



GCE MARKING SCHEME

WORLD DEVELOPMENT AS/Advanced

FEBRUARY 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the January 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 10 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	1.1
(b)(i)	3	1		4	1.2, 2.1, 3.2
(ii)	5	1		6	4.2
(c)	7	3		10	2.1
	15	6	4	25	
Question 2					Theme 1
(a)		1	4	5	5.2
(b)(i)	5	1		6	5.1
(ii)	3	1		4	3.1
(c)	7	3		10	5.1, 5.2
	15	6	4	25	
Question 3					Theme 2
(a)	3	1	4	5	2.1
(b)(i)	5	1		4	2.2
(ii)	7	3		6	2.2
(c)	15	6	4	10	2.2
				25	
Question 4					Theme 2
(a)		1	4	5	4.1
(b)(i)	3	1		4	4.1
(ii)	5	1		6	5.1
(c)	7	3		10	5.1
	15	6	4	25	
	60	24	16	100	

GCE World Development – WD1
Mark Scheme - January 2012

- Q.1 (a) Use *Figure 1* to compare global water use in 1995 with predicted use in 2025. [5]**

Answers are likely to name regions/countries. Some candidates will correctly compare water use as a percentage of water available.

Those using significantly more are: US from 10%-19% to 20%-39%, India from 20%-39% to more than 40%, China from 10%-19% to 20%-39 %, and SE Asia. No change in Canada, South America, Oceania, Russia, Northern Europe. Africa is patchy, with increase in use in southern Africa, including Madagascar and some increase in northern Africa. Overall increase in use, globally.

Comparison may be over time for the same region/country or between region, e.g. both China and India are predicted to use significantly more water.

Level 3 5 marks	Use of data to make accurate comparisons – two in detail or a range.
Level 2 3 - 4 marks	At least one comparison with data plus overview or an overview with data.
Level 1 1 - 2 marks	Vague and general comment. Limited reference to resource. Inaccurate use of data.
0 marks	No acceptable answer.

- (b) For *one* named natural resource:**

- (i) Describe *two* benefits of its use; [4]**

Answers should be on benefits rather than use, for example, economic development e.g. water from the River Nile is used to irrigate crops (1 mark) so that people can sell them and make money (1 mark). People also use the water for meeting basic human needs (1 mark), like drinking, fishing and energy (1 mark).

Point mark. Award one mark for acceptable point and one mark for development or example. So marks could be 2+2 or 3+1. Award a maximum of 3 marks if there is no reference to any benefit.

- (ii) Outline *two* contrasting views on the use of this natural resource. [6]**

The natural resource should be the same as in Q1b(i) (i.e. water, oil, forests, land and so on) but case studies or examples on its use could be different.

Point mark with one mark for view, one mark for development of example. So marks could be 3+3 or 4+2 (answers could name a group e.g. Greenpeace or describe a view e.g. environmentalists). For example oil in Alaska – the US government want to exploit the oil (1 mark) in order to create jobs (1 mark) and think it is a good idea as it will mean less dependence on imported oil (1 mark). However, environmental groups object (1 mark – contrasting view) as they are concerned about the impact of oil spills (1 mark) on the wildlife such as birds (1 mark).

Award a maximum of 4 marks if views are not contrasting.

- (c) **For one named country, discuss the statement that ‘models help us understand population–resource relationships’.** [10]

Responses will depend on chosen examples, but should include:

- specific country details
- specific and accurate reference to Malthus and/or Boserup
- explicit comments on the application of the models, either positive or negative.

Expect answers to focus on Mauritius, where a Malthusian crisis was predicted but did not come to fruition, partly due to technological innovation along the lines of Boserup’s ideas, but also due to the neo-Malthusian preventative check of family planning. Candidates may use this case study to illustrate the use of models and make the point that one model on its own does not necessarily reflect reality.

Some candidates will use China or Easter Island as an example of a Malthusian crisis. Malthus did not want to promote gay marriage/homosexuality or contraception.

Most are likely to fit a case study to a model.

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

Level 3 8 - 10 marks	Detailed understanding of model/s and its application. Balanced discussion supported by detail of chosen country.
Level 2 4 - 7 marks	Some detail of chosen country and/or model/s. Discussion may lack balance.
Level 1 1 - 3 marks	Outline of country or model only. No discussion.
0 marks	No acceptable answer.

Q.2 (a) Use *Figure 2* to suggest how the Bale Eco-Region Project is contributing to sustainable development. [5]

Answers may include some of the following:

The sustainable management of the forests will ensure the resource is available for future generations.

Using traditional activities means building on existing knowledge and using local resources that do not have to be transported and are in keeping with the environment (therefore not harmful).

