

# **Pearson Edexcel Level 3 Advanced Subsidiary GCE in Global Development (8GL01)**

**GCE**

**Specification**

**Issue 2**

**First examination 2013**

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## **Introduction**

The Edexcel GCE Advanced Subsidiary in Global Development is designed for use in schools and colleges. It is part of a suite of GCE Advanced Subsidiary qualifications offered by Edexcel.

## **About this specification**

This qualification is designed to develop students' knowledge and understanding of global development.

Students develop understanding of the contested nature of global development, the key concepts and the areas of action within which development occurs. The extent of interconnection between the nature and roles of global organisations is considered.

Students draw on knowledge and understanding to analyse and propose solutions to key challenges.



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# Specification at a glance

The Edexcel GCE Advanced Subsidiary in Global Development comprises two units:

<b>Unit 1: Understanding Global Development</b>	<b>*Unit code: 6GL01</b>
<ul style="list-style-type: none"><li>Externally assessed</li><li>Availability: June</li></ul>	<b>40% of the total GCE AS</b>
Overview of content	
<ol style="list-style-type: none"><li>1 Defining global development</li><li>2 Economic development</li><li>3 Development of government and society</li><li>4 Global organisation</li></ol>	
Overview of assessment:	
<ul style="list-style-type: none"><li>Externally set examination comprising two sections. Section A includes short answer questions arising from sources and testing knowledge. Section B includes a choice of essay questions.</li><li>The examination is of 1 hour and 15 minutes duration.</li></ul>	

\*See Appendix 2 for description of this code and all other codes relevant to this qualification.

<b>Unit 2: Global Development Challenges</b>	<b>*Unit code: 6GL02</b>
<ul style="list-style-type: none"><li>Externally assessed</li><li>Availability: June</li></ul>	<b>60% of the total GCE AS</b>
Overview of content	
<ol style="list-style-type: none"><li>1 The challenge and impact of sustainable development</li><li>2 The challenge and impact of crises and humanitarian disasters</li><li>3 The challenge and impact of conflict</li></ol>	
Overview of assessment:	
<ul style="list-style-type: none"><li>Externally set examination comprising two sections. Section A includes questions on two challenges. Section B is based on a pre-released source booklet related to the remaining challenge.</li><li>Pre-released material will be issued six weeks prior to the examination.</li><li>The examination is of 1 hour and 45 minutes duration.</li></ul>	

# Qualification content

## National Qualifications Framework (NQF) criteria

This specification complies with the requirements of the common criteria and the GCE qualification criteria which are prescribed by the regulatory authorities.

## Qualification aims

This Edexcel GCE Advanced Subsidiary in Global Development qualification enables students to develop:

- knowledge and understanding of key terms and debates in global development, and development processes
- critical understanding of concepts, theories and debates used to explain global development and development processes
- skills to analyse and evaluate development in context, drawing on understanding of concepts, theories and debates
- skills to think critically about the challenges in addressing global development issues and to analyse different local, national and global perspectives
- skills to develop and evaluate proposals to address development issues and challenges.

# Qualification concepts

Global development is a multidisciplinary area that draws on a range of established disciplines. It is a contested term. Motivations for global development may result from economic drivers, or the desire to improve human wellbeing, or a combination of the two. The relationship between autonomy and dependency of the developing nation and the impact of these factors on development is also critical.

The framework below provides the contested critical definitions that form the basis of global development. It also includes the concepts and theories which enable exploration of development and areas of action in which development occurs.

Key concepts are referenced to each topic, and developed in sections on areas of action, global organisation and challenges.

