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# **GCE MARKING SCHEME**

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**WORLD DEVELOPMENT  
AS/Advanced**

**SUMMER 2015**

## **INTRODUCTION**

The marking schemes which follow were those used by WJEC for the Summer 2015 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.

<b>Level 3</b>	<ul style="list-style-type: none"><li>• Information is organised clearly and coherently and arguments are logically developed and tightly structured.</li><li>• Candidate writes in continuous prose using relevant and accurate development vocabulary.</li><li>• There are relatively few errors of spelling, punctuation and grammar.</li></ul>
<b>Level 2</b>	<ul style="list-style-type: none"><li>• Information is relatively clear but points and arguments are not always direct or logically developed.</li><li>• The use of development vocabulary is variable and prose style may lack precision or accuracy.</li><li>• There are some errors of spelling, punctuation and grammar that may make the meaning unclear.</li></ul>
<b>Level 1</b>	<ul style="list-style-type: none"><li>• Information is randomly organised and lacks clarity.</li><li>• Statements are brief and the language is simplistic with limited use of development vocabulary.</li><li>• Spelling, punctuation and grammar are weak with errors that may be intrusive.</li></ul>

### Assessment Objectives Grid for WD1

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

## GCE World Development – WD1

### Mark Scheme – Summer 2015

**Q.1 (a) Use *Figure 1* to outline arguments for and against solar farms. [5]**  
**KI 4.2**

Arguments for:

- Renewable, clean energy, reduces impact on environment, lower carbon emissions, reduces climate change.
- Helps to reach government targets for renewables.
- Reduces cost – lower fuel bills.
- Less impact on birds than wind turbines (not on resource).
- Can produce electricity on commercial scale and profits can benefit local community.
- Contributes to sustainable development (may link to Brundtland definition).

Arguments against:

- Aesthetics and visual impact on landscape, particularly if near AONB.
- Loss of use of land for other purposes – food production, leisure.
- Possible impact on habitats.

Credit range and depth.

<b>Level 3 5 marks</b>	At least two arguments, for and against, that are well developed.
<b>Level 2 3-4 marks</b>	Some development of one argument or more than one argument in outline.
<b>Level 1 1-2 marks</b>	One or two very basic ideas or direct lift from source.
<b>0 marks</b>	No acceptable answer.

**Q.1 (b) For one named natural resource other than solar power:**

- (i) describe how this resource is used to meet basic human needs and improve people’s lives; [6]**  
**KI 1.2**

Must be a natural resource (water, fossil fuel, land, minerals, wood). Expect the use of examples: for example water is used for cooking, washing, drinking (Level 1); water is used for irrigating crops to increase food production (Level 2); use of examples and extended detail linking to provision of basic human needs and improving lives would reach Level 3, such as piping water to isolated communities; water used for sanitation to improve health.

<b>Level 3 5-6 marks</b>	Names resource. Clear link to meeting basic needs and improving lives with specific detail and well used example(s). May be one or two ideas in detail or a range in outline.
<b>Level 2 3-4 marks</b>	Names resource. Some link to meeting basic needs or improving lives. May mention example(s). Maximum 3 marks if resource is solar power.
<b>Level 1 1-2 marks</b>	No named resource. May mention basic human needs. No clear link to improving lives. Very general. May name a resource and make generalisations about its use with no reference to basic human needs.
<b>0 marks</b>	No acceptable answer.

- (ii) outline one approach to managing this resource. [4]**

**KI 4.2**

May consider bottom-up/top-down approaches, but you may also see answers on sustainable development or possibly privatisation, carbon credits. Responses may include privatisation or other strategies.

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.

**Example: Water**

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

**Bottom-up** (1 mark); NGO involvement (e.g. WaterAid) (1 mark); work with local communities (1 mark); country e.g. Nepal – clean, safe water made accessible (1 mark); local community trained to maintain the simple system (1 mark), locals pay a small amount for its use (1 mark).

Point mark. Award 1 mark for approach, point, development, extension or example. Award a maximum of 2 marks if a different resource is used from that in (bii).

**Q.1 (c) With reference to one or more models of population-resource relationships, discuss whether the Earth can sustain further growth in the use of natural resources. [10]**  
**KI 2.1**

Expect knowledge and understanding of Malthus and Boserup. Expect use of some country detail, the most likely cases will be Mauritius, China, Kenya.

The question asks for a discussion, so answers should debate. Some may refer to theoretical standpoints such as neo-Malthusian vs Cornucopian and they may name Paul Ehrlich and Julian Simon. Some may extend the debate to include the findings of the Club of Rome/Limits to Growth. There could be reference to other ideas such as Gaia theory.