The stoves will use less fuel wood (reducing consumption of this resource) and are made from local materials by the local people. This means they can get the resources to make them easily and can be self-sufficient.

Training means that they can sustain the project themselves and keep running it in the future. Women have a role to play in money making activities such as honey production.

Answers could take a broad view of sustainable development (SD) or go into specific detail about certain aspects. Credit range and depth. Responses should show clear understanding of sustainable development (SD).

Level 3 5 marks	Clear link to SD made with close reference to resource. Credit detail as well as range.
Level 2 3 - 4 marks	Some link made between the resource and SD. May be one or two points made with limited detail.
Level 1 1 - 2 marks	Very vague. Either defines SD with no reference to resource or mentions the resource with no link to SD.
0 marks	No acceptable answer.

(b) (i) Suggest *two* reasons why sustainable development may be difficult to achieve in a *rural* environment. [4]

Credit appropriate examples.

Answers may include some of the following:

- rural areas often have sparse populations and so there is a reliance on cars as people have to travel to work, shops and services meaning that fuel is needed
- rural areas may be poorer and so lack the ability to invest in sustainable development
- there may be lack of political will to implement long term plans as populations are small
- it can be harder to provide infrastructure in rural areas
- it may be harder to reach people due to poor communications.

Point mark. So marks could be 2+2 or 3+1. One mark for acceptable point, one mark for example or development e.g. people use their car (1 mark) because there is no public transport (1 mark).

- (ii) **Outline a named strategy for sustainable development in an *urban* environment.** [6]

The example of a strategy could be anywhere or at any scale, but should be taken from an urban environment. Some may make good use of local examples. Some candidates may refer to Local Agenda 21 or the Transition Town Network. Other strategies may be government or local authority led, such as recycling or public transport. Examples may include Curitiba in Brazil, the congestion charge in London, BedZed sustainable housing or community gardens.

Strategies are likely to cover some/all of the aims of sustainable development (SD) – being environmentally friendly, fair and equal, improving livelihoods, futurity. May also mention 3 legs of SD stool – social, economic, environmental. Other points may be empowerment, reduce resource use, recycling.

Level 3 5 - 6 marks	Names a strategy with detail and explicit link to SD and urban conflict.
Level 2 3 - 4 marks	Names a strategy but with limited detail or with no link to SD or urban conflict.
Level 1 1 - 2 marks	Vague and general comment about SD.
0 marks	No acceptable answer

- (c) **Compare the approaches of *two* named groups to sustainable development.** [10]

Approaches given could be top-down and bottom-up, could vary according to scale or group, urban/rural, or more developed/developing country context. Examples of groups may include NGOs, large companies, community groups or governments. The command is 'compare', so expect similarities as well as differences, although it would be acceptable to suggest that the two groups are similar. Aspects of approaches for comparison could include funding, scale, involvement of local people as well as actual action.

Credit detail and examples.

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

Level 3 8 - 10 marks	Two approaches in some detail. Clear comparison.
Level 2 4 - 7 marks	Describes two approaches or projects but limited detail. May lack balance. May be no comparison. Maximum 5 marks if one project in detail.
Level 1 1 - 3 marks	No comparison. Very general and vague description of a project/s or SD.
0 marks	No acceptable answer.

- Q.3 (a) Use *Figure 3* to describe how the percentage of population living in poverty has changed in countries in Latin America. [5]**

There has been an overall decrease (Latin America down from 44% to 32%). Bolivia has highest percentage of people living in poverty and smallest decrease from 61% to 54%. Chile has smallest percentage of people living in poverty and the decrease is second smallest, from 20% to 12%. The largest decrease is Peru, from 48% to 32%. Brazil's decrease is from 37% to 25%, in line with the decrease for Latin America as a whole.

Some candidates may compare country with country; some may compare countries with Latin America.

Level 3 5 marks	Full use of data. Accurate descriptions of at least two countries or several in less detail.
Level 2 3 - 4 marks	Refers to data. One description in detail or more than one in outline.
Level 1 1 - 2 marks	Vague and general comment. Limited reference to resource. Inaccurate use of data.
0 marks	No acceptable answer.

- (b) (i) Identify *one* advantage and *one* limitation of a named indicator of poverty. [4]**

Answers need to be on *one* advantage and *one* limitation of a named indicator. Responses may include GNP per capita, GDP per capita, GNI per capita, HDI, HPI-1, HPI-2, GRP, life expectancy, literacy rates, access to safe water and sanitation.

Point mark. Award one mark for acceptable indicator, one mark for development or explanation, one mark for advantage, one mark for disadvantage. So marks may be 2+2 or 3+1.

- (ii) Describe *one* strategy to reduce poverty. [6]**

Answers could focus on a variety of strategies, but expect PRSPs, SAPs, HIPC, debt relief, projects run by NGOs, aid.

