

Mark Scheme (Results)

Summer 2016

Pearson Edexcel in GCE Global  
Development

Unit 1: Understanding Global  
Development  
(6GL01/01)

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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.

Global Development 6GL01/01 Summer 2016

Question Number	Correct Answer	Mark
<b>1 (a) (i)</b>	<p>This growth springs mostly from the sale of natural resources (1).</p> <p>The gains have been shared between a few wealthy Africans and foreign corporations (1).</p> <p>This growth encourages dependency/does not benefit Africans (1).</p> <p>Accept any reasonable answer.</p>	<b>(1)</b>

Question Number	Correct Answer	Mark
<b>1 (a) (ii)</b>	<p>Allow one mark for each reason and one mark for each link to why this may lead to more sustainable development.</p> <p>Rwanda is trying to develop into an information-technology hub (1). So it is not depending on resources which will run out or be appropriated by a few/it is developing its knowledge and service-based economy which it should be able to sustain (1).</p> <p>Rwanda is seeking investment rather than aid (1). So all parties will have an interest in companies making a profit, which is likely to lead to education of the workforce and measures and procedures to ensure that profits and development are ongoing (1).</p> <p>The development is based on small enterprise and crowd funding (1). This means that the benefits of the development will be more spread through the population (1).</p> <p>Accept any reasonable answer</p>	<p>(1 + 1) + (1 + 1)</p> <p><b>(4)</b></p>

Question Number	Indicative content	
<b>1(b) (i)</b>	<p>Governance is the mechanisms, processes and institutions of governing and decision making, and is applied to governments and other organisations such as charities and businesses. Candidates may refer to one or more of:</p> <ul style="list-style-type: none"> <li>• accountability and choosing governments (e.g. democracy)</li> <li>• efficiency of institutions, regulations and resource management</li> <li>• respect for institutions and the rule of law (control of corruption and crime levels).</li> </ul> <p>The quality of governance includes (but is not limited to) efficiency, purposes (e.g. benefiting the whole population versus benefiting a small segment of the population) and honesty (or corruption).</p> <p>Efficient governance can lead to an environment which benefits business and enterprise, which leads to greater investment and (other things being equal) greater profits. This can be in terms of creating a peaceful, safe country in which people and businesses are not destroyed by conflict. It can be in terms of efficient and accountable regulation. It can be in terms of ensuring that corruption is controlled and crime is minimised – in all cases look for an understanding of the consequences and the link between the example of governance and how it leads to economic growth. However, inefficient or corrupt governance can slow, prevent or reverse economic growth. If people know that they will not get a return on their investment – because of crime, corruption, etc, they will not invest. If businesses are not supported, they will not grow or will move elsewhere.</p> <p>Examples include, if business is regulated by efficient tax systems, money is raised for civic projects, such as schools and hospitals. If corruption is controlled by effective laws, money actually gets to schools, hospitals etc, so there is improved education and health. This creates strong conditions for economic development</p> <p>Accept any reasonable answers.</p>	
	Mark	Descriptor
<b>0</b>	0	No creditworthy material
<b>Level 1</b>	1 - 2	A basic answer. Shows limited knowledge and understanding of how governance can affect economic development. Explanation is implied, absent or of limited relevance. Examples are unclear (or overly detailed with no application).
<b>Level 2</b>	3 - 4	A sound answer. Shows some knowledge and understanding of how governance can affect economic development. Some points of explanation with some relevance. Examples clearly stated.
<b>Level 3</b>	5 - 6	A good answer. Good knowledge and understanding of how governance can affect economic development. Clear and relevant explanation. Examples clearly stated, relevant and applied.