Global development	Key concepts and theories	Key areas of action
<p><i>Critical definitions</i></p> <p>The degree to which countries develop autonomously and their reliance on interventions</p> <p>The degree to which development reflects economic interests and human well being.</p>	<p><i>Concepts</i></p> <ul style="list-style-type: none"><li>• Autonomy</li><li>• Capacity building</li><li>• Capitalism</li><li>• Climate change</li><li>• Community and civil society</li><li>• Conflict resolution</li><li>• Crisis management and humanitarian aid</li><li>• Democracy</li><li>• Global development</li><li>• Global economy</li><li>• Governance</li><li>• Growth</li><li>• Human wellbeing</li><li>• Human rights</li><li>• Inequality (including gender inequality)</li></ul> <p><i>Theories</i></p> <ul style="list-style-type: none"><li>• Dependency</li><li>• Globalisation</li></ul>	<p><i>Areas of action</i></p> <p>Economy</p> <ul style="list-style-type: none"><li>• Capitalism</li><li>• Education</li><li>• Health</li><li>• Shelter and sanitation</li><li>• Technology</li><li>• Wealth</li></ul> <p>Government and society</p> <ul style="list-style-type: none"><li>• Culture</li><li>• Governance</li><li>• Human rights</li><li>• Society</li></ul> <p>Global organisation</p>



# Unit 1: Understanding Global Development

Introduction	
	<p>This unit enables students to develop their knowledge and understanding of key concepts and theories that underpin global development. Students develop understanding of global development as a contested term. They develop their understanding of concepts and theories through study of economic development and development of government and society. Finally, students develop understanding of the nature, role and operation of global organisations.</p>
Contexts	
	<p>Students are required to study the content as set out in the learning outcomes of the specification. Students are expected to draw on examples in topics 2 and 3 from at least one low human development country, one medium human development country, one high human development country and one very high human development country (according to United Nations HDI definitions).</p> <p>Assessment will require students to draw on the range of contexts they have studied.</p>
Assessment overview	
	<p>This unit is assessed through an examination. The examination is of 1 hour and 15 minutes duration. The examination is divided into two sections.</p> <p><b>Section A</b> consists of one question targeting topic 2 and one question targeting topic 3. Students will be expected to respond to sub-questions on these sections and associated questions relating to topics 1 and 4.</p> <p><b>Section B</b> consists of a choice between two questions, including extended writing, which may be drawn from any area of Unit 1.</p>

## Topic 1: Defining global development

<b>Concepts</b>	Autonomy Community and civil society Dependency Global development	Globalisation Growth Human wellbeing Intervention
<b>Students must know and understand:</b>		
a) The different ways of defining development which include: <ul style="list-style-type: none"><li>• economic development</li><li>• social development and human wellbeing</li><li>• political development (including systems, participation, freedoms).</li></ul>		
b) The ways of measuring development in a) including: <ul style="list-style-type: none"><li>• Gross Domestic Product (economic)</li><li>• Human Development Index (economic and social)</li><li>• indices of democracy (political).</li></ul>		
c) The interrelationship between economic development and human wellbeing.		
d) The interdependency between the developing area or nation, and: <ul style="list-style-type: none"><li>• very high human development countries</li><li>• multinational companies</li><li>• non-governmental organisations (NGOs).</li></ul>		
e) Theories that have been used to explain the process of development including: <ul style="list-style-type: none"><li>• dependency theory</li><li>• globalisation theory.</li></ul>		
f) The extent to which countries can develop autonomously in an interdependent world.		

## Topic 2: Economic development

<b>Concepts</b>	Autonomy Capacity building Capitalism Climate change Community and civil society Crisis management and humanitarian aid Dependency Globalisation	Inequality Interconnectivity Interdependence Migration Poverty Sustainable development Technology Wealth
<b>Students must know and understand:</b>		
a)	Factors that affect economic growth, and their relative impact including: <ul style="list-style-type: none"> <li>• trade</li> <li>• development of infrastructure (physical and digital communications)</li> <li>• enterprise and innovation</li> <li>• banking and microfinance</li> <li>• governance (including the impact of conflict and stability)</li> <li>• education and health care</li> <li>• aid (including humanitarian and development aid).</li> </ul>	
b)	Global economic factors that influence the range and scale of development within and between countries including growth and recession.	
c)	The impact of the following on the economies of low human development countries including: <ul style="list-style-type: none"> <li>• migration and the role of migrant remittances on host nations and donor nations</li> <li>• multinational corporations</li> <li>• aid and its uses.</li> </ul>	
d)	Patterns and trends which cause variation in the distribution of wealth in low human development countries including: <ul style="list-style-type: none"> <li>• role of multinational corporations</li> <li>• geographic distribution of population</li> <li>• availability of resources</li> <li>• crises and disasters.</li> </ul>	