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

(c) Use examples to discuss the causes of poverty.

[10]

Answers could use one or more country, which could be more developed or developing. They may include environmental issues, decline of manufacturing, debt, unemployment, benefits trap, lack of money, lack of resources, poor infrastructure, lack of education, lack of investment. Examples do not have to be case study/country based.

Credit range/depth.

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

Level 3 8 - 10 marks	Convincing and explicit detail. Discussion of causes of poverty explicit.
Level 2 4 - 7 marks	Gives some detail. Causes of poverty described.
Level 1 1 - 3 marks	Very general answer. May not give any examples. May state cause/s of poverty only.
0 marks	No acceptable answer.

Q.4 (a) Use Figure 4 to describe the global gender inequality gap. [5]

The greatest inequality is in 'political empowerment', least in terms of 'health'. Women's income is well below men's – showing a high level of inequality on the poster. (Candidates may say half, which is acceptable.)

Level 3 5 marks	Full use of data. Accurate descriptions of at least two types of inequality or several in less detail.
Level 2 3 - 4 marks	Refers to data. One description in detail or more than one in outline. Lists (max 3)
Level 1 1 - 2 marks	Vague and general comment. Limited reference to resource. Inaccurate use of data.
0 marks	No acceptable answer.

(b) (i) Describe the inequality experienced by one named social group, apart from women. [4]

Point mark. Award one mark for acceptable point, one mark for development or example. So marks may be 2+2 or 3+1.

Responses should describe one group, e.g. elderly (income inequality, access to building, work), teenage mothers (income, employment, stereotypes), groups such as the Dalits (unsafe jobs, social exclusion, poor education).

(ii) Outline how progress towards one Millennium Development Goal (MDG) is helping to reduce inequality. [6]

Responses will depend on choice. MDGs could be primary school enrolment and impact on women, access to safe water and must be related to reducing inequality.

Credit examples. Credit range/depth (one country or several)

Level 3 5 - 6 marks	Detail linked to progress to MDG.
Level 2 3 - 4 marks	MDG stated. Limited detail. May not link progress to MDG.
Level 1 1 - 2 marks	May state an MDG but with no detail of progress, or may mention progress but no MDG. No country detail.
0 marks	No acceptable answer.

(c) **Assess the effectiveness of *one* named international initiative to reduce poverty and inequality.** [10]

Expect answers to consider the following issues:

- description of the initiative
- extent to which the initiative delivers – i.e. actually reduces poverty
- the ‘reach’ of the initiative to the target population
- cost effectiveness / value for money
- sustainability of the initiative
- extent to which it fits in with the recipient government plans.

N.B. the response must be an **international** initiative such as Commission for Africa, Live 8, Jubilee 2000, MDGs, Fair trade. It must be focused on **poverty reduction**. (N.B. MTV Staying Alive was not about poverty reduction.)

<p>Level 3 8 - 10 marks</p>	<p>Detailed knowledge and understanding of the focus and potential of the international initiative. Description and explanation of the different ways in which it reduces poverty (or not). Explicit assessment / evaluation of the initiative. Highest marks where specific evidence is used to support the evaluation.</p>
<p>Level 2 4 - 7 marks</p>	<p>Accurate descriptive account of international initiative. Some reference to how it impacts on poverty reduction at the national and/or community levels. Accept focus on awareness raising or on NGOs working internationally. Maximum level if not international.</p>
<p>Level 1 1 - 3 marks</p>	<p>Generalised description/overview of one international initiative. Limited detail. May not be appropriate for poverty reduction.</p>
<p>0 marks</p>	<p>No acceptable answer</p>

Assessment Objectives Grid for WD3

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

GCE World Development – WD3

Mark Scheme - January 2014

SECTION A

Q.1 Participatory development in the Niger Delta, Nigeria

- (a) Describe and explain the economic, political and social challenges of developing the south of the Niger Delta. [20]

Note the question expects a focus on **challenges**. To access the highest level answers must make this explicit in explaining why the points raised are actually challenges.

Economic challenges

- Enabling local people to benefit from oil reserves
- Sabotaging of oil installations
- Improving subsistence livelihoods of fishermen and farmers
- Economic development difficult due to isolation of region - infrastructure etc.

