

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCE Global
Development
(6GL01/01)

Unit 1: Understanding Global
Development

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Correct Answer	Mark
1 (a) (i)	<p>Providing relief from suffering (1) Providing relief from immediate need (eg. goods, water, warmth)(1)</p> <p>By providing shelter (1) Providing employment (1) Improving destroyed infrastructure with the long term aim of recovery and redevelopment (1)</p> <p>Accept any reasonable answer.</p>	2 1 + 1

Question Number	Correct Answer	Accept	Mark
1 (a) (ii)	<p>Allow one mark for each basic idea/explanation with extension through either further detail and/or example.</p> <p>Funding schools and teachers (1) improving knowledge base / greater skill level in your workforce (1) and therefore more productivity/economic growth (1)</p> <p>Improving health services, i.e. funded hospitals/vaccines etc. (1) which improves health of workforce (1) which will increase productivity/economic growth (1)</p> <p>Accept any reasonable answer.</p>	<p>Long term results, i.e. Hospitals/Schools Provide skilled job opportunities.</p>	4 (1 + 1) + (1 +1) OR (1+1+1) +1

Question Number	Indicative content	
1(b) (i)	<p>Digital, analogue and physical methods of communication:</p> <ul style="list-style-type: none"> • Telephones/internet etc. • Road, rail and air networks. <p>Improving connectivity between cities which improves trade, the ability of people to reach employment and the desirability of an area for tourism and international business. Making it possible for people to get to work. Making it possible for people to communicate with a market. Making it possible for goods to be moved. Making it possible for tourists / business visitors to book ahead / check opportunities.</p> <p>Accept any reasonable answers.</p>	
Level	Mark	Descriptor
0	0	No creditworthy material
1	1- 2	A basic answer. Shows limited knowledge and understanding of how communications development can contribute to economic development. Explanation is implied, absent or of limited relevance. Examples are unclear (or overly detailed with no application).
2	3- 4	A sound answer. Shows some knowledge and understanding of how communications development can contribute to economic development. Some points of explanation with some relevance. Examples clearly stated.
3	5-6	A good answer. Good knowledge and understanding of how a range of communications development can contribute to economic development. Clear and relevant explanation. Examples clearly stated, relevant and applied.

Question Number	Indicative content
1(b) (ii)	<p>Candidates are likely to consider issues such as:</p> <ul style="list-style-type: none"> - Range of global development policies eg. Free trade/ free flow of capital ie. deregulation/ privatisation/ reduction in government budgets and size. - Not all global development policies are focused on globalisation, there are some more sympathetic policies arising: <ul style="list-style-type: none"> o Empowerment of women / local communities o Microfinance o Millennium Development Goals. - Dependency theories divide the world into dominant (core) states and dependent (periphery) states. <ul style="list-style-type: none"> o Dependent states send raw materials to core states and buy back finished goods. Finished goods cost more than raw materials, so the dependent states can never truly gain economic independence or prosperity. This limits their development. o External forces, including multinational corporations, international commodity markets, foreign assistance and communications, determine the economic relationship between dominant and dependent states. o Money, goods and services do flow into dependent states, but this is determined by the economic and political interests of the dominant states. <p>So, do global development policies result in dependency?</p> <ul style="list-style-type: none"> - No, it's the whole global economic and political system that results in dependency. Global development policies are just a part of this, and some of them (empowerment of local communities) actually fight against dependency. - No, global development policies actually provide opportunities for people in less developed countries to develop their economies and take control for themselves. - Yes, global development policies are decided by organisations such as OECD and the World Bank, which fundamentally have the interests of the dominant states at heart. Ideals such as free trade, free flow of money and export agriculture have been shown to benefit the dominant states. If money is flowing freely out of your country, you can't develop it. - Yes, even the softer global development policies are determined by people in aid, government or non-governmental agencies in dominant countries, who all share certain assumptions about what is beneficial. <p>Accept other reasonable answers.</p>

Level	Mark	Descriptor
0	0	No creditworthy material
1	1-2	A basic answer to the question. Basic knowledge and understanding of global development policies and dependency theories but limited range. Links may be stated but not explained. Examples unclear (or overly detailed with no application). Limited attempt (if any) to examine arguments for and against the view.
2	3-4	A sound answer to the question. Shows some knowledge and understanding of global development policies and dependency theories. Examples clearly stated and links explained with some relevance. Reasonable attempt to examine arguments for and against the view.
3	5-6	A good answer to the question. Good knowledge and understanding of global development policies and dependency theories. Examples clearly stated, relevant and applied, and links well explained. Takes a stance on the view and examines arguments for and against it thoughtfully.