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

<b>Level 3 8-10 marks</b>	Detailed understanding of model(s) and its application. Discussion of sustaining growth, supported by detail.
<b>Level 2 4-7 marks</b>	Some detail of model(s), countries, resources. Limited discussion.
<b>Level 1 1-3 marks</b>	Outline of model, or resource or country only.
<b>0 marks</b>	No acceptable answer.

**Q.2 (a) Use *Figure 2* to describe how households can contribute to sustainable development. [5]**  
**KI 3.1**

Answers may contain some of the following: expect some definition of sustainable development (SD). Households can reduce their consumption, therefore reducing the need for resources so they can be conserved for future generations to use. Reducing resource consumption will mean less energy is used, reducing the impact on the environment and climate change. Consumptions of some materials and products may cause exploitation of people and environments in other countries, so reducing this will improve their lives. If people reduce their consumption and recycle they may reduce their household outgoings and save money. Ideas from the resource should be included in an answer, such as reading the book and learning from it or may be included from other educational materials and involving the whole family in named examples of recycling/reusing/reducing in order to be more sustainable.

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

**Q.2 (b) (i) Give *two* reasons why sustainable development is important for a country. [6]**  
**KI 3.1**

This question is quite open.  
 Point mark. Award 1 mark for a reason, 1 mark for development or example. Marks awarded could be 3+3 or 1+5 marks. Expect reference to resources running out and the need to conserve for future generations. Responses may refer to targets for reducing fossil fuel use and the cost of resources. They may also include a need to protect the environment for future generations e.g. rainforest. There is also the issue of intergenerational justice and the importance of conserving resources such as water for basic human needs. Water shortages (linked to climate change) could also be mentioned putting pressure on food production and health so there is the need to establish sustainable water resources. The need for countries to develop their economies may be mentioned.

The question does not ask for examples, but many will use them.



- (b) (ii) **Outline and give examples of what is meant by *global interdependence*.** [4]  
**KI 2.2**

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

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

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

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

- Q.2 (c) For one named group, assess how successfully it achieves sustainable development.** [10]  
**KI 5.2**

The group could be at any scale and could have any number of approaches. Some may mention top-down/bottom-up. Examples may include Agenda 21 or government recycling targets at the national level. Regional examples may be public transport, regeneration or educational initiatives. Some may use the approach of a company or retail outlet. Other examples could be Fair Trade or Organic labelling. Answers using local scale examples could be from more or less developed countries. Examples may include the work or projects of NGOs such as Oxfam, WaterAid, Practical Action or community action or local government.

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

<b>Level 3 8-10 marks</b>	Named group and approach in detail. Clear links to SD. Clear assessment of success. At top end may give balance – positive and negative.
<b>Level 2 4-7 marks</b>	May describe an approach by a group in some detail. Link to SD may be implied. Statement about success but no real assessment.
<b>Level 1 1-3 marks</b>	No named group and/or approach. Very general and vague description of an example of SD.
<b>0 marks</b>	No acceptable answer.

- Q.3 (a) Use Figure 3 to choose one of the gifts from the Kindu Trust and suggest how it could reduce the impact of poverty experienced by families in Ethiopia. [5]**  
**KI 2.2**

School Stationery Set – this relieves families of the financial burden of providing this for children so money can be spent on food and clothing; it means children can attend school properly equipped and make the most out of their education and then use this to get a job and a better income; children going to school may mean the women at home have more time to earn a living; children going to school could give access to clean water and a meal during the daytime; it supports the poorest families to access education.

Toys for the Playgroup – this enables the women to gain knowledge about hygiene and nutrition and therefore improve the health of their families, which will improve life expectancy and reduce the number of children the women have. The children can start to be educated at an early age, which may mean that their families send them to school and with an education they can gain better jobs. The women can meet with each other and form a network, and being better informed about childcare can be empowered to take a greater decision-making role in the family.

<b>Level 3 5 marks</b>	At least two points, well developed, or a range in less detail. Makes good use of the resource in linking the gift with the reduction in poverty.
<b>Level 2 3-4 marks</b>	Some development of one point or more than one point in outline. Link between the gift and the reduction in poverty implied.
<b>Level 1 1-2 marks</b>	One or two very basic ideas or direct lift from source.
<b>0 marks</b>	No acceptable answer.