Political challenges

- Neglect by state and national governments
- Political unrest
- Piracy in Niger Delta
- Local communities lack contact with local government

Social challenges

- Lack of piped water, sewage disposal, electricity, telecommunications, schools, health facilities
- Dependence on traditional healers

Level 5 17 - 20 marks	A thorough and balanced answer. Gives a full explanation of all three types of challenges. Appreciates inter-relationships between the challenges. Makes full use of the resources to relate explicitly to Niger Delta.
Level 4 13 - 16 marks	Detailed description and some explanation of the range of challenges with some understanding of links between them. Ideas are generally supported by detailed evidence. Good interpretation of resources.
Level 3 9 - 12 marks	Some detailed description from resources and begins to recognise challenges in the resources. Some structure and organisation for social, political and economic challenges. Some explanation but partial and incomplete.
Level 2 5 - 8 marks	Limited number of challenges recognised. A brief / generalised description but lacking in detail from resources.
Level 1 1 - 4 marks	Weak and superficial description of one or two challenges mainly lifting material from the resources. Mostly a generalised, unstructured account.
0 marks	No creditable response.

(b) Examine the effectiveness of the Akassa Development Forum (ADF) in the development of the Akassa Kingdom. [20]

Expect evidence to include some specific examples from Resource 3. Consider the contribution of some or all of the following to 'effectiveness'.

- Involvement of all stakeholders
- Local commitment to ADF via community finance and *ogbos*
- Honesty and transparency in ADF activities and decisions
- Range of projects at different scales which meet community needs and give sense of ownership through community contributions
- Clearly defined decision-making
- Evaluation of project proposals made in best interests of communities
- Realistic, achievable goals for projects
- Influence of ADF is sufficient to draw in outside funding for large projects

But

- Dependence on StatoilHydro in times of recession
- Funding from other firms not always secure

Level 5 17 - 20 marks	Well-organised range of ideas and explicit comment relating to effectiveness of ADF. Clearly links to development of Akassa region. Relevant and accurate use of resources.
Level 4 13 - 16 marks	Begins to examine in some detail. Relevant answer. Effectiveness of ADF fairly well understood. Ideas generally supported by detailed evidence but lack of critical analysis.
Level 3 9 - 12 marks	Some appreciation of effectiveness of ADF i.e. some description of the projects. Implied links between effectiveness and development.
Level 2 5 - 8 marks	Limited and generalised description from resources. Simplistic understanding of potential of ADF to bring about development.
Level 1 1 - 4 marks	Very limited understanding of effectiveness of ADF and impact on development in Akassa.
0 marks	No creditable response.

- (c) **Discuss the contribution which a participatory model could make to future development in the Niger Delta.** [20]

This must be evaluative therefore look for consideration of positives and limitations/ sense that participation is not a panacea.

Positive

- Develops personal community responsibility for savings and credit schemes leading to local investment and poverty reduction.
- Sense of ownership for projects means everyone supports them and contributes/values them.
- Communities make more effort to maintain facilities such as bridges, roads.
- Greater commitment to education of children rather than seeing them as part of workforce.
- Increased accountability of local and state government to their communities and so giving communities a stronger voice for development.
- Less violence and piracy towards donor companies reduces destruction and environmental degradation of oil spills due to sabotage.
- Oil companies obliged to listen to views of communities.
- All people in communities have a voice; this builds their self-respect and self-worth.
- People gain skills to enable self-help against poverty.
- The model develops potential for external funding as participatory groups have a stronger voice.
- Benefit captors are kept under control.
- Importance of transparency, especially in financial affairs.

But

- Participatory model is slow.
- Needs strong commitment from communities.
- Needs external financial support especially in early stages.
- Although it is participatory, the decision-making process is hierarchical.
- Not all projects are completed or work well.

Level 5 17 - 20 marks	Offers well-organised, reasoned and balanced discussion of participatory model. Concept of participation very well understood. Focus on Akassa but credit other appropriate projects. Shows flair and imagination.
Level 4 13 - 16 marks	Uses details of Akassa or other projects to develop specific discussion of participation. Concept fairly well understood. However, lack of critical analysis leads to dominantly positive comments.
Level 3 9 - 12 marks	Describes advantages and disadvantages of ADF with limited discussion of participation. Lacks range and depth of ideas.
Level 2 5 - 8 marks	Describes benefits of ADF project but insecure understanding of participatory development. Evidence offered is limited and generalised. Simplistic arguments.
Level 1 1 - 4 marks	Simple factual content lifted from the resource folder with limited understanding of participation. 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