Question Number	Correct Answers	Reject	Mark
2 (a) (i)	<p>Allow one mark for each basic idea/explanation with extension through either further detail and/or example.</p> <p>eg. Tax provides money for services that will promote development and economic growth, such as education, vaccination and infrastructure.</p> <p>Tax leads to a shared interest in economic growth.</p>		(1+1)

Question Number	Correct Answers	Reject	Mark
2 (a) (ii)	<p>Allow one mark for each basic idea/explanation with extension through either further detail and/or example.</p> <p>eg. Taxation develops the state apparatus that leads to more efficient government</p> <p>Taxation develops accountability and responsiveness</p> <p>Taxation can become an electoral issue</p>		(1+1)

Question Number	Indicative content	
2 (a) (iii)	<p>Pressure and interest groups can disrupt the progress towards democracy by putting obstacles in the way (1) – eg. bribery, personal pressure on leading individuals, doing deals for personal and narrow business interests, prioritising those with money and power in decision making (1).</p> <p>Pressure and interest groups can enhance the progress towards democracy by ensuring that leading individuals focus on a representative group of interests (1), by publicising relevant issues and mobilising public opinion (1), by working together for a common interest (eg. business representatives working for the good of all businesses rather than narrow interests)(1).</p> <p>References to / discussion of the tax issues in Kenya referred to in the source is acceptable.</p> <p>Accept any reasonable answer.</p> <p>Allow one mark for each basic idea/explanation with extension through either further detail and/or example. A list of examples is insufficient without explanation.</p>	3 1+1+1

Question Number	Indicative content	Mark
2 (b) (i)	<p>A common consideration could be the differences between a political system which prioritises the stability of the state over the freedom of the individual, accepts authority and hierarchy and is fairly autocratic, and a political system which prioritises individual liberty, believes in equality and freedom, and is fairly democratic. eg. China / South Korea v USA / European countries.</p> <p>Accept any reasonable points about and examinations of relationships between state and citizen.</p> <p>Allow one mark for a basic idea/explanation with extension through either further detail and/or example. For full marks there must be examination as well as definition and statement.</p>	4 1+1+1+1

Question Number	Indicative content	
2 (b) (ii)	<p>Human rights and equalities are generally stronger when state and citizen are seen as more equal partners. For example, European Human Rights Legislation, eg. the right not to be locked up without having committed a crime, the right to a fair trial. There are some issues in China with human rights activists being detained indefinitely without charge. But there are also erosions of human rights in Western countries which feel threatened by terrorism eg. Guantanamo, extraordinary rendition of suspects to countries where torture is legal...</p> <p>Answers may consider the same countries as used in 2 (b) (i) but should focus on the effects on development rather than on the details of the differences in relationship.</p> <p>Accept any reasonable answer.</p>	
Level	Mark	Descriptor
0	0	No creditworthy material
1	1-2	A basic answer to the question. Shows limited knowledge and understanding of how the relationship between state and citizen can affect development. Basic attempt at explanation with limited relevance. Examples unclear (or overly detailed with no application).
2	3-4	A sound answer to the question. Shows some knowledge and understanding of how the relationship between state and citizen can affect development. Some points of explanation with some relevance. Examples clearly stated.
3	5-6	A good answer to the question. Good knowledge and understanding of how the relationship between state and citizen can affect development. Clear and relevant explanation. Examples clearly stated, relevant and applied.

Question Number	Indicative content	Mark
3 (a)	<p>Allow one mark for each basic idea/explanation with extension through either further detail and/or example. Up to 3 marks for each developed point.</p> <p>'The WTO deals with the global rules of trade between nations. Its main function is to ensure that trade flows as smoothly, predictably and freely as possible.' The idea is that trade is good for all countries, and that disputes about trade are bad. So economic development is likely to arise from well-regulated trade.</p> <p>'The WTO agreements cover goods, services and intellectual property. They spell out the principles of liberalisation, and the permitted exceptions. They include individual countries' commitments to lower customs tariffs and other trade barriers, and to open and keep open services markets. They set procedures for settling disputes.' There is some discussion as to whether liberalised markets and reduced tariffs are actually beneficial to development – candidates might discuss this.</p> <p>'The IMF's fundamental mission is to help ensure stability in the international system. It does so in three ways: keeping track of the global economy and the economies of member countries; lending to countries with balance of payments difficulties; and giving practical help to members.' Candidates might also mention the effects of the conditions of such loans on development – not always positive.</p>	<p>5 (1+1+1) + (1+1)</p>