- Q.3 (b) (i) Outline what is meant by poor people being vulnerable. [4]**  
**KI 1.1**

Look for idea of the poor being **at risk** in whatever circumstances they find themselves:

- likely to be liable to multiple disadvantages which reinforce each other
- lack of material needs
- living at risk of losing health, home, food, clothing
- have low levels of personal security
- are unhappy, powerless, discriminated against
- unable to achieve their full potential
- faced with impossible choices
- inability to recover from shocks/disruptions.

Point mark. Award 1 mark point and 1 mark for development or example.

Homeless people are in poverty and vulnerable (1 mark) as they are at risk from the weather as they have no shelter (1 mark). They cannot get help from the state (1 mark) as they have no address and cannot claim benefits (1 mark).

Answers may refer to more than one example, and so marks may be 2+2, 3+1 or 1+1+1+1=4.

- (b) (ii) **For *one* named country, suggest reasons why *one* named group is more likely to experience poverty than others.** [6]  
**KI 2.1**

Expect the use of examples such as Dalits in India, homeless in UK, single parents in UK. Some generic points that may be elaborated on by the use of examples include the following: people with limited education are more likely to have low paid employment. People in low income jobs are more likely to struggle to provide basic necessities for their families. This may impact on diet, poor health, consequent job insecurity and therefore poverty. Farmers are affected by unpredictable climate/natural hazards which reduce their income from crops/animals therefore they are vulnerable to poverty. This particularly affects subsistence farmers. People in higher skilled work, and those with education, earn more and can weather changing economic conditions such as inflation and so remain above the poverty line. Low skilled groups may be discriminated against and have fewer opportunities to access higher paid work. Some groups have lack of access to services such as health, education and sanitation. Geographical isolation puts some groups out of reach of services so that they cannot improve their standard of living and remain in poverty.

<b>Level 3 5-6 marks</b>	Two or more reasons supported with detail of country and/or group and explicit reasoning.
<b>Level 2 3-4 marks</b>	May be one reason in detail or two in outline. May describe poverty rather than reason for it. Maximum 3 marks if the answer is about inequality.
<b>Level 1 1-2 marks</b>	General answer that defines poverty or states that people are in poverty. Poor link to question.
<b>0 marks</b>	No acceptable answer.

**Q.3 (c) Describe for *one* named country, how it has addressed its levels of poverty. [10]**  
**KI 2.2**

Answers will depend on country chosen, but these could mention trade, PRSPs, specific projects, aid.

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

<b>Level 3 8-10 marks</b>	Named country with accurate detail and developed description. Link to poverty reduction explicit.
<b>Level 2 4-7 marks</b>	Named country with some detail and description. Maximum 5 marks if country is named but gives generic description.
<b>Level 1 1-3 marks</b>	Simple, brief description. No country detail or link. Could be inaccurate.
<b>0 marks</b>	No acceptable answer.

**Q.4 (a) Use *Figure 4* to describe the variation in undernourishment around the world. [5]**  
**KI 4.1**

Answers may refer to the map (countries) or the bar chart (regions) or both.

- Highest/most in Sub-Saharan Africa – over 35%
- Lowest/least in more developed regions and countries – US, Canada/North America, Europe, Australia – below 10%
- Low in rapidly developing/industrialising countries e.g. China, Brazil – below 10%
- India, SE Asia is middling with over 14%

Expect use of data.

<b>Level 3 5 marks</b>	At least two variations with data used to develop.
<b>Level 2 3-4 marks</b>	One variation with data used <b>or</b> more than one in outline with no data or development. Maximum Level 2 if just one country or region
<b>Level 1 1-2 marks</b>	One or two very basic points or direct lift from source simply quoting percentages.
<b>0 marks</b>	No acceptable answer.

- Q.4 (b) (i) Suggest *two* difficulties faced by people who have limited access to resources, such as food. [4]**  
**KI 4.1**

For example: People who have limited access to food may be weak and hungry (1 mark) and so not be able to work (1 mark). This means that they have little money (1 mark) and cannot afford education for their children (1 mark).

Answers may be on more than one example so marks may be 2+2 or 3+1 or 1+1+1+1=4.

- (ii) Assess the success of *one* strategy to reduce inequality. [6]**  
**KI 4.2**

The answer will depend on strategy.

- Winter fuel allowance has helped the elderly in the UK to afford winter heating and reduce the number who die due to hypothermia. However, payments may not be enough for someone who lives in very poor housing on a low income and help to improve insulation may be needed.
- DDA in the UK has equalised access to buildings and job opportunities. However, some buildings are difficult to adapt.
- Positive discrimination in the workplace for Dalits in India has increased job opportunities and therefore chances to improve livelihoods, but not enough Dalits apply as they do not have the education.