Level 5 17 - 20 marks	<p>A well-organised answer which uses appropriate, relevant and accurate exemplification. A balanced answer which addresses all dimensions of the question explicitly. Concepts are understood and used to support argument. Temporal or spatial contrasts in development are recognised. The answer offers an evaluation or assessment as required. Shows some flair and imagination.</p> <p>Fluent expression with few errors in grammar, punctuation and spelling.</p>
Level 4 13 - 16 marks	<p>A good, well-structured and relevant answer. Clearly addresses the question set. Concepts are fairly well understood and inter-relationships are explored but there is a lack of critical analysis. Ideas are generally supported by detailed evidence. Some attempt made at evaluation or assessment as required.</p> <p>Fluent expression with few errors in grammar, punctuation and spelling.</p>
Level 3 9 - 12 marks	<p>There is some structure and organisation to the essay. There is a fairly secure grasp of concepts relevant to the question. There is some appreciation of cause and effect. Tentative discussion of inter-relationships but the answer lacks range, depth and development. A relevant but pedestrian discussion with some descriptive knowledge. There is some exemplification. Arguments are partial and lack coherent or reasoned conclusions.</p> <p>Use of English is clear and fluent; the essay structure is sound; and there may be occasional errors in grammar, punctuation and spelling.</p>
Level 2 5 - 8 marks	<p>An answer which only partially address the question and lacks convincing structure. Reference to concepts is made but is insecure. Evidence offered is limited and generalised. Arguments presented a simplistic cause and effect. Lacks appreciation of inter-relationships relevant to the question.</p> <p>There are some errors in grammar, punctuation and spelling.</p>
Level 1 1 - 4 marks	<p>Limited understanding of relevant concepts. Some accurate description or factual content but mostly a generalised unstructured account on the topic. A weak and superficial argument with limited relevance to the question set. Some simple statements of cause and effect at the top of this band.</p> <p>Errors in grammar, punctuation and spelling are intrusive.</p>
0 marks	No credible answer.

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

Q.2 Examine how political attitudes and ideas have influenced development strategies.

[20]

AO1	14	AO2	4	AO3	2
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The expectation here is that students will consider at least two political approaches to development and comment on how they have influenced particular strategies for development. Reference to examples will help to explain both the ideas and the strategies. The best answers will use some exemplification such as the US, UK, Japan, Cuba, China, Angola, Mozambique, Tanzania, Nicaragua, Kerala State (accept this in the context of an example of Indian development).

Answers may include some of the following:

Development ideas / attitudes	Development strategies
Colonialism: The duty of the west to develop underdeveloped countries. Links to Dependency theories.	Exploitation of resources and modernisation of societies less developed than Europe. Exploitation of less developed countries.
Classical development theories of Smith and Ricardo based on economic growth.	The underdeveloped world supplying resources for developed societies in exchange for modernisation. Development by exploiting comparative advantages.
Neo-liberalism, market liberalism. Development by removing tradition, monopolies and state intervention.	Economic development and democracy are priorities. Free trade, development through economic growth, industrial efficiency and the role of private enterprise. US/UK in 1980s.
Eurocentric attitudes	Development should emulate western attitudes, lifestyle and governance. The perspective taken by US / UK in 1950s.
Structuralism	Development involves changing social and economic structures. Important role of people and indigenous societies in their own development. Also a role for the State in directing where and how development should happen. Particularly the State versus large global companies. E.g. development in Brazil. Links to Marxism.
Socialism	Needs of the population are prioritised. Role of the State in all aspects of economic, social and political life (centrally planned economies). Decisions about resource allocation made on the basis of need. E.g. development in Cuba, China.

Grassroots philosophy	<p>Importance of development <i>for</i> communities <i>by</i> communities. Empowerment of people especially women. Development through small-scale sustainable strategies. Development through NGOs. Bottom-up development, localised not state-led. Active participation and decision-making of local people. Development strategies of many countries since 1990s.</p>
Entitlements philosophy	<p>Development seen as meeting basic needs to which people should morally have access. Strategies based on: political freedom – free speech and elections; social freedom – education and health; economic freedom – opportunity for trade. Strategies promoted by Amartya Sen.</p>
Washington consensus	<p>Development characterised by individualism. View of state as the problem not the solution. US/UK</p>
Post-Washington consensus	<p>Accepts a role for the State in supporting the development of the market, regulating the financial system, in education, development of technology, promoting equality, alleviating poverty and creation of effective institutions. Arguably some countries in Europe. Also East / South east Asia.</p>

Level 5 17 - 20 marks	Accurate knowledge and understanding of one model. Explicit discussion of limitations and advantages.
Level 4 13 - 16 marks	Recognises some limitations and advantages but unbalanced. More implied than explicit. Describes the model with some accurate and relevant detail.
Level 3 9 - 12 marks	Has awareness of types of development but lacks conceptual framework of a model. Some accurate detail. Unbalanced discussion of advantages and limitations.
Level 2 5 - 8 marks	Limited relevant detailed knowledge of development model. Comments on advantages.
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 With reference to examples, discuss the view that sustainable development is not achievable. [20]

AO1	14	AO2	4	AO3	2
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The idea here is to encourage students to critique sustainable development (SD). Most answers will take a simple stance here by assuming that sustainable development is achievable. There may be a broad acceptance of the whole concept.

