. Uses most of the resources to identify some contributions but mainly implied links to government policies.
Level 3 9-12 marks	Describes the range of indicators but weak links to government policies. Uses some detail from Resource Folder.
Level 2 5-8 marks	Limited use of resources. Paraphrases from resources. Few links recognised between GNH and government policies. Does not develop ideas. Limited.
Level 1 1-4 marks	Very superficial response. Lifts material from Resource Folder.
0 marks	No creditable response.

(c) To what extent does the Gross Happiness Index further the understanding of development?

[20]

AO1 11	AO2 5	AO3 4
<p><u>Positive</u> Raises awareness of the range of factors which contribute to development. Reflects individual lives more accurately than just wealth. Attempts to represent totality of life experience and take focus away from wealth. Measures progress over time and how development evolves. Helps governments to decide where to invest resources and effort in development. Helps to avoid “happiness trap”.</p> <p><u>Negative</u> Difficult to measure some aspects e.g. emotional perspectives. Hard to compare nations. Risk that one indicator could dominate the others.</p>	<p>Takes focus away from economic. Recognises, and gives importance to, qualitative aspects of life.</p> <p>May make governments complacent with regard to some indicators' growth.</p> <p>Composite index is a simple figure which masks much detail. Hard to measure components parts with equal accuracy.</p>	<p>Use of data and text.</p> <p>Communication of findings.</p> <p>Evidence of evaluation of indices.</p>

Level 5 17-20 marks	Offers well organised, reasoned and balanced evaluation of several various aspects of GNH, linked explicitly to further understanding of development. Concept of GNH very well understood. Focus on Bhutan but may refer to other nations.
Level 4 13-16 marks	Concept fairly well understood. Clearly links GNH to development with some comment on how it furthers understanding of development.
Level 3 9-12 marks	Describes advantages and disadvantages of GNH with implied linking to idea of furthering our understanding of development. Lacks range and depth of ideas.
Level 2 5-8 marks	Describes benefits of GNH but not linked to development. Evidence is limited and unbalanced. Simplistic arguments.
Level 1 1-4 marks	Simple factual content lifted from the Resource Folder with limited understanding of GNH. Limited use of resources. Very superficial response. Some accurate description but mainly a generalised unstructured response to the question.
0 marks	No creditable response.

Level descriptors for essays

<p>Level 5 17-20 marks</p>	<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>
<p>Level 4 13-16 marks</p>	<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>
<p>Level 3 9-12 marks</p>	<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>
<p>Level 2 5-8 marks</p>	<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>
<p>Level 1 1-4 marks</p>	<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>

NB Credit accurate, relevant detail and case studies.

Theme 3: Perspectives of Development

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

EITHER,

Q.2 Explain how ideas about development have changed over time.

[20]

AO1	14	AO2	4	AO3	2
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Responses should show:

- knowledge and understanding of change over time over several decades particularly the post-war period onwards;
- an ability to explain and differentiate between the different development ideas;
- use of detailed evidence.

May include some or all of the following:

- Industrial Revolution associated development with economic growth
- Colonialism of 1920s = an ordered progress towards Western standards
- 1950s – ‘Development’ seen as a euphemism for US hegemony / leadership / supremacy
- Development = modernity = industrialisation + urbanisation + increased use of technology + progress towards democracy.
- Development = based on economic growth (GNP / capita), wealth creation.
- Classical development theories – Ricardo, Adam Smith.
Answers may mention Keynes Rostow, Myrdal
- **Eurocentrism** – source of all the major strategies for development
- Grassroots development 1980s – growing awareness that development theories had not delivered success
- Change in direction to recognising variety of concepts of development, including gender, environment and grassroots development
- 1990s Development = integration of social, economic and environmental perspectives
- Development as entitlements (Amartya Sen) – to education, health, food, personal security, decision-making

Level 5 17-20 marks	Accurate knowledge and understanding of development ideas and clear explanation. Uses relevant examples. Explicit discussion of how ideas evolved over time.
Level 4 13-16 marks	Begins to explain different ideas over time but unbalanced. More implied than explicit references to change over time.
Level 3 9-12 marks	Describes different approaches to development but only general references to evolution of ideas. Some accurate detail, probably of neoliberalism and grassroots ideas. May take a case study approach linking development ideas to specific countries.
Level 2 5-8 marks	Superficial knowledge of ideas about development. Brief recognition of change over time.
Level 1 1-4 marks	Very superficial response. May comment briefly on neo-liberal development.
0 marks	No creditable response.