e) The uneven impact of economic development on the health and wellbeing of communities including: <ul style="list-style-type: none"><li>• poverty alleviation</li><li>• food water and sanitation</li><li>• health services.</li></ul>
f) The impact of technological change on economic growth including: <ul style="list-style-type: none"><li>• mobile communication technologies and the internet in linking producers, distributors and consumers irrespective of their location</li><li>• uses of technologies in alleviating poverty</li><li>• scientific developments in agriculture</li><li>• modernisation of infrastructure.</li></ul>
g) The extent to which economic development can be sustainable development.
h) The extent to which global economic development can be described as a process of globalisation.
i) The extent to which economic development leads to development of government and society.

## Topic 3: Development of government and society

<b>Concepts</b>	Autonomy Community and civil society Democracy Dependency Globalisation Governance	Human rights Human wellbeing Inequality Interdependence Intervention Participation
<b>Students must know and understand:</b>		
a)	Types of political systems, recognising that these can occur in very high, high, medium and low human development countries including: <ul style="list-style-type: none"> <li>• parliamentary</li> <li>• federal</li> <li>• autocratic/totalitarian</li> <li>• communist.</li> </ul>	
b)	The reasons for different economic and social development priorities of governments in democratic and non-democratic countries.	
c)	The development of human rights and equalities in community and civil society including: <ul style="list-style-type: none"> <li>• the relationship between the state and the citizen</li> <li>• attitudes to gender, sexuality, disability, age, ethnicity and religion</li> <li>• the role of protest in developing human rights and well being.</li> </ul>	
d)	The role of individuals and communities in the process of democratisation including: <ul style="list-style-type: none"> <li>• local, national and global pressure and interest groups</li> <li>• the use and impact of mobile communications technologies in protest</li> <li>• the impact of the internet in connecting groups nationally and internationally.</li> </ul>	
e)	The impact of cultural and religious values and attitudes on social development in the contexts of: <ul style="list-style-type: none"> <li>• money, work and life</li> <li>• the role of women</li> <li>• access to education.</li> </ul>	
f)	The extent to which development of government and society leads to economic development.	

## Topic 4: Global organisation

<b>Concepts</b>	Autonomy Democracy Dependency Globalisation Governance Human well being	Human rights Inequality Interconnectivity Interdependence Intervention Participation
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### Students must know and understand:

- a) Supranational economic organisations, their significance and the range of their contributions to development, including
  - World Trade Organisation (WTO)
  - Organisation for Economic Co-operation and Development (OECD)
  - International Monetary Fund (IMF)
  - World Bank
  - G7
  - G8
  - G20
  - G77
  - regional organisations.
- b) The role of supranational organisations, their significance in promoting social well being and the range of their contributions to development, including:
  - The United Nations and the UN Human Rights Council
  - International Court of Justice
  - International NGOs including the Red Cross and Amnesty International.
- c) The extent to which global institutions are representative of local and national communities.
- d) The growth of the concept of global community, contrasting it with ideas of national and local identity, and how issues of global community interconnectivity influence development.
- e) The concept of globalisation in relation to global organisation.
- f) The main points of the key agreements and whether they have led to development in practice:
  - Universal Declaration of Human Rights
  - UN Convention on the Rights of the Child
  - United Nations Millennium Declaration (millennium development goals)
  - regional agreements and treaties (relevant to the student's location).
- g) The extent to which the Millennium Development Goals have been achieved.
- h) The extent to which the intentions of global development policy interventions have resulted in intended outcomes.

i) The relationship between human rights and development, including whether development leads to an increase in the rights of individuals and communities.
i) The relationship between human rights and development including whether development leads to an increase in the rights of individuals and communities
j) Whether global development policies lead to dependency or autonomy in developing options.