<b>Level 3 5-6 marks</b>	Named strategy. Accurate detail. Explicit assessment of success in reducing inequality.
<b>Level 2 3-4 marks</b>	Defines strategy. Outline/ limited detail. Assessment of success implied.
<b>Level 1 1-2 marks</b>	No named strategy. Very general.
<b>0 marks</b>	No acceptable answer.

**Q.4 (c) Describe how negative images and stereotypes impact on the experiences of *one* named group. [10]**  
**KI 4.1**

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

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

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

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

<b>Level 3 8-10 marks</b>	Named group in detail. Clear link made to negative images and stereotypes reinforcing inequality.
<b>Level 2 4-7 marks</b>	Group named. Some detail and description of inequality and negative image/stereotype.
<b>Level 1 1-3 marks</b>	No named group. Very general description of inequality or negative stereotypes or images.
<b>0 marks</b>	No acceptable answer.

## GCE World Development – WD3

### Assessment Objectives Grid for WD3

<b>Section A</b>	<b>AO1 Knowledge &amp; Understanding</b>	<b>AO2 Application</b>	<b>AO3 Skills</b>	<b>Total</b>	<b>Key Question</b>
<b>Question 1</b>					
<b>(a)</b>	<b>11</b>	<b>5</b>	<b>4</b>	<b>20</b>	
<b>(b)</b>	<b>11</b>	<b>5</b>	<b>4</b>	<b>20</b>	
<b>(c)</b>	<b>10</b>	<b>6</b>	<b>4</b>	<b>20</b>	
<b>Question 2</b>	<b>14</b>	<b>4</b>	<b>2</b>	<b>20</b>	
	<b>46</b>	<b>20</b>	<b>14</b>	<b>80</b>	
<b>Questions 3, 4, 5</b>					
	<b>14</b>	<b>4</b>	<b>2</b>	<b>20</b>	
<b>TOTAL</b>	<b>60</b>	<b>24</b>	<b>16</b>	<b>100</b>	

**GCE World Development – WD3**

**Mark Scheme – Summer 2015**

**SECTION A**

**Q.1 Water supply in Jakarta, Indonesia**

**(a) Describe and explain the economic, political and social problems associated with supplying water in Jakarta.**

**[20]**

AO1 11	AO2 5	AO3 4
<p><b>Economic</b> Rapid expansion of city. Demands of industry, hotels, shopping, homes. Lack of money to pay for water – people and government. Lost income from leakages.</p> <p><b>Political</b> Local people have no voice. Lack of accountability by private firms. Ineffective water regulator.</p> <p><b>Social</b> Growing population and middle class demanding water. Large proportion of household income spent on acquiring water.</p>	<p>Not all the city is connected. Affects efficiency and development of new industry. Illegal water connections reduce income for water companies.</p> <p>Lack of political will to force companies to improve water provision.</p> <p>Cronyism in 1990s. International firms see water as profit-making enterprise. Poor health of population. Use of private water wells and boreholes by middle class and wealthy reduces water availability/groundwater supplies.</p>	<p>Identifies relevant material from Resource folder.</p> <p>Interprets evidence from graphs and data.</p> <p>Communicates findings.</p>

<b>Level 5 17 – 20 marks</b>	A thorough and balanced answer. Gives a full description and explanation of all three types of problems. Appreciates inter-relationships between the problems. Makes full use of the resources.
<b>Level 4 13 – 16 marks</b>	Detailed description and some explanation of range of problems with some understanding of links between them. May be unbalanced between economic, political and social.. Ideas are generally supported by detailed evidence.
<b>Level 3 9 – 12 marks</b>	Some detailed description from resources and begins to recognise problems in the resources. Some structure and organisation for economic, political and social problems.
<b>Level 2 5 – 8 marks</b>	A range of information is noted but limited and generalised. Does not explicitly recognise 'problems'. Lacks convincing structure.
<b>Level 1 1 – 4 marks</b>	Weak and superficial description of one or two points, mainly lifting material directly from the resources. Mostly a generalised, unstructured account.
<b>0 marks</b>	No creditable response