Question Number	Indicative content	
<b>1(b) (ii)</b>	<p>Economic development ought to make more money available to improve rights, and the social, legal and political systems which allow for human and political rights to be upheld. However, there needs to be the political will for this to happen, and efficient governance.</p> <p>Some economic development can actually decrease the rights of individuals and communities. There is evidence that large scale economic projects (e.g. in Columbia) have led to threats against women human rights leaders and leaders of indigenous groups. Dependency theory would suggest that communities in LEDCs can be marginalised in large scale economic development. Some multinationals can exploit workers and local communities, leaving these groups without a voice.</p> <p>Theory generally indicates that it is necessary to improve the rights of local communities in order to generate (sustainable) economic development.</p> <p>Accept other reasonable answers</p>	
Level	Mark	Descriptor
<b>0</b>	0	No creditworthy material
<b>Level 1</b>	1 -2	A basic answer to the question. Basic knowledge and understanding of development and rights issues 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.
<b>Level 2</b>	3 - 4	A sound answer to the question. Shows some knowledge and understanding of development and rights issues. Examples clearly stated and links explained with some relevance. Reasonable attempt to examine arguments for and against the view.
<b>Level 3</b>	5 - 6	A good answer to the question. Good knowledge and understanding of development and rights issues. 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
<p><b>2 (a) (i)</b></p>	<p>(People like Gandhi and Luther King have shown that) peaceful protest can be very effective (2).</p> <p>Young people are developing their ideas and identity (2).</p> <p>It is important for the young to be engaged to link to society and idealism/ideals (2).</p> <p>Young people need to create a solidarity across nations (2).</p> <p>We are seeing a world that's getting more and more conservative (2).</p> <p>The ideals of social change and progress and a fair and a just society are reducing and wilting away (2).</p> <p>Any two of these. Accept reasonable paraphrases.</p> <p>Partial performance for one mark.</p> <p>The young should be engaged.</p> <p>Protest is effective.</p> <p>They can run away.</p>	<p>I think standing firm to the principle of a peaceful demonstration is crucial.</p> <p>I think that resisting the urge to be violent is a very important thing.</p> <p><i>(These sentences both restate the opinion, they do not give a reason for it)</i></p> <p>Now, sometimes there's a price to pay for that.../It's not easy, you must say when you're being confronted with law enforcement officials who are armed and coming at you, it's easy for someone to say "please be peaceful".</p> <p><i>(These sentences both talk about it being difficult to stay peaceful, they don't give a reason for staying peaceful)</i></p>	<p>(2 + 2)</p> <p><b>(4)</b></p>

Question Number		
<b>2(a) (ii)</b>	<p>Protest (e.g. in person, by social media, via NGOs such as Amnesty, by governments) can lead to improved human rights. For example, Amnesty International uses protest campaigns of letter writing and emails to release prisoners of conscience (thus ensuring their right to liberty) and put pressure on governments to recognise human rights. Protest in Burma led to a recognition of rights and an attempt at democracy.</p> <p>Peaceful protest can remedy defects in democracies, which is particularly important in ensuring the human rights of minorities. Examples include Gay Pride marches.</p> <p>However, protest can lead to a crackdown on civil rights, which are an important part of human rights. Sometimes even peaceful protests can lead to people being shot or incarcerated – May Day protests. Violent protests can lead to significant reductions in human rights. The Arab Spring protests initially seemed to improve the human rights situation, but the long term effect may well be negative. It can be difficult to tell whether a protest is violent or not because of the actions of individuals and because of tensions between protesters and police/military.</p> <p>Accept other reasonable answers</p>	
Level	Mark	Descriptor
<b>0</b>	0	No creditworthy material
<b>Level 1</b>	1 - 2	A basic answer to the question. Basic knowledge and understanding of how protest can affect human rights 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.
<b>Level 2</b>	3 - 5	A sound answer to the question. Shows some knowledge and understanding of how protest can affect human rights. Examples clearly stated with some analysis or evaluation. Reasonable attempt to state and justify own opinion.
<b>Level 3</b>	6 - 7	A good answer to the question. Good knowledge and understanding of how protest can affect human rights. Examples clearly stated, relevant and applied, with good analysis and/or evaluation. Clearly states own opinion and justifies it thoughtfully.

Question Number	Indicative content		Mark
<b>2 (b)</b>	<p>Global communities: include international social media communities, global organisations, NGOs such as Amnesty, Red Cross.</p> <p>Global communities rarely have legislative power, so they need to affect human development by influencing opinion and gaining consensus and agreement of governments. For instance, social media communities have come together to express opinions about the treatment of women in India following high profile cases of abuse. This has been part of the pressure on the Indian government to recognise women's rights (an important part of human development).</p> <p>Global organisations such as the UN can be argued to develop global communities of nations which sign up to its policies. They need to work by gaining consensus and getting governments to sign up to its charters, e.g. Human Rights. Once a community of nations begins to develop, nations put pressure on each other to sign up and recognise rights.</p> <p>Accept any reasonable answer.</p>		<b>(7)</b>
Level	Mark	Descriptor	
<b>0</b>	0	No creditworthy material	
<b>Level 1</b>	1 - 2	A basic answer to the question. Basic knowledge and understanding of ways in which global communities can influence human development but limited range. Examples unclear (or overly detailed with no application). Limited attempt (if any) to examine.	
<b>Level 2</b>	3 - 5	A sound answer to the question. Shows some knowledge and understanding of ways in which global communities can influence human development. Examples clearly stated and analysed with some relevance. Reasonable attempt to examine.	
<b>Level 3</b>	6 - 7	A good answer to the question. Good knowledge and understanding of ways in which global communities can influence human development. Examples clearly stated, relevant and well analysed. Thoughtful examination.	