Question Number	Indicative content	
3 (b)	<p>Candidates may answer the question in a number of ways, which may include discussion of:</p> <ul style="list-style-type: none"> • The nature of development. • Theories of dependency, globalisation and participation. • Interdependency and the roles in development of different stakeholders including individuals, governments, companies, pressure groups, supranational organisations. • The representative nature of these various stakeholders. • The effects of different political systems on development. • Global communities, national identity, connectivity and development. • The nature of the Millennium Development Goals and whether they have succeeded. <p>Any discussion should consider how each point relates to the imposition of development on a community and the active participation of a community in development.</p> <p>Accept any reasonable answer.</p>	
Level	Mark	Descriptors
0	0	No creditworthy material
1	1 - 5	One or two simple descriptive points about development and/ or community participation. Basic identification of issues but no analysis in the answer. Own opinion may be asserted and some examples given. Reference to another point of view is basic or not apparent. Communicates ideas using simple language but lacks clarity and organisation. Frequent errors in spelling, punctuation and grammar.
2	6 - 10	Several sound descriptive points about development and / or community participation and the beginnings of analysis in some comments. Attempts to show own opinion, with some relevant examples. Some reference to another point of view with some attempt to disagree. Uses a little appropriate specialist terminology. A significant number of errors in spelling, punctuation and grammar.

3	11 - 15	A good analysis of the relationship between development and community participation, with a reasonable range of supportive evidence although uneven. Sound attempt to show own opinion, with some argument and relevant examples. A clear reference to another point of view with an attempt at reasoned disagreement or some (implicit) reference to other views of development. Uses some appropriate specialist terminology. A few errors in spelling, punctuation and grammar.
4	16 - 20	A very strong analysis of the relationship between development and community participation with sufficient supportive evidence. A clear view is taken and supported with arguments and examples. Qualifications and counter-arguments are addressed and other views of development considered. Uses good range of appropriate specialist terminology. Hardly any errors in spelling, punctuation and grammar.

Question Number	Indicative content	Mark
4 (a)	<p>Allow one mark for each basic idea/explanation with extension through either further detail and/or example. Up to 3 marks for each developed point.</p> <p>Gross Domestic Product – fairly crude measure of total wealth of a country (1). Shows increase in overall wealth (1), which might indicate economic development or merely the sale of natural resources with little development (1). Does not indicate how effectively the wealth is distributed (1) or used for human, social and political development (1).</p> <p>The GDP does not take account of inflation (1). There are difficulties in defining a 'product' (1) – looking after your own children does not count, but a nanny looking after your children does (1). There are problems with gathering reliable statistics, even in highly developed countries (1). So some countries cannot produce a reliable figure for GDP (1).</p>	<p>5 (1+1+1) + (1+1)</p>

Question Number	Indicative content	
4 (b)	<p>Candidates may answer the question in a number of ways, which may include discussion of:</p> <ul style="list-style-type: none"> • The nature of development and means of measuring it. • Factors that affect economic growth, including global recession, technology, disasters... • The relationship between economic development and social, political and human development • The development of human rights • Role of individuals in democratisation and related development (and the need for education to take one's place in this) • The impact of cultural and religious values on social and human development. <p>Any discussion should consider how each point relates to the necessity for education in order for real development to take place.</p> <p>Accept any reasonable answer.</p>	
Level	Mark	Descriptors
0	0	No creditworthy material
1	1 - 5	One or two simple descriptive points about development and/ or education. Basic identification of issues but no analysis in the answer. Own opinion may be asserted and some examples given. Reference to another point of view is basic or not apparent. Communicates ideas using simple language but lacks clarity and organisation. Frequent errors in spelling, punctuation and grammar.
2	6 - 10	Several sound descriptive points about development and / or education and the beginnings of analysis in some comments. Attempts to show own opinion, with some relevant examples. Some reference to another point of view with some attempt to disagree. Uses a little appropriate specialist terminology. A significant number of errors in spelling, punctuation and grammar.

3	11 - 15	A good analysis of the relationship between development and education, with a reasonable range of supportive evidence although uneven. Sound attempt to show own opinion, with some argument and relevant examples. A clear reference to another point of view with an attempt at reasoned disagreement or some (implicit) reference to other views of development. Uses some appropriate specialist terminology. A few errors in spelling, punctuation and grammar.
4	16 - 20	A very strong analysis of the relationship between development and education, with sufficient supportive evidence. A clear view is taken and supported with arguments and examples. Qualifications and counter-arguments are addressed and other views of development considered. Uses good range of appropriate specialist terminology. Hardly any errors in spelling, punctuation and grammar.