OR

Q.3 With reference to examples examine how the agendas for development differ between individual countries and organisations.

[20]

AO1	14	AO2	4	AO3	2
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Responses should show:

- knowledge and understanding of agendas / aims / priorities of chosen countries and organisations;
- an ability to differentiate between the agendas / priorities of countries / organisation;
- use of detailed evidence about the agendas of the chosen organisations.

Examples:

Individual countries e.g.

- Cuba: Isolationist left-wing stance with centralist, state-controlled policies. Inefficient / bureaucratic delivery of social service provision, housing, infrastructure, employment may slow level of development. Also lack of integration into global economy. Egalitarian view of development. Anti-colonial attitudes.
- Kenya: Nationalism; 'big man' politics, concentration of power, development linked to tribal associations, top-down approach from government. Development seen as modernisation, integrating into global economy, wealth creation will eventually reduce increased inequalities in levels of development.
- India: History of left wing centralised state development with focus on rural communities. Recent opening up to global influences. Now sees development as modernisation with overseas investment, urbanisation, role of private enterprise.

Organisations e.g.

- World Bank: Aims to influence progress towards development through financial means. Has neo-liberal views, economic development underpins other aspects. Focus on good financial practice. Free trade.
- Farm Africa: Priorities are grassroots development and community empowerment. Work focuses on self-help; community development through providing basic agricultural needs and training.
- OXFAM: Range of operations from advocacy to supporting local NGOs. Development seen as redistribution of wealth from the North to the global South; influencing pro-poor decisions in governments; and training and advice for communities. Work increasingly at highest global / national level while providing training and financial support for basic needs (health, education), grassroots projects. Works alongside developing governments. Views development from both top-down and grassroots approaches.

Level 5 17-20 marks	Accurate and explicit knowledge and understanding of the agendas of different countries and organisations. Uses relevant examples. Explicit comparisons which draw out differences as well as similarities.
Level 4 13-16 marks	Examination incorporates detailed knowledge of different agendas but unbalanced. More implied than explicit references to differences between organisations.
Level 3 9-12 marks	Describes different agendas of countries or NGOs to development. Some accurate detail. May take a case study approach. Little comparison.
Level 2 5-8 marks	Superficial knowledge of ideas about countries or organisations. Some relevant description of NGO projects. Brief reference to 'agenda'.
Level 1 1-4 marks	Very superficial response with weak understanding of the idea of an agenda.
0 marks	No creditable response.

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 Examine the impacts of foreign direct investment (FDI) on development in different countries.

AO1	14	AO2	4	AO3	2
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[20]

Responses should show:

- knowledge and understanding of positive and negative impacts in different countries;
- an ability to examine the impact of FDI and link it to development;
- use of detailed evidence.

May include some or all of the following:

Positive

- Catalyst for further development / employment creation
- Also may require components factories / employment
- 'Anchor' for development in a local area
- Improvements in infrastructure
- Helps to support government of a young country
- Technology transfer
- Government income from taxes and royalties
- Provides employment and hence taxes from workforce
- Develops skills in the workforce
- Enables a country to join the global economy
- National status by attracting global brand names
- Develops need for service industries such as construction, food, cleaning
- May get spread effects within the area of influence of the FDI

Negative

- Dependency of local economy on foreign firms
- Dominance of foreign firms may lead to closure of local firms
- Rise in local wage rates
- Exploitation of labour
- Fewer environmental control / regulations
- Decisions made are not always in the best interests of the host / receiving country
- Government partner funding may be diverted away from other government projects
- Powerful political influence at local and national levels – corruption
- May undermine local culture
- Limited spread effects
- Focus only on economic development rather than social and political too
- Raises questions of political sovereignty