Question Number	Indicative content	Mark
<b>3 (a)</b>	<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>Definitions of development as economic, human, social etc.</p> <p>Discussion of what 'global' development might mean: Globalisation v dependency.</p> <p>The definition of global development is controversial for two reasons: Firstly, development can mean different things (1), for example, economic development is focused on a country growing richer, but this may not be equally distributed (1), and there may be significant problems with that country's social development, such as human rights abuses (1).</p> <p>Secondly, do poor countries develop well because of ties with rich countries? (1) Or do poor countries in the periphery develop less because they become dependent on richer, core countries?(1).</p>	<p>(1+1+1) + (1+1)</p> <p>Allow other combinations but no more than 3 marks per point</p> <p><b>(5)</b></p>

Question Number	Indicative content		Mark
<b>3(b)</b>	<p>Candidates may answer the question in a number of ways which may include discussion of:</p> <ul style="list-style-type: none"> <li>• The nature of development.</li> <li>• Definition of MEDCs – some more economically developed countries have a long way to go in terms of human development.</li> <li>• Uneven development within a country.</li> <li>• The need to develop continuously economically or stagnate.</li> <li>• Recession and economic crisis in the West and economic resurgence elsewhere.</li> <li>• Economic v social, political and human development.</li> <li>• Possibility of regression in terms of social and human development, e.g. current discussions about reducing civil liberties in order to protect against terrorist threats.</li> <li>• Technological change.</li> </ul> <p>Accept any reasonable answer.</p>		<b>(20)</b>
Level	Mark	Descriptors	
<b>0</b>	0	No creditworthy material	
<b>Level 1</b>	1 - 5	One or two simple descriptive points about development. 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.	
<b>Level 2</b>	6 - 10	Several sound descriptive points about development and the beginnings of analysis in some comments. Attempt 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.	
<b>Level 3</b>	11 - 15	A good analysis of development in MEDCs 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.	

<b>Level 4</b>	16 - 20	A very strong analysis of the variations in development in MEDCs 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.
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Question Number	Indicative content	Mark
<b>4(a)</b>	<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>Dependency theory divides the world into 'core' highly developed countries, and 'peripheral', less highly developed countries (1). High profit, high cost consumer goods are produced in the core, and sold to the periphery (1). The periphery provides cheap labour and raw materials (1).</p> <p>Each depends on the other. The less developed countries in particular become dependent on an exploitative relationship with the core (1). For example.... (1)</p>	<p>(1+1+1) + (1+1)</p> <p>Allow other combinations but no more than 3 marks per point</p> <p><b>(5)</b></p>

Question Number	Indicative content		Mark
<b>4(b)</b>	Candidates may answer the question in a number of ways which may include discussion of: <ul style="list-style-type: none"> <li>• The nature of development and means of measuring it.</li> <li>• Factors that affect economic growth, including global recession, technology, disasters.</li> <li>• MDGs.</li> <li>• World Bank/IMF policies, loans, conditions.</li> <li>• G-groups.</li> <li>• Aid.</li> </ul> Accept any reasonable answer.		<b>(20)</b>
Level	Mark	Descriptors	
<b>0</b>	0	No creditworthy material	
<b>Level 1</b>	1 - 5	One or two simple descriptive points about development projects, possibly with reference to policy. 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.	
<b>Level 2</b>	6 - 10	Several sound descriptive points about development policy and/or projects and the beginnings of analysis in some comments. Attempt 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.	
<b>Level 3</b>	11 - 15	A good analysis of the relationship between development policy and outcomes with a reasonable range of supportive evidence, possibly relating to specific projects, 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.	
<b>Level 4</b>	16 - 20	A very strong analysis of the relationship between development policy and outcomes 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.	