# Unit 2: Global Development Challenges

## Overview

<b>Content overview</b>	
	This unit enables students to explore areas of challenge drawing on the concepts and the areas of action studied in Unit 1. Students will apply their learning in their analysis of the challenges.
<b>Contexts</b>	
	Students should study the learning outcomes of the specification in contexts. Contexts can include their locality where indicated. The learning should focus on global issues when appropriate. Contexts may be chosen from the full range of nations and examples. Students are expected to draw on examples from at least one low human development country, one medium human development country, one high human development country and one very high human development country (according to United Nations HDI definitions).
<b>Assessment overview</b>	
	<p>This unit is assessed through examination. The examination is of 1 hour and 45 minutes duration. The examination is divided into two sections.</p> <p><b>Section A</b></p> <p>This section examines two of the three challenges of Unit 2 using short answer questions. Questions require students to make use of contexts they have studied and do not relate to specific contexts.</p> <p><b>Section B</b></p> <p>This section assesses the challenge not assessed in Section A using short answer and extended writing questions. Students will answer questions on pre-released material issued in a booklet.</p> <p>Pre-released material will be issued six teaching weeks prior to the examination.</p>

	<p>In relation to the pre-release content, students need to understand:</p> <ul style="list-style-type: none"><li>• the main aspects of the issue that pre-released material focuses on</li><li>• different development theories and concepts (from Unit 1) and how these relate to the material</li><li>• different views about causes</li><li>• global, national and local responses to the issue to date and how different responses interrelate</li><li>• global, national and local responses to the issue that could be made in the future.</li></ul>
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## Detailed unit content

<b>Topic 1: The challenge and impact of sustainable development</b>		
<b>Concepts</b>	Autonomy Capacity building Climate change Dependency Global development Governance	Human rights Participation Poverty Sustainable development Wealth
<b>Students must know and understand:</b>		
<b>1.1 Defining the area of challenge</b>		
a) The three factors that contribute to sustainable development including: <ul style="list-style-type: none"><li>• economic sustainable development</li><li>• environmental sustainable development</li><li>• social sustainable development</li><li>• and the tensions between these factors.</li></ul>		
b) That sustainable development is a contested term and can relate to development issues, climate change, and factors in a).		
c) Global patterns of sustainable development, including the impact of economic, environmental and social issues on the sustainability of development.		
<b>1.2 Relationship to development</b>		
a) How theories (Unit 1: 1(e)) can be used to interpret the practice of sustainable development, including appreciation of the tension between sustainability and development.		
<b>Economy</b>		
b) The role of the economy in responding to both individual sustainable development needs, and national sustainable development needs.		
c) Key global patterns and trends for water, food and fuel security concerns, including population growth.		
d) The impact of banking and microfinance in supporting individual sustainable development.		
e) The impact of technology on development of resources and enterprise through infrastructure development and communications technology.		
f) The possible impact of population growth on sustainable development.		
g) The impact of sustainable development practices on local environments.		
h) The spectrum of opinion about what is meant by truly 'green' development.		

i) The positive and negative impacts of a sustainable development agenda (SDA) on national economy.
j) The impact of sustainable development responses on poverty.
<b>Government and society</b>
k) The role and priorities of governments when considering and implementing sustainable development strategies.
l) The impact of the ideology of government on the sustainable development response.
m) The impact of a sustainable development agenda (SDA) on the rights of community.
n) Reasons why some individuals, organisations and nations might resist the introduction of a sustainable development agenda.
<b>1.3 Interconnected responses to the challenge</b>
a) The ways in which a sustainable development agenda can be applied locally, nationally or globally, considering the different outcomes.
b) The convergent and divergent national and global issues of priority raised by implementing a sustainable development policy over a long term period when there are short-term needs with reference to global policies, including Kyoto and subsequent agreements.
c) The relative effectiveness of locally generated sustainable development projects and those which originate globally.

## Topic 2: The challenge and impact of crises and humanitarian disasters

<b>Concepts</b>	Autonomy Capacity building Climate change Community and civil society Crisis management and humanitarian aid Dependency Global development Globalisation	Human wellbeing Inequality Interdependence Intervention Modernisation Poverty Sustainable development Technology Wealth
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### Students must know and understand:

#### 2.1 Defining the area of challenge

- a) The reasons for crises and humanitarian disasters including those which are natural and man-made.
- b) Global patterns and trends of crises and humanitarian disasters and the relationship to the development status of a country according to UN HDI definitions.
- c) The uneven impact of disasters on groups of people in relation to their income, ethnicity and gender, and in relation to global patterns and trends.
- d) The relationship between crisis response and long term aid efforts, including the impact of short-termism on long term development.
- e) The relative impact of global responses to crises and natural disasters and responses made by local communities subject to crises.