Level 5 17-20 marks	Accurate and relevant details of exemplars of FDI. Accurate knowledge and understanding of a range of impacts in different countries. Explicit links to development in each country. Recognises positive and negative impacts.
Level 4 13-16 marks	Detailed and accurate knowledge of FDI in countries. Begins to examine impacts of FDI but links to development more implied than explicit. Some positive and negative impacts.
Level 3 9-12 marks	Describes FDI in different countries. Some accurate detail of impacts but poor links to development. May take a case study approach linking FDI to specific countries. Maximum level if only one country given.
Level 2 5-8 marks	Superficial knowledge of FDI in named countries.
Level 1 1-4 marks	Very superficial response.
0 marks	No creditable response.

OR

5. With reference to examples, discuss the contribution of aid programmes to development.

[20]

AO1	14	AO2	4	AO3	2
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Responses should show:

- knowledge and understanding of specific aid programmes such as emergency aid programmes, and those for food, medicine; technology transfer; expertise / capacity building; finance; education; and specifically how these impact on development;
- an ability to evaluate the contribution of aid, i.e. positive and negative impacts of different aid programmes;
- use of detailed evidence at the programme scale **not** at project scale.

Examples of programmes – reference may be made to:

Positive contribution:

- Increases rate of development by providing infrastructure
- May improve governance, accountability
- Encourages capacity building
- Encourages trade
- May improve governance, accountability
- Participatory element may increase empowerment

Negative impact:

- Gender bias
- Inappropriateness of aid dispensed
- Dependency on aid
- Reinforcement of neo-colonial relationships
- Impact on whole economy uncertain
- Dependency on short term provision

Emergency Aid programmes

Positive contribution:

- Meets basic human needs, saves lives so country nationals can rebuild their livelihoods
- Immediate relief so country nationals can return to work
- Replace infrastructure

Negative contribution:

- Unequal geographic distribution
- Short term
- Often replaces status quo

Level 5 17-20 marks	Accurate discussion of the contribution of aid programmes. Accurate knowledge and understanding of impacts with explicit links to development. Balanced response in recognition of positive and negative impacts on development.
Level 4 13-16 marks	Detailed and accurate discussion of aid programmes. Begins to examine impacts on development but more implied than explicit. Unbalanced between positive and negative.
Level 3 9-12 marks	Describes some aid programmes. Some accurate detail but does not link to development. May take a case study approach of aid agencies describing programmes in a specific country.
Level 2 5-8 marks	Superficial knowledge of aid programmes. Offers description of aid projects at local level.
Level 1 1-4 marks	Very superficial response.
0 marks	No creditable response.

Theme 5: Political Development

EITHER,

Q.6 Examine the contribution of global financial institutions to development in different countries.

[20]

AO1	14	AO2	4	AO3	2
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Responses should show:

- knowledge and understanding of the remit of at least two global financial institutions and how specific activities have contributed to development in particular countries;
- an ability to evaluate the impact of global financial institutions' activities in different countries;
- use of detailed evidence.

Global financial institutions may operate in economic, social, political or environmental spheres. Do not expect a balance between these four. Good answers could technically focus on just one, although it is unlikely that economic and social are not discussed.

Expect specific detail of (recent) PRSPs and (older) SAPs to illustrate the impacts on the chosen countries. There should be at least two countries considered in the answer. Look for considered evaluation with explicit link to development, both positives and negatives. *This should not be entirely critical of IFI policies.*

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

IMF

Loans at preferential rates of interest.

Specific economic outcomes such as FDI, opening up of markets, export oriented growth, stringent balance of payments controls. Agenda often driven by neo-liberal economics.

Social – reduction in welfare, health and education hence a negative contribution to development. Impact of privatisation of assets e.g. water, oil, forest resources.

World Bank

Offers loans for development projects especially infrastructure.

In so doing influences scale / location / purpose of projects.

WB priorities at the time affect its support for different projects and therefore their viability (e.g. 1990s penchant for big projects v 2000-2008 support for small ones). Depended on WB leadership. Contribution to development is strongly debated in different countries.