**(b) Examine the effectiveness of water companies in supplying water throughout Jakarta. [20]**

<b>A01 11</b>	<b>A02 5</b>	<b>A03 4</b>
<p><b>Positive</b> Water companies have reduced non-revenue costs. Increased volume of water sold. Big increase in number of repairs. Replaced 11,000 water meters to get accurate water use per household. Increasing customer satisfaction.</p> <p><b>Negative</b> Low water pressure. Insufficient water. Inability to clear waste water, which clogs water channels. New connections held up by squatters who don't own the land. Companies hindered by rising sea levels and poor flood protection.</p>	<p>Benefits to middle class and wealthy communities.</p> <p>Poor communities are under served.</p> <p>International firms reduce accountability to local people.</p>	<p>Interprets text and data.</p> <p>Communicates findings.</p>

<b>Level 5 17 – 20 marks</b>	Well-organised examination of range of ideas and assessment relating to effectiveness of water companies. Balanced and critical examination. Relevant and accurate use of resources.
<b>Level 4 13 – 16 marks</b>	Relevant examination of range of issues facing water companies. Ideas generally supported by detailed evidence.
<b>Level 3 9 – 12 marks</b>	Some appreciation of role of water companies. Unbalanced range of ideas.
<b>Level 2 5 – 8 marks</b>	Generalised description of water companies. Limited use of resources.
<b>Level 1 1 – 4 marks</b>	Very limited description of the work of water companies.
<b>0 marks</b>	No creditable response.

**(c) Discuss the challenges of finding solutions to improve water supply in cities such as Jakarta. [20]**

Many of the challenges are identified in Resource item 3.

AO1 10	Finding solutions to improving water supply is challenging because: i) There is not enough water – rapid growth of city, illegal boreholes extract water, hotels etc use water. ii) Jakarta is sinking; the sea wall is ineffective; it is difficult to deal with rising sea levels. iii) Households are poor and water is expensive. iv) Connecting more homes to the water grid is difficult because people live on land illegally. v) It is hard to control/remove middlemen who charge high prices for water. vi) The activities of water companies and government are not transparent. vii) Water companies exclude local people in decision-making. viii) There is little cooperation between stakeholders.
AO2 6	Finding solutions to improving water supply is challenging because: i) Water supply cannot be seen in isolation from waste disposal ii) The government is looking for public-private partnerships but there are claims of corruption. iii) Water companies are owned by international investors who want profits not public services. iv) Finding solution involves changing contracts of water companies which will involve expensive compensation.
AO3 4	Use of data and text  Communicates findings

<b>Level 5</b> <b>17 – 20</b> <b>marks</b>	Offers well-organised, reasoned and balanced discussion of challenges of finding solutions for water supply problems. Situation in Jakarta is very well understood but credit other appropriate projects.
<b>Level 4</b> <b>13 – 16</b> <b>marks</b>	Some description of challenges using details of Jakarta or other projects. Challenges of finding solutions fairly well understood.
<b>Level 3</b> <b>9 – 12</b> <b>marks</b>	Describes challenges in some detail and has some understanding of solutions to supplying water in Jakarta but does not develop. Lacks range and depth of ideas.
<b>Level 2</b> <b>5 – 8</b> <b>marks</b>	Some description of challenges to improve water supply. Evidence offered is limited and generalised.
<b>Level 1</b> <b>1– 4</b> <b>marks</b>	Simple factual content lifted from the Resource Folder with limited understanding of challenges. Limited use of resources. Very superficial response. Some accurate description but mainly a generalised, unstructured response to the question.
<b>0 marks</b>	No creditable response.

### Level descriptors for essays

<b>17-20 marks</b>	<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>
<b>13-16 marks</b>	<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>
<b>9-12 marks</b>	<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>
<b>5-8 marks</b>	<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>
<b>1-4 marks</b>	<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.

**Q.2 Examine the contribution of top-down and bottom-up strategies to development. [20]**

<b>AO1 14</b>	<b>AO2 4</b>	<b>AO3 2</b>
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**Top-down development strategies**

- Provides significant levels of funding and can operate at a regional / national scale. It has the benefits of government approval and may coordinate with other government policies, PRSPs and strategies, plus those of international donors.
- May enhance good governance and give governments some credibility, stability.
- Particularly important for implementation at the national scale in areas such as health policies (especially HIV/AIDS), energy provision and education legislation.

**Criticisms include:**

- inability of finance to reach those for whom it is intended
- focus on favoured tribal groups rather than the whole population
- lack of precise knowledge of development needs of communities.

**Bottom-up development strategies**

- Involves all stakeholders and therefore gives people a vested interest in the success of projects.
- Involves active engagement of local people in decision-making process.
- Empowers local people especially women, and taps into local knowledge and understanding of local development needs.
- Tends to generate real and evident increases in quality of life, which then increases people's participation and commitment to projects. Also strengthens local governance and civil society and aids accountability, transparency of spending and decision-making.