#### 2.2 Relationship to development

- a) how theories (Unit 1: 1(e)) can be used to interpret the development responses to crises and humanitarian disasters

#### Economy

- b) The relationships between the uneven impact of crises and disasters, responses and global economic factors.
- c) The impact of crises and disasters on short and long term economic development.
- d) That crises can have both short and long term impacts on health and education services.

e) Reasons why technologies to help tackle disasters (including disease outbreaks) and reconstruct communities are not always accessible and available to those in need.
f) The evidence related to the possibility that climate change increases some disaster risks.
g) How plans and programmes for sustainable development and poverty reduction are influenced by disasters.

**Government and society**

h) The impact of crises on national and local government infrastructure.
i) The impact of crises of the values and beliefs of communities as they attempt to respond. The impact of crises on national and local government infrastructure.

**2.3 Interconnected responses to the challenge**

a) The long term development challenges and opportunities brought by crises.
b) The aims underpinning global and national interventions.
c) Assessment of where responsibility lies for responding to and managing crises, including the responsibilities of very high and high human development countries, low human development countries and local national and global communities.
d) The management of chosen crises or natural disasters (eg earthquake, disease outbreak, storm or flood event) to include: <ul style="list-style-type: none"> <li>• locally-taken mitigation measures</li> <li>• role of outside agencies in building resilience and coping capacities</li> <li>• role of the global economy in the response</li> <li>• the role of technology in assessing risks, in responding to events and in post-event reconstruction work</li> <li>• the impact of the response to long term economic, environmental and societal development goals</li> <li>• the impact of the response on society, politics and the economy.</li> </ul>

## Topic 3: The challenge and impact of conflict

<b>Concepts</b>	Autonomy Capacity building Community and civil society Globalisation Human rights Human wellbeing Interconnectivity	Interdependence Intervention Inequality Migration Modernisation Poverty Technology
<b>Students must know and understand:</b>		
<b>3.1 Defining the area of challenge</b>		
a) The following causes of conflict: <ul style="list-style-type: none"><li>territory</li><li>religion</li><li>resources</li><li>global disputes</li><li>terrorism</li><li>politics.</li></ul> Students should be able to refer to one example of each in a). Examples can be from a range of countries.		
b) How economic, social and political relationships can ultimately be said to underpin causes for conflict in a).		
c) An outline of the main conflicts that have resulted in international intervention since World War II including: <ul style="list-style-type: none"><li>the reasons why conflicts have arisen</li><li>the reasons for intervention</li><li>the type of intervention in each case.</li></ul>		
d) The impact of population distribution changes caused by conflict.		
e) How conflict impacts on economic, environmental and social aspects of development.		
f) How the values and beliefs of communities have been affected by conflict.		
g) The extent to which human rights have been abused by conflict.		

### **3.2 Relationship to development**

- a) How theories (Unit 1: 1(e)) can be used to interpret the development responses to crises and humanitarian disasters.

#### **Economy**

- b) How conflict can affect the economies of countries and that economies may suffer the effects for several years after conflicts have been resolved.
- c) The impact of conflict on the long term development of the country/s involved.
- d) The impact of short term aid on the long term development of the country.
- e) The impact of conflict on the short and long term health and education of communities.
- f) The impact of conflict on the interconnectivity of communities through communications technologies.
- g) The impact of conflict on food and water infrastructure.
- h) The impact of conflict on the local environment of communities.

#### **Government and society**

- i) The impact of the creation of refugees and Diaspora and the associated issue of ethnic cleansing on development.
- j) The impact of conflict on local and national government infrastructure.
- k) The impact of conflicts on local and national culture.

### **3.3 Interconnected responses to the challenge**

- a) The role and powers of the UN and regional organisations in conflict resolution.
- b) The impact of resolution on future development opportunities.
- c) The types of humanitarian support and reasons that they are needed.
- d) The role of global organisations in providing support with reference to global NGOs and the UN.
- e) How global and regional organisations interconnect with local organisations in conflict resolution.

