

Examiners' Report/  
Principal Examiner Feedback

Summer 2015

Pearson Edexcel GCE in Global  
Development (6GL01)  
Paper 1: Understanding Global  
Development

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## General Comments

Overall, candidates responded well to the paper. Most candidates had some knowledge which they were able to apply to the questions, and some candidates had wide ranging and thorough knowledge and understanding of the issues.

The strongest candidates answered the questions with a focus on command words such as 'outline', 'explain,' or 'examine.' These candidates also chose relevant examples, and were often able to express clear links between a topic and development issues. Many candidates tended to write down what they knew, but were less successful in explaining, outlining or in expressing links between their knowledge and development issues.

Candidates generally have good knowledge of specific examples and case studies which they are able to apply - if somewhat repetitively - to the questions. Some candidates have a sound knowledge of the issues and theories.

In order to improve candidates' performance for the next session, centres could focus on:

- Linking specific case studies to issues and theories
- Understanding issues and theories in more depth
- Understanding the difference between outlining, explaining and examining
- Seeing more than one side of an issue - understanding different perspectives
- Focussing clearly on each question and answering it precisely

### **Question 1ai**

Most candidates were able to use Source A to give two ways in which aid can be used to help in times of disaster. Some candidates chose not to use Source A, which was not helpful.

### **Question 1aii**

Most candidates were able to give ways in which aid could be used in the areas of health and education, and gained some credit for this. However, candidates were less sure about how this would stimulate economic growth.

### **Question 1bi**

Most candidates were able to talk about communications in terms of mobile telephones and the internet, although very few focused specifically on 'improved' communications. Some of these candidates were able to explain how these communications technologies were linked to economic development, mostly in terms of allowing buyers and sellers to communicate. Very few candidates considered other forms of communications improvements, such as transport, which would allow the movement of goods, allow people to get to work, allow tourists to access the country etc. A number of candidates focused on giving examples from their studies without providing satisfactory explanations.

### **Question 1bii**

Candidates found this question rather challenging. Many of them were able to describe or define a globalisation theory, and were able to talk about core and periphery. Some candidates talked about the roles of the OECD and the World Bank in reinforcing the dominant position of wealthy Western states, leading to dependency in less economically developed states. Few candidates, however, were able to examine the view, taking a critical stance and questioning whether it was true. A small number of candidates did successfully consider different kinds of global development policies which might have different outcomes in terms of dependency, such as micro-finance versus large World Bank loans for major projects.

### **Question 2ai**

Most candidates were able to outline one way in which taxation can affect economic development, using Source B to help.

### **Question 2aii**

Most candidates were able to give one way in which taxation could affect political development, using Source B.

### **Question 2a**

Most candidates were able to give at least one way in which pressure and interest groups can affect a country's progress towards democracy, often with at least some appropriate development, although, as in previous questions, explanation proved more challenging.

It was somewhat discouraging to see that most candidates were firmly and strongly convinced either that pressure and interest groups are absolutely beneficial for democracy, or that pressure groups are the total enemy of democracy.

### **Question 2bi**

Most candidates were able to describe the relationship between state and citizen, but few even attempted to examine this relationship.

### **Question 2bii**

Some candidates were able to give detailed and thorough responses here, demonstrating good knowledge and understanding of human rights development, and thinking carefully about the relationship between political system and human rights. A number of candidates repeated their answers from Question 2bi, which was not appropriate.

### **Question 3a**

Few candidates answered this question, but those who did had a good grasp of the roles of the WTO and the IMF in promoting economic development.

### **Question 3b**

Again, few candidates choose to answer this question. Those who did tended to think carefully about the role of a community in its own development. Most candidates concluded that communities needed to be involved in their own development, but that there was also a role for external experts and large projects funded by NGOs.

### **Question 4a**

Most candidates chose to answer this question. Most candidates were able to give at least one or two limitations of using GDP to measure economic development. A pleasing number were able to give a very thoughtful and thorough account of the limitations of using GDP in this way. Some candidates, however, had some serious misconceptions about what GDP was, how it was calculated and what it might be used for.

#### **Question 4b**

This was also a popular question. Most candidates were able to talk about the role of education in development, and some distinguished between human, social and economic development. Many were able to give examples, but remained generally descriptive.

The strongest responses really addressed the title, 'Without education, real development cannot take place.' These candidates considered what real development might be, and considered how meaningful major infrastructure projects could be, for example, without an education programme alongside them to ensure that local populations could gain the benefit from the projects, and train local engineers and financiers themselves for future projects. Most of these candidates concluded that some economic development was possible without education, but that it was unlikely to be sustainable, and that most other forms of development were strongly dependent on education.

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