**Criticisms include:**

- affects local scale and takes some time to disseminate across a region / country
- may not be coordinated with national policies.

<b>Level 5 17 – 20 marks</b>	An informed examination with detailed and accurate knowledge and understanding of both top-down and bottom-up development strategies. Understands the range of scales and stakeholders. Explicit link to contribution to the development process. Relevant and detailed exemplification.
<b>Level 4 13 – 16 marks</b>	A good examination of top-down and bottom-up development strategies. Begins to comment on contribution to the development process. Relevant examples with some detail.
<b>Level 3 9 – 12 marks</b>	Sound discussion of top-down and bottom-up development strategies. May be unbalanced. Implied link to development. Limited range/detail of exemplification.
<b>Level 2 5 – 8 marks</b>	Refers to top-down or bottom-up strategies. May offer a simple narrative of a development project.
<b>Level 1 1 – 4 marks</b>	Very superficial response. Inaccurate knowledge of either top-down or bottom-up strategies.
<b>0 marks</b>	No creditable response.

**Q.3 To what extent is sustainable development difficult to achieve in the developing world?**

**[20]**

AO1 14	AO2 4	AO3 2
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This answer is likely to be prefaced by a definition of sustainable development (SD). Best answers recognise the different perspectives of sustainability i.e. economic, social, political and environmental but may focus on one or two.

This answer may produce a case study response, in which case there must be an element of evaluation and understanding of different perspectives of SD.

Answers may focus on any scale – local to national.

There should be understanding and exemplification of ways in which SD **can** be achieved; also some recognition that not all strands can be achieved simultaneously.

- **Economic perspective:** sustainability difficult to achieve at a national scale because of international debt, unequal distribution of wealth, corruption, dependence on overseas financial aid, response of global financial systems etc. More likely at a local scale where individuals, small groups provide collateral for each other.
- **Social perspective:** SD can be achieved where all groups are empowered. Less likely where there are social inequalities, gender inequalities, out-migration of young people from their communities. In addition there are impacts of westernisation on culture, and compromises between modernisation and cultural heritage.
- **Political perspective:** SD needs political stability and commitment. There are problems of inter-ethnic disagreements, unstable democracies, corruption, intra-regional competition.
- **Environmental perspective:** SD of environment is often compromised because of pragmatic concerns over immediate food, energy, health and employment demands.

<b>Level 5 17 – 20 marks</b>	An informed discussion with detailed and accurate knowledge and understanding of perspectives of sustainable development. Explicit evaluation of 'difficult to achieve'. Relevant, detailed and accurate exemplification.
<b>Level 4 13 – 16 marks</b>	A good understanding of perspectives of sustainable development. Implied evaluation of difficulty.
<b>Level 3 9 – 12 marks</b>	Sound understanding of sustainable development. Unbalanced discussion probably focussed on environmental perspectives. Implied comment about extent. Limited detail of exemplification.
<b>Level 2 5 – 8 marks</b>	Limited relevant knowledge of sustainable development. May offer a simple narrative of development projects.
<b>Level 1 1 – 4 marks</b>	Very superficial response. Inaccurate knowledge of sustainable development.
<b>0 marks</b>	No creditable response.

## Theme 4:Economic Development

**Q.4 To what extent do economic inequalities affect development in *one* country you have studied? [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.

Answers should include some assessment of the importance of variations in inequalities.

Look for details and data to exemplify inequalities.

For those accessing the higher levels credit range of scale, quality of evidence and range of ideas.

For those at the lower level answers are likely to discuss one scale only e.g. regional differences and be limited to general descriptions of poverty and plenty.

Where more than one country is discussed, credit the best discussion of one of the countries.

<b>Level 5 17 – 20 marks</b>	Accurate assessment of one country with explicit assessment. Includes range of environments / regions /groups. Detailed evidence from the chosen country to support points raised.
<b>Level 4 13 – 16 marks</b>	Begins to assess the importance of inequalities in development. Some accurate evidence to justify points made.
<b>Level 3 9 – 12 marks</b>	Some accurate detail of chosen country with a description of economic inequalities. Evaluation of their effects on development is implied.
<b>Level 2 5 – 8 marks</b>	Limited relevant knowledge of country inequalities.
<b>Level 1 1 – 4 marks</b>	Very superficial response.
<b>0 marks</b>	No creditable response.

**Q.5 Examine the view that modern technology plays a key role in the development process.** [20]

<b>AO1 14</b>	<b>AO2 4</b>	<b>AO3 2</b>
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Responses focus on achieved or potential impact.