# Assessment

## Assessment summary

	<p>Unit 1 is externally assessed through a 1 hour and 15 minute examination.</p> <p>Unit 2 is externally assessed through a 1 hour and 45 minute examination.</p>
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### Summary of table of assessment

<b>Unit 1: Understanding Global Development</b>	<b>Unit code: 6GL01</b>
<p>Overview of assessment</p> <p>Externally set examination comprising two sections. Section A includes short answer questions arising from sources and testing knowledge. Section B includes a choice of essay questions.</p> <p>The examination is of 1 hour and 15 minutes duration.</p>	

<b>Unit 2: Global Development Challenges</b>	<b>Unit code: 6GL02</b>
<p>Overview of assessment</p> <ul style="list-style-type: none"><li>Externally set examination comprising two sections. Section A includes questions on two challenges. Section B is based on a pre-released source booklet related to the remaining challenge.</li><li>Pre-released material will be issued six weeks prior to the examination.</li><li>The examination is of 1 hour and 45 minutes duration.</li></ul>	

## Assessment Objectives and weightings

	<b>% in Unit 1</b>	<b>% in Unit 2</b>	<b>% in AS</b>
AO1 Knowledge and understanding of concepts, theories and debates relating to global development	18%-22%	18%-22%	36%-44%
AO2 Analysis and evaluation of global development issues and contexts	18%-22%	38%-42%	56%-64%
<b>TOTAL</b>	40%	60%	100%

## Relationship of Assessment Objectives to units

<b>Unit</b>	<b>Assessment objective</b>		<b>Total for AO1 and AO2</b>
	<b>AO1</b>	<b>AO2</b>	
Unit 1: Understanding Global Development	18%-22%	18%-22%	40%
Unit 2: Global Development Challenges	18%-22%	38%-42%	60%
Total for GCE Advanced Subsidiary	36%-44%	56%-64%	100%

## Entering your students for assessment

<b>Student entry</b>	
	Centres entering students for assessment must be registered with Edexcel for this qualification. Details of how to enter students for this qualification can be found in Edexcel's <i>Information Manual</i> , a copy is sent to all examinations officers. The information can also be found on Edexcel's website: <a href="http://www.edexcel.com">www.edexcel.com</a>
<b>Forbidden combinations and classification code</b>	
	Centres should be aware that students who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables. Students should be advised that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCEs. The same view may be taken if students take two GCE specifications that have different classification codes but have significant overlap of content. Students who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

## Access arrangements and special requirements

	<p>Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level is designed to ensure equal access to qualifications for all students (in compliance with the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.</p> <p>Please see the Joint Council for Qualifications (JCQ) website (<a href="http://www.jcq.org.uk">www.jcq.org.uk</a>) for their policy on access arrangements, reasonable adjustments and special considerations.</p> <p>Please see our website (<a href="http://www.edexcel.com">www.edexcel.com</a>) for:</p> <ul style="list-style-type: none"><li>• the forms to submit for requests for access arrangements and special considerations</li><li>• dates to submit the forms.</li></ul> <p>Requests for access arrangements and special considerations must be addressed to:</p> <p>Special Requirements Edexcel One90 High Holborn London WC1V 7BH</p>
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## Equality Act 2010

	<p>Please see our website (<a href="http://www.edexcel.com">www.edexcel.com</a>) for information on the Equality Act 2010.</p>
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## Assessing your students

The assessment opportunity for both units will take place in the summer examination series, for the lifetime of the qualification.

## Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The AS qualification will be graded and certificated on a five-grade scale from A to E. Individual unit results will be reported.

A pass in an Advanced Subsidiary subject is indicated by one of the five grades A, B, C, D, and E of which grade A is the highest and grade E the lowest.

Students whose level of achievement is below the minimum judged by Edexcel to be of a sufficient standard to be recorded on a certificate will receive an unclassified U result.

## Unit results

The minimum uniform marks required for each grade for each unit:

### Unit 1: Understanding Global Development

Unit grade	A	B	C	D	E
Maximum uniform mark = 80	64	56	48	40	32

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–31.