Comments about SD should include economic, political, social and environmental aspects. Some of these are more achievable than others. Either view of the concept is acceptable provided it is justified.

Economic perspective of sustainable development – income generation may be maintained but comes at a cost of resource / environment and possibly social change; particularly in Developing nations.

Continued economic growth and technological innovation could provide solutions to living sustainably especially in Developed World.

In developed countries there are strong lobbies for continued industrialisation for job creation, which is one aspect of sustainable development.

Political perspective of sustainable development – depends on policies pursued by governments on energy, transport etc. Associated with political policies on taxes and spending decisions. Governments with marginal mandates are less likely to take unpopular decisions re sustainability. Fragile states / demerging nations are less likely to prioritise SD. Is SD a vote-winner? Impact of public opinion and political will is valid here.

Social perspective of sustainable development – links to political perspective above and provision for social infrastructure – education, health, power supplies etc. All necessitate use of resources and have consequent impact on environment. Developing countries argue that sustainable development is only achievable through poverty reduction therefore a priority must be raising living standards through economic development. This requires resource exploitation and increased energy consumption.

Environmental perspective of sustainable development – protection of resources, climate change requires strong consensus and global cooperation. Developing countries agree with the environmental agenda but argue that environmental degradation results from poverty.

Best answers will recognise that there are differences in understanding between groups of people, and various strategies for SD at national and local levels. Credit use of specific examples / evidence from contrasting countries as well as different approaches within countries. The most likely are China, US and UK.

Level 5 17 - 20 marks	Explicit, balanced critique of SD. Discusses how understanding SD varies. Justifies views with relevant exemplification. May contrast developed and developing countries. May recognise different SD at different scales.
Level 4 13 - 16 marks	Appreciates different types of SD and how different aspects are potentially more sustainable than others. Some relevant exemplification. Critique is implied / unbalanced.
Level 3 9 - 12 marks	General discussion about SD in different parts of the world. Assumes SD is achievable with no critique. Probably focuses on environmental sustainability. Discussion focused on the Brundtland definition.
Level 2 5 - 8 marks	Limited relevant knowledge of sustainable development. Assumes the concept is achievable.
Level 1 1 - 4 marks	Very superficial response. Basic understanding but mainly a generalised, unstructured response to the question.
0 marks	No creditable response.

Q.4 Examine how globalisation may affect one or more local economies.

[20]

AO1	14	AO2	4	AO3	2
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Candidates may organise this in a variety of ways. A clear sense of structure is important.

Although there must be a focus on economies, it is inevitable that some impacts will be social, political (global, political influence on local communities) and possibly environmental.

Examples may come from a variety of locations. Question does not specify reference to one country only.

Look for balance of impacts: the stereotype will be positive and negative but some students may consider temporary / permanent impacts.

- Responses could focus on different aspects of globalisation as a process e.g. trade, impact of global firms on local economies. Likely to include agricultural products, food prices, clothes, electronics, IT, fuel, global trade in waste products – an endless list of exemplification is possible. Should reflect on expanding local economies in emerging nations and impact on retracting economies where industries are leaving / re-locating. Issues could be employment, tax income, technology transfer, expanding / contracting local markets.

Success and efficiencies of a local factory may simply contribute to its global TNC owner. This may have negative impact on new industries in LDCs who are trying to become established. Large scale efficiencies and market share of those in developed world make it hard for newcomers to integrate.

May include culture here too in terms of Bollywood, music industry, tourist industry and the effects on local economies. There may be positive and negative impacts too.

There could be some interesting ideas linked to global advertising, global products, Macdonaldisation / universality, fair trade etc.

- Could organise the answer via specific local and global economies. Impacts on local communities e.g. in emerging states such as Malaysia (e.g. Penang), Kenya (e.g. Nairobi), S Africa (e.g. Jo'burg, Cape Town) or smaller settlements. Issues could be employment, tax.

Malaysia, South Korea: Government support for factories to produce exports. This benefits local communities because of government investment and support. Likelihood of modern high-tech production which will survive and grow as government support is reduced. Growth of new infrastructure – local areas may become growth poles. Negative impacts – on local economies in other countries trying to compete. Also decline of traditional culture, in-migration, isolation of non-educated groups, polarisation and increased inequality between the poor and growing middle class, income, technology transfer, expanding / contracting local markets, global influences on local conservation.