Answers may discuss only one type of technology since that is in the specification.

However some candidates may include reference to several and that is acceptable.

Examples include: mobile phones, computers, internet access, new energy technologies (solar, micro-hydro), new agricultural technologies.

Answers could consider a variety of scales of impact e.g. within communities, national scale. They may include intermediate technologies.

- Mobile phones: economic development. Improves access to information for trade. Local farmers (especially women) are able to deal directly with wholesalers and avoid middle men. This can reduce corruption and establish fairer price for commodities. Mobile phones may also provide a source of income. (Women) develop small businesses through selling access to mobile phones in a single village. The social aspect of phone contacts keeps dispersed families in touch e.g. urban migrant with their home rural village.
- IT / computer technology – could be a case study of OLPC (One Laptop Per Child) perhaps in Ethiopia or similar. IT widens horizons, increases opportunity for learning, increases opportunities for national communications e.g. about HIV/AIDS or health improvement programmes. There are new fibre-optic cables off East African coast – Rwanda as telecoms hub and Kenya for call centres. But IT may also undermine traditional local knowledge and understanding / culture e.g. concerning role of women or out-migration of young people.
- Energy technology: solar panels – more electricity gives more time to study; new mechanical pumps for wells means less time collecting water. This has a particular impact on women and children.
- New crop technology: has potential to raise yields and reduce food insecurity. (Note: students who get side-tracked here by role of agribusiness are not answering the question).
- New engineering technology: e.g. building bridges and roads more quickly and cheaply. This improves accessibility.

<b>Level 5 17 – 20 marks</b>	An informed examination with depth of understanding of the role of modern technology. Explicit link to development process. Relevant and detailed examples of impact. May discuss at range of scales.
<b>Level 4 13 – 16 marks</b>	A good examination of the potential of modern technology. Begins to link to development process. Relevant examples of role that technology plays, with some detail.
<b>Level 3 9 – 12 marks</b>	Sound examination of benefits of modern technology and what it can achieve. Some reference to examples of roles. Some reference to role.
<b>Level 2 5 – 8 marks</b>	Limited relevant knowledge of role of modern technology.
<b>Level 1 1 – 4 marks</b>	Very superficial response.
<b>0 marks</b>	No creditable response.

## Theme 5: Political Development

**Q.6 To what extent is the empowerment of all social groups necessary for development in *one* country you have studied? [20]**

AO1 14	AO2 4	AO3 2
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May include some or all of the following:

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

Expect some exemplification to illustrate the impacts of empowerment of some social groups.

<b>Level 5 17 – 20 marks</b>	An informed discussion with detailed and accurate knowledge and understanding of the impact of empowerment on specific social groups. Explicit evaluation of impact on development. Relevant, detailed and accurate exemplification.
<b>Level 4 13 – 16 marks</b>	A good understanding of empowerment in specific social groups. Implied evaluation of impact on development. Relevant examples with some detail of chosen country.
<b>Level 3 9 – 12 marks</b>	General discussion of empowerment in social groups. Unbalanced discussion. Implied evaluation of link to development. Limited detail of exemplification.
<b>Level 2 5 – 8 marks</b>	Limited relevant knowledge of empowerment of any social group. May offer a simple narrative of activities of social groups.
<b>Level 1 1 – 4 marks</b>	Very superficial response. Inaccurate knowledge of social groups.
<b>0 marks</b>	No creditable response.



**Q.7. Examine the role of national and regional governments in the development process.** **[20]**

<b>A01 14</b>	<b>A02 4</b>	<b>A03 2</b>
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Responses must have some detailed located knowledge about both national and regional government activities / policies.

Answers may include some or all of the following:

- National policies may include provision of services, health, education and infrastructure priorities, levels and conditions of foreign investment, regional growth areas. National governments provide most of the finance and regional governments oversee implementation of policies.
- Political persuasion of national and regional governments may cause tensions regarding policy.
- Possible competition between regions for national government finance may take place.
- Discussion of empowerment, accountability issues may be given.
- Regional development programmes / initiatives should recognise specific needs such as geographic isolation, ethnic tension / lack of diversity, undeveloped resources.

Good answers should offer details of the organisation of government; specific policies and responsibilities at each level; and relate these to level of development, improvements in development.

There may be some recognition of national (and possibly regional) governments developing programmes in the light of PRSPs and other international financial initiatives.