### Unit 2: Global Development Challenges

Unit grade	A	B	C	D	E
Maximum uniform mark = 120	96	84	72	60	48

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–47.

## Qualification results

The minimum uniform marks required for each grade:

Edexcel GCE Advanced Subsidiary in Global Development – cash-in code: 8GL01

Qualification grade	A	B	C	D	E
Maximum uniform mark = 200	160	140	120	100	80

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–79.

## Resitting of units

There is no limit to the number of times that a student may retake a unit prior to claiming certification for the qualification. The best available result for each contributing unit will count towards the final grade. After certification, all unit results may be reused to count towards a new award. Students may re-enter for certification only if they have retaken at least one unit. Results of units held in the Edexcel unit bank have a shelf life limited only by the shelf life of this specification.

## Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

## Quality of written communication

Students will be assessed on their ability to:

- write legibly, with accurate use of spelling, grammar and punctuation in order to make the meaning clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

## Stretch and challenge

Students can be stretched and challenged in all units through the use of different assessment strategies, for example:

- using a variety of stems in questions – for example analyse, examine, discuss, compare
- ensuring connectivity between sections of questions
- a requirement for extended writing
- use of a wider range of question types to address different skills – for example open-ended questions, case studies etc.

## Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the latest *Joint Council for Qualifications (JCQ) Instructions for Conducting Coursework* document. This document is available on the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk).

For additional information on malpractice, please refer to the latest *Joint Council for Qualifications (JCQ) Suspected Malpractice in Examinations And Assessments: Policies and Procedures* document, available on the JCQ website

## Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

## Prior learning

This qualification builds on the content, knowledge and skills developed in the Key Stage 4 Programme of Study for Citizenship as defined by the National Curriculum Orders for England. The qualification also builds on the Edexcel International GCSE in Global Citizenship.

## Progression

On completion of this qualification, students could progress to Level 3 qualifications such as the Edexcel Level 3 Extended Project, a portfolio of GCE Advanced Level qualifications, and thereafter into higher education courses in, for example, international development.

## Performance descriptions

These performance descriptions describe the learning outcomes and levels of attainment expected of students at A/B and E/U boundaries.

	<b>Assessment Objective 1</b>	<b>Assessment Objective 2</b>
Assessment Objective	AO1 Knowledge and understanding of concepts, theories and debates relating to global development	AO2 Analysis and evaluation of global development issues and contexts
A/B boundary performance descriptions	<ul style="list-style-type: none"><li>a. Show broad and accurate knowledge of global development concepts, theories and debates</li><li>b. Apply knowledge and understanding of global development to relevant contexts</li></ul>	<ul style="list-style-type: none"><li>a. Critically evaluate issues from a range of sources</li><li>b. Consider and interpret different definitions, theories and models relevant to the context</li><li>c. Give reasons for and draw conclusions about the issues explored</li></ul>
E/U boundary performance descriptions	<ul style="list-style-type: none"><li>a. Show limited knowledge of some global concepts, theories and debates</li><li>b. Shows limited application of knowledge and understanding of global development to relevant contexts</li></ul>	<ul style="list-style-type: none"><li>a. Offer some explanation of information, argument or evidence</li><li>b. Show awareness that there are different definitions, theories and models</li><li>c. Give a basic explanation of issues</li></ul>

# Resources, support and training

## Edexcel resources

Edexcel aims to provide the most comprehensive support for our qualifications.

## Edexcel publications

You can order further copies of this Specification and Sample Assessment Materials (SAMs) from:

Edexcel Publications  
Adamsway  
Mansfield  
Nottinghamshire NG18 4FN  
Telephone: 01623 467467  
Fax: 01623 450481  
Email: [publications@linneydirect.com](mailto:publications@linneydirect.com)  
Website: [www.edexcel.com](http://www.edexcel.com)

## Endorsed resources

Edexcel may also endorse some additional materials written to support this qualification. Any resources bearing the Edexcel logo have been through a quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit: [www.edexcel.com/endorsed](http://www.edexcel.com/endorsed)