Level 5 17 - 20 marks	Well-organised answered with a wide range and depth of effects of globalisation at local scale. Good knowledge and exemplification. Clear structure.
Level 4 13 - 16 marks	Relevant knowledge of a range of impacts of globalisation with relevant exemplification. Considers positive and negative impacts.
Level 3 9 - 12 marks	Some structure and organisation in description of activities of global firms with implied effects on local economies. Some generalised references to positive / negative impacts. Limited detail.
Level 2 5 - 8 marks	Partially addresses question and describes globalisation. Limited and generalised reference to effects on local economies.
Level 1 1 - 4 marks	Very superficial response. Some outline comments on activities of global firms but mainly a generalised, unstructured response to the question.
0 marks	No creditable response

Q.5 With reference to *one* country, discuss how and why economic development varies between regions. [20]

AO1	14	AO2	4	AO3	2
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Answers must focus on one country and variations at different scales such as:

- between regions
- rural – urban
- within cities
- between social groups.

An examination should include some reasoning of the variations in inequalities discussed.

Look for details and data to exemplify inequalities.

The question asks for **economic** development but discussion of social and cultural inequalities is acceptable as part of any explanation or justification.

Named country may be UK, China, US,

Best answers – credit range of scale, quality of evidence and range of ideas.

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	Well-organised answer with accurate discussion of one country. Includes range of environments / regions /groups. Detailed evidence of examples to support points raised.
Level 4 13 - 16 marks	Relevant knowledge used with some explanation of some inequalities. Occasional evidence to justify points made.
Level 3 9 - 12 marks	Some structure and organisation with some accurate detail of chosen country. Description of economic inequalities.
Level 2 5 - 8 marks	Partially addresses question with limited relevant knowledge of country inequalities.
Level 1 1 - 4 marks	Very superficial response with limited relevance to the question set.
0 marks	No creditable response.

Q.6 Examine the impact of the IMF and World Bank on development in different countries. [20]

AO1 14	AO2 4	AO3 2
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This will probably be answered through case studies.

Different countries – look for examples where IFI policies have had positive and negative impacts e.g. Kenya, Uganda, Tanzania, Ghana, Vietnam, and Indonesia.

The response must focus on **impact**.

Good candidates may consider ownership of national policies and the extent to which the IFIs drive particular development pathways by their policies on what they will fund and what they will not fund.

IMF: based on loans of various types. Conditionality based on establishing ‘good housekeeping’ – often equated with neo-liberal. Right of centre economics. SAP / PRSPs. Focus on reduced government spending on health, education and welfare and opening of internal market to overseas investment. Encourages privatisation. Impacts include increased inequalities between rural and urban, educated and peasant, tarmac bias, manufacturing bias. Increased problems for agricultural peasants and isolated communities. Impact is often increased food and commodity prices. Positive impacts may be industrialisation and access to global economy. Trickle down / spread effects from emerging middle class to the poor.

World Bank: grants and loans for major infrastructure projects such as power / HEP, roads, health & education infrastructure. Generally beneficial but some large projects have major environmental impacts. Often not universally beneficial. Countries contribute to the cost of projects therefore risk of increased indebtedness.

Level 5 17 - 20 marks	A well-organised answer with depth and breadth. Good knowledge and understanding of countries with explicit examination on specific impacts.
Level 4 13 - 16 marks	Offers some depth of understanding of impacts. Some specific detail. Some examination which explores contrasts.
Level 3 9 - 12 marks	Some structure and organisation with implied understanding but may confuse IMF / WB and tends to describe the two institutions. Focus on PRSPs. Maximum level if only one institution mentioned.
Level 2 5 - 8 marks	Partially addresses the question, with limited, partial knowledge; probably the IMF story and how it rides roughshod over the developing world.
Level 1 1 - 4 marks	Very superficial response. Very little relevant knowledge of either institution, with a generalised, unstructured response to the question.
0 marks	No creditable response.

Q.7 With reference to examples, discuss the importance of human rights in the development process. [20]

AO1 14	AO2 4	AO3 2
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Any examples are acceptable here. These may be taken from US, Rwanda, South Africa, Kenya, Zimbabwe, Sudan, Balkans, Burma. There may be references back to the Roma case study from June 09.

China is also a possibility here - beware ill informed / generalised answers about Tibetans, Uighur.

Answers may contain some of the following:

- In general terms the more developed the country, the more that human rights are seen as a moral responsibility.
- Development includes respect for human dignity and recognition of personal worth and equality.
- The freedoms that come with development must be accompanied by responsibilities, plus acceptance of others.
- Equal access of all groups to health and education enables all citizens to contribute to national development.
- All citizens are entitled to human security that is an integral part of development.
- Respect for human rights includes respect for, and equal access to, a transparent judicial system.
- Where human rights are not recognised, the result is inequality. Respect for human rights assumes social, political and economic equality of opportunity.
- Human rights lead to recognition of empowerment.
- Abuse of human rights creates fear and distrust in populations that undermine the development process.
- Some developed countries champion human rights yet do not sign international treaties / policies e.g. US and the International Criminal Court.
- One person's human right is another person's offence taken. One man's freedom fighter is another man's terrorist.