<b>Level 5 17 – 20 marks</b>	An informed examination with detailed and accurate knowledge of activities at national and regional scale. Understands the role of national and regional stakeholders. Explicit link to development process. Relevant and detailed exemplification.
<b>Level 4 13 – 16 marks</b>	A good examination of the role of national and regional governments in development strategies. May be unbalanced. Relevant examples with some detail.
<b>Level 3 9 – 12 marks</b>	Sound examination of activities of national and regional government. Unbalanced discussion of different scales. Implied link to development. Limited detail of exemplification.
<b>Level 2 5 – 8 marks</b>	Limited relevant knowledge of either national or regional development. May offer a simple narrative of a development project.
<b>Level 1 1 – 4 marks</b>	Very superficial response. Inaccurate knowledge of either national or regional government.
<b>0 marks</b>	No creditable response.

## Theme 6: Social Development

### Q.8 Examine the role of women in the development process.

[20]

AO1 14	AO2 4	AO3 2
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Responses may include some or all of the following:

- Women make up half the population therefore they can make a significant contribution to development.
- Women have key role as mothers, health providers, educators, food providers and economic producers.
- Given these central roles, the lack of education for women holds back development.
- Women's literacy is particularly important.
- Empowerment of women can increase the contribution they make to policy development, economic choices.
- Women can make a positive contribution to the workforce.
- There is also a moral case for respecting women and their human rights.

Examples are essential here. Look for specific links between women and development progress.

#### 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

#### 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.

### Environment

Low levels of development are associated with poor environmental conditions especially scarce and polluted water and poor air quality. This leads to poor health e.g. cholera, gastro-intestinal diseases, risk of cancers.

Degradation of farmland – e.g. soil erosion – reduces crop yields, increases malnutrition which leads to poor health.

Poor health in turn leads to the impacts in social and economic spheres.

Depending on the country chosen, some newly industrialising nations may have high incidence of particular diseases due to manufacturing industries or corruption of officials e.g. China's cancer villages. This reduces economic and social development as well as increasing political instability.

<b>Level 5</b> <b>17 – 20</b> <b>marks</b>	An informed examination with depth of understanding of the role of women. Explicit link to development process. Relevant and detailed examples of roles which women take. May discuss at range of scales.
<b>Level 4</b> <b>13 – 16</b> <b>marks</b>	A good examination of the role of women. Begins to link to development process. Relevant examples of role which women play, with some detail.
<b>Level 3</b> <b>9 – 12</b> <b>marks</b>	Sound examination of benefits of role of women. Some reference to examples. Implied link to development.
<b>Level 2</b> <b>5 – 8</b> <b>marks</b>	Limited relevant knowledge of role of women. Mainly discussion of female inequalities.
<b>Level 1</b> <b>1 – 4</b> <b>marks</b>	Very superficial response.
<b>0 marks</b>	No creditable response.

**Q.9 To what extent is cultural and religious diversity important for development in one society you have studied? [20]**

AO1 14	AO2 4	AO3 2
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Generalised answers will not achieve the highest levels. The best will use specific examples at national, regional or local scales. Look for a range of impacts.

Answers may include some of the following:

**Homogenous cultures** – may show characteristics such as:

- Inward looking
- Traditional
- Intolerant of change
- Hinder modernisation by not challenging inequalities
- Authority of traditional leaders not questioned e.g. religious leaders
- Risk of excessive/domineering control and exploitation
- Societies tend not to innovate and challenge status quo
- But traditional; culture is protected and highly valued / respected

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

- Tend towards being more broad minded, accepting
- Speed up development process in terms of modernisation
- But risk of decline of cultural values, religious vacuum, racism and a clash of cultures

Summary: diverse societies tend to be more developed than homogenous ones.

<b>Level 5 17 – 20 marks</b>	An informed assessment with detailed and accurate knowledge and understanding of the importance of cultural and religious diversity. Explicit evaluation of diversity on development. Relevant, detailed and accurate exemplification.
<b>Level 4 13 – 16 marks</b>	A good examination of cultural and religious diversity. Implied evaluation of importance. Relevant examples with some detail of chosen society.
<b>Level 3 9 – 12 marks</b>	Sound examination of cultural and religious diversity. Unbalanced discussion. Implied link to development. Limited detail of exemplification.
<b>Level 2 5 – 8 marks</b>	Limited relevant knowledge of cultural and religious diversity. May offer a simple narrative of diverse social groups / culture / religion.
<b>Level 1 1 – 4 marks</b>	Very superficial response. Inaccurate knowledge of cultural and religious diversity.
<b>0 marks</b>	No creditable response.



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