WB funding tied to specific objectives and criteria – often with neo-liberal undertones.

Examples: Narmada dam, Abidjan to Lagos trunk route, urban water supply in Senegal.

The contribution of such projects should be explicitly evaluated in relation to development.

Level 5 17-20 marks	Accurate and relevant details of global financial institutions' programmes. Accurate knowledge and understanding of impacts with explicit links to development. Recognises positive and negative contribution on development.
Level 4 13-16 marks	Detailed and accurate knowledge of activities of global financial institutions. Begins to examine contribution to development but more implied than explicit.
Level 3 9-12 marks	Describes the work of the institutions such as World Bank and IMF. Some accurate detail but does not link to development. Maximum level if only one country given.
Level 2 5-8 marks	Superficial knowledge of global financial institutions' activities. Offers description of their projects.
Level 1 1-4 marks	Very superficial response.
0 marks	No creditable response.

OR,

Q.7 With reference to one example, discuss the ways in which conflict limits development at both national and local scales.

[20]

AO1	14	AO2	4	AO3	2
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Responses should show:

- knowledge and understanding of specific country details e.g. locations, named warring groups;
- an ability to understand the impacts of conflict on development at local as well as national scale;
- use of detailed evidence.

The example may be a country or may be a conflict. Accept conflict in an area which has previously been one country and one which spreads across two countries. There must be a focus on limiting development.

The following impacts of conflict may be linked to development. National / local limits to development may overlap.

National scale

- Destruction of infrastructure especially communications and need for rebuilding
- Destruction of industrial economic base / tourist economy
- Cost of rebuilding education, health services
- Role of global organisations post conflict situation – UN peacekeepers, construction companies
- Fragility of new post-conflict government
- Weakness of new government in guiding development process
- Loss of skilled / trained workforce, especially men
- Dependence on NGOs / UN Peacekeepers
- There may be political insecurity or a political vacuum. Risk of corruption developing among groups in authority such as police, army, employers, civil servants

Local scale

- Impact of forced migration to avoid conflict zones – rate of return of migrants
- Land disputes common in post conflict communities
- Social antagonism between warring social groups – mistrust, blame
- Need to re-educate young children recruited into army
- Land mines make some areas (e.g. farmland) inaccessible
- Culturally conflict may reinforce ethnic divisions and sense of identity
- Environmental issues tend to be side-lined after a conflict

Level 5 17-20 marks	Accurate and relevant details of a conflict and specific location. Accurate knowledge and understanding of impacts at local and national scales. Includes explicit links to limiting development.
Level 4 13-16 marks	Detailed and accurate knowledge of the impacts of conflict in specified location. Begins to examine limits to development but more implied than explicit.
Level 3 9-12 marks	Describes the impacts of a named conflict in specific location. Some reference to local and national. Some accurate detail but does not link to development.
Level 2 5-8 marks	Superficial knowledge of the impacts of a conflict but lacks comment on local and national impacts.
Level 1 1-4 marks	Very superficial response.
0 marks	No creditable response.

Theme 6: Social Development

EITHER,

Q.8 Examine how improving the health of a population can lead to progress in development.

AO1 14 AO2 4 AO3 2

[20]

Responses should show:

- knowledge and understanding of programmes to improve health conditions and diseases e.g. malaria, HIV/AIDS, malnourishment, obesity; the role of government, and NGOs in provision of health programmes;
- an ability to present a well-structured examination of the relationship between health and specific development progress;
- use of detailed evidence.

Health improvements may be in the form of:

- Vaccination programmes e.g. Global Vaccine Action Plan; Polio campaign, measles, rubella, diarrhoea
- Increased availability of resources such as insecticide treated bed nets, availability of contraception, clinics
- Increased medical personnel – nurses especially e.g. lady health workers in Pakistan
- Health education programmes e.g. re HIV/AIDS, contraception, personal hygiene

Improved nutrition

- Leads to better intellectual development of children, thence greater opportunities as adults, improved employment capabilities, contribution to community
- Reduces risks of maternal mortality in childbirth therefore increases quality of life for all in a household as a mother cares for all
- Reduces impact of HIV on those affected and enables them to live a healthy life, contribute to work, local community etc.