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

## Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

**ResultsPlus** – ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus)

	<p><b>Ask the Expert</b> – to make it easier for our teachers to ask us subject specific questions we have provided the <b>Ask the Expert</b> Service. This easy-to-use web query form will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide. You can access this service at <a href="http://www.edexcel.com/ask">www.edexcel.com/ask</a></p> <p><b>Support for Students</b></p> <p>Learning flourishes when students take an active interest in their education; when they have all the information they need to make the right decisions about their futures. With the help of feedback from students and their teachers, we've developed a website for students that will help them:</p> <ul style="list-style-type: none"> <li>• understand subject specifications</li> <li>• access past papers and mark schemes</li> <li>• learn about other students' experiences at university, on their travels and when entering the workplace.</li> </ul> <p>We're committed to regularly updating and improving our online services for students. The most valuable service we can provide is helping schools and colleges unlock the potential of their learners. <a href="http://www.edexcel.com/students">www.edexcel.com/students</a></p>
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## Training

	<p>A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:</p> <p>Training from Edexcel      Edexcel      One90 High Holborn      London WC1V 7BH      Email: <a href="mailto:trainingbookings@pearson.com">trainingbookings@pearson.com</a>      Website: <a href="http://www.edexcel.com/training">www.edexcel.com/training</a></p>
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# Appendices

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## Appendix 1 Wider curriculum

### Signposting

Issue	Unit 1	Unit 2
Spiritual	✓	✓
Moral	✓	✓
Ethical	✓	✓
Social	✓	✓
Legislative	✓	✓
Economic	✓	✓
Cultural	✓	✓
Sustainable development	✓	✓
Health and safety	✓	✓
European initiatives	✓	✓

### Development suggestions

Issue	Unit	Opportunities for development or internal assessment
Spiritual	Unit 1	<ul style="list-style-type: none"> <li>through developing understanding the way that religion forms part of identity and community</li> </ul>
Moral	Unit 1	<ul style="list-style-type: none"> <li>through developing understanding of issues of justice in relation to global governance</li> </ul>
Ethical	Unit 1	<ul style="list-style-type: none"> <li>through developing understanding of human rights issues</li> </ul>
Social	Unit 2	<ul style="list-style-type: none"> <li>through developing understanding of how global issues impact on local communities</li> </ul>
Legislative	Unit 1	<ul style="list-style-type: none"> <li>through developing understanding of the impact of global agreements on local communities</li> </ul>
Economic	Unit 1	<ul style="list-style-type: none"> <li>through developing understanding of the interconnectivity of the global economy</li> </ul>
Cultural	Unit 2	<ul style="list-style-type: none"> <li>through developing understanding of the impact of global issues on local communities</li> </ul>
Sustainable development	Unit 2	<ul style="list-style-type: none"> <li>through developing understanding of the impact of climate change on communities</li> </ul>
Health and safety	Unit 2	<ul style="list-style-type: none"> <li>through developing understanding of the wider health challenges facing communities</li> </ul>
European initiatives	Unit 2	<ul style="list-style-type: none"> <li>through developing understanding of the impact of global issues on a European community</li> </ul>



## Appendix 2 Codes

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	3920
National Qualifications Framework (NQF) codes	<p>Each qualification title is allocated a National Qualifications Framework (NQF) code.</p> <p>The National Qualifications Framework (NQF) code is known as a Qualification Number (QN).</p> <p>This is the code that features in the DfE Section 96, and on the LARA as being eligible for 16-18 and 19+ funding, and is to be used for all qualification funding purposes. The QN is the number that will appear on the student's final certification documentation.</p>	<p>The QN for the qualification in this publication is:</p> <p>GCE AS- 600/2795/2</p>
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	<p>Unit 1 – 6GL01</p> <p>Unit 2 – 6GL02</p>
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	GCE AS – 8GL01
Entry codes	<p>The entry codes are used to:</p> <ol style="list-style-type: none"> <li>enter a student for the assessment of a unit</li> <li>aggregate the student's unit scores to obtain the overall grade for the qualification.</li> </ol>	Please refer to the <i>Edexcel Information Manual</i> , available on the Edexcel website.