Level 5 17 - 20 marks	A well-organised answer with a range and depth of ideas explicit, discussing and linking human rights and development Accurate evidence.
Level 4 13 - 16 marks	Relevant knowledge with a range of ideas but less depth. Accurate knowledge. Links to development process implied.
Level 3 9 - 12 marks	Some structure and organisation with general comments on human rights with some relevant detail. Some description of human rights in countries at different stages of development.
Level 2 5 - 8 marks	Partially addresses the question and gives outline comments on human rights. Links to development not established.
Level 1 1 - 4 marks	Very superficial response with limited relevant knowledge of human rights. Mainly a generalised, unstructured response to the question.
0 marks	No creditable response.

Q.8 Discuss the impact of migration on development at a local scale.**[20]**

AO1	14	AO2	4	AO3	2
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Accept migrant groups in the widest sense. They may be internal or international, or be part of a diaspora. Impacts may be positive or negative, and short/long term. May focus on push factors which encourage migrants to move away and pull factors which could encourage them to return 'home'.

Best answers will recognise that migrants do not necessarily move to areas where their situation is any better.

Look for detail at local scale.

Answers should address economic, social and political aspects.

Look for detailed knowledge and understanding of specific migrant groups.

Answers will probably discuss the following:

- rural migrants moving to cities for work and education;
- young people moving to cities to enjoy a more western, less traditional lifestyle;
- asylum seekers / refugees escaping from conflict / political unrest;
- poor human rights record encourages migration;
- members of a diaspora may resist returning home because of higher living standards in current country.

The effects on the migrants should be discussed e.g.

- break-up of the extended family group, and even separation of parents/children;
- new opportunities for migrants in terms of education, skills;
- financial support sent back home;
- inability to return home;
- difficulties / deprivations of refugee status;
- discrimination of migrants in receiving areas.

Level 5 17 - 20 marks	A well-organised answer with detailed and wide-ranging discussion with accurate knowledge of migrant groups. Balanced discussion of impact of migration. Identifies variety of factors affecting migration.
Level 4 13 - 16 marks	Relevant knowledge and detail. Some discussion of impacts but tends to be unbalanced.
Level 3 9 - 12 marks	Some structure and organisation with limited perspective in terms of detail at a local scale. Focus primarily on economic aspects of migration. Limited discussion.
Level 2 5 - 8 marks	Partially addresses the question with generalised, limited relevant knowledge of named migrant groups. Lacks evidence of level of development.
Level 1 1 - 4 marks	Very superficial response. Some description but mainly a generalised, unstructured response to the question.
0 marks	No creditable response.

Q.9 With reference to *one* example, discuss the challenges of improving the quality and provision of education in developing countries. [20]

AO1	14	AO2	4	AO3	2
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The answer may have links to MDGs 2 and 3.

Responses could consider some or all of the following challenges.

- Enrolling all children especially in rural communities.
- Enrolling girls especially from farming families.
- Retention of children once enrolled – links to children as farm workers; traditional attitudes towards education of girls; provision of toilets in schools especially for teenage girls.
- Travel distance to rural schools.
- Availability of classrooms.
- Poor quality of school buildings – corrugated roofs noisy in the rain, no toilets for girls, no windows, poor light.
- Financing resources for schools.
- Corruption and siphoning off finances for others uses.
- Relevance of school curriculum – especially in countries with colonial ties e.g. Kenya to UK.
- Tendency to rote learning without development of relevant skills.
- Parents question value of education. Risk that education leads to children leaving traditional communities.
- Language of tuition – e.g. Swahili and English not native languages in Kenya.
- Availability of teachers – including attendance, health of teacher linked to HIV/AIDS; low and irregular salaries encourage absenteeism.
- Quality of teacher training.
- Progression into secondary and tertiary education especially for girls.
- Inequality of provision throughout the country.
- Impact of private schools on state sector – teachers, wealthier children.

Level 5 17 - 20 marks	A well-organised answer with range and depth of discussion. Detailed, accurate evidence to support the challenges of delivering education and development.
Level 4 13 - 16 marks	Relevant knowledge with a range of challenges discussed. Accurate exemplification at national, regional or local scale.
Level 3 9 - 12 marks	Some structure and organisation, but with a limited/generalised discussion of challenges of delivering education in named country. Some detail but could apply to any country.
Level 2 5 - 8 marks	Partially addresses question with limited, relevant knowledge of the education in a developing country. Lacks discussion; is a narrative of how education has developed.
Level 1 1 - 4 marks	Very superficial response with limited, generalised knowledge of broad ideas only. Unstructured response to question.
0 marks	No creditable response.



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