Economic development

- Better health reduces time off work, increases employment, leads to higher productivity. Healthier farmers increase food production – increases level of development by improving food security
- Women and children with better health also able to contribute to income and raise level of development / GDP per capita
- Improving health leads to reduction in mortality rates e.g. from HIV/AIDS and reduces the economic burden on other caring groups e.g. grandparents looking after children
- Providing national resources for preventive health care in a population is cheaper than curative care which can be expensive
- Poor countries attract health-related aid finance as a way of improving development in other areas

Social development

Improved health increases empowerment of women who can make a stronger economic contribution to a community.

Improved health raises the quality of life of individuals, their life satisfaction, and potential contribution to a community.

Health education, for instance about e.g. HIV/AIDS can reduce the stigma evident in some communities. This enables women in particular to take a more active role in the local economy and so increase the rate of development.

Some regions with endemic diseases, e.g. fertile lowlands where there is malaria, can become available for more development where there are improvements in preventive health.

Improving health leads to increasing life expectancy; reduces health problems in old age; enables adults to be economically productive for longer. Elderly provide role models for younger population.

Level 5 17-20 marks	Accurate and detailed knowledge of improvements to health. Explicit links to progress in development. May recognise that progress may be positive and negative.
Level 4 13-16 marks	Some accurate detail of health improvements. Links to progress in development more implicit.
Level 3 9-12 marks	Describes a limited range of health improvements with some details. Discussion probably limited to poor health / low levels of development.
Level 2 5-8 marks	Broad / general description of health improvements. Lacks detailed evidence. Limited relevant knowledge of health and development.
Level 1 1-4 marks	Very superficial response.
0 marks	No creditable response.

OR,

Q.9 With reference to *one* example, discuss the role of population growth in creating food insecurity.

[20]

AO1 14 AO2 4 AO3 2

Responses should show:

- knowledge and understanding of the factors which affect food security;
- an ability to analyse the role of population as one factor in establishing food security;
- use of detailed evidence.

Good answers should recognise that food insecurity is **not** directly related to population (or population pressure).

Wealth, both national and household, is the key link between population and food security.

Population affects food security:

- Population growth puts pressure on rural land and water resources for urban expansion as well as land for cultivation
- Population growth may put pressure on land (Malthusian scenario) therefore risk of conflict as communities struggle to remain food secure
- Population impacts on quality of land available for expansion i.e. use of marginal land
- Rising standard of living of a population enables countries to import food to be food secure
- Poor health of a population e.g. through HIV/AIDS increasingly a significant cause of food shortages and insecurity
- Population uses technology and trade to secure food supplies

There are other factors which affect food security:

- Lack of agricultural investment for rural poor
- Climate change – droughts, storms, floods – reduces food production and leads to food insecurity
- Food shortages leads to rising food prices and food insecurity
- Unfair international trade rules create food insecurity through high food prices
- Inappropriate aid, and in particular food aid, undermines local production and creates a food security situation
- Errors of food distribution lie with humanitarians / agencies / governments
- Regional imbalances in food availability, possibly a result of infrastructure and accessibility
- Import dependent countries affected by rising global food prices, especially the poor. Therefore vulnerable to food insecurity

Level 5 17-20 marks	Explicitly addresses the complexity of the relationship between population growth and food security. Discusses a range of factors affecting the role of population. Detailed and accurate knowledge to exemplify.
Level 4 13-16 marks	Detailed discussion of the role of how population growth affects food security. Begins to recognise role of other factors. Some relevant and detailed exemplification.
Level 3 9-12 marks	Mainly narrative about the effect of population growth on resources, including food.
Level 2 5-8 marks	Makes simple, generalised statements of cause and effect e.g. population growth limits food security.
Level 1 1-4 marks	Some simple statements with limited detail. Some generalised, factual content but limited relevance to the question set.
0 marks	No creditable response



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