



Pearson

Mark Scheme (Results)

Summer 2017

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	Accept	Mark
1 (a) (i)	<ul style="list-style-type: none"> • War • Famine • Inequality • Unequal laws • Oppression • People dare not express their opinions • People fear for their safety 		(2)

Question Number	Correct Answer	Accept	Mark
1 (a) (ii)	<p>Children left behind miss their parents or feel abandoned (1) and don't do well at school (1) and this can outweigh the benefits from the money their parents send (1)</p> <p>Children are shocked by how foreign the new country is (1) people are suspicious (1) this leads to poor behaviour (1) poor schooling (1) and alienation from the host culture (1)</p>		(3)

Question Number	Indicative content	Mark
1(b) (i)	<p>Candidates may explain the effects of migration into, out of or within the country they have studied. Responses should demonstrate clear evidence of study of a particular country and not merely general opinions about migration. Responses should also focus on the effects on the economy.</p> <p>Into a country:</p> <ul style="list-style-type: none"> • Economically productive • Tax benefits • Spend money. <p>BUT</p> <p>In low human development countries migration into the country may be composed of managerial workers for multinationals. Whilst they may spend money in the country, this kind of migration is often associated with money leaving the country rather than being used to develop it.</p>	(6)

	<p>In LEDCs, migrants may be refugees fleeing from war or other upheavals. Refugees need help and this can be expensive.</p> <p>Out of a country:</p> <ul style="list-style-type: none"> • Loss of motivated, generally young people has negative effects on productivity, creativity, entrepreneurship and therefore on the economy • People may be migrating to study, which might mean that they bring valuable knowledge and skills back to the economy when they return, or again, that they are part of the 'brain drain' • Remittances may be a useful addition to the economy, boosting spending and thus development • Internal migration: migration within a country can be associated with war or upheaval, which can lead to a loss of productivity. Looking after refugees can be expensive. <p>Within a country:</p> <p>Migration within a country can be the result of urbanisation, as migrants move from rural areas to cities. This can lead to ageing populations and poverty in rural areas, and slums, insanitary conditions and illness in growing cities.</p> <p>But urbanisation is also associated with economic development, increased productivity, creativity and remittances from city to rural areas.</p> <p>Accept any reasonable response.</p>	
	Mark	Descriptor
0	0	No creditworthy material
Level 1	1- 2	A basic answer. Shows limited knowledge and understanding of the effects of migration, possibly with some mention of economies. Explanation is implied, absent or of limited relevance. Examples are unclear (or overly detailed with no application).
Level 2	3 - 4	A sound answer. Shows some knowledge and understanding of the effects of migration on an LHD economy. Some points of explanation with some relevance. Examples clearly stated.
Level 3	5- 6	A good answer. Good knowledge and understanding of the effect of migration on an LHD economy. Clear and relevant explanation. Examples clearly stated, relevant and applied.

Question Number	Indicative content	Mark
1 (b) (ii)	<p>Candidates should form an opinion about the impact of global economic factors on development. In doing so, they may discuss:</p> <p>The impact of global growth or global recession on an economy they have studied.</p> <ul style="list-style-type: none"> • Global growth may have a knock-on effect – for example, demand during a boom in America fuelled economic growth in China and Europe. • During global growth, there is likely to be a bigger market for goods and services, so economies should be able to benefit from this. • Because economies are interconnected, recession in one area of the world can have a negative effect on the economies of other parts of the world. <p>Different global areas of growth (and recession) – for example, BRIC countries growing in c 2010 - 2014 while Europe was in recession – so global growth is clearly not the only factor, or even the decisive one all the time.</p> <p>Other factors that might affect an economy's development include:</p> <ul style="list-style-type: none"> • Microfinance • Regional economic conditions (i.e. European, MENA, ASEAN etc.) • Local or regional political and economic decisions • Types of government and governance. <p>Accept any reasonable answer.</p>	(6)
Level	Mark	Descriptor
0	0	No creditworthy material
Level 1	1- 2	A basic answer to the question. Basic knowledge and understanding of the impact of global economic factors on development. 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.
Level 2	3 - 4	A sound answer to the question. Shows some knowledge and understanding of the impact of global economic factors on development. Examples clearly stated and links explained with some relevance. Reasonable attempt to examine arguments for and against the view.

Level 3	5- 6	A good answer to the question. Good knowledge and understanding of the impact of global economic factors on development. Examples clearly stated, relevant and applied, and links well explained. Takes a stance on the
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		view and examines arguments for and against it thoughtfully.
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Question Number	Correct Answers	Reject	Mark
2 (a)	<p>Identification of reason plus reason for choice (1) plus further development (1) and / or justification (1) and / or comparison (1)</p> <p>For example: (Women are strongly committed to peacebuilding is the most important reason to get women involved in democracy) because without peace no other development is possible (1). A nation at war such as Syria will be less able to develop education, human rights, or a strong economy (1), whereas a nation at peace will be able to support women in terms of education, health and employment (1).</p> <p>So the other benefits of women's involvement depend on peace, making this the most important (1)</p> <p>Candidates must choose from the list in the document. It must be clear which reason candidates have chosen but they do not need to copy a paragraph from the text. Accept any reasonable points of development, justification and comparison.</p>		(4)

Question Number	Indicative content		Mark
2 (b) (i)	<p>Candidates must compare using examples from two or more specific countries. This might include:</p> <ul style="list-style-type: none"> • Democratic governments needing to be re-elected so needing to keep the people happy (beneficial because of social development or negative because of short termism) • Democratic governments being generally capitalist, so focusing on a strong overall economy, possibly at the expense of equality • Non-democratic governments not needing to be re-elected, so making long-term plans that bring benefits to all or ignoring the human development of the country • Non-democratic governments prioritising social stability rather than individual freedoms • Some non-democratic governments being non-capitalist, so prioritising equality and fairness over simple economic growth. <p>Accept any reasonable answer.</p>		(6)
Level	Mark	Descriptor	
0	0	No creditworthy material	
Level 1	1 - 2	A basic answer to the question. Basic knowledge and understanding of ways in which social priorities vary according to levels of democracy but limited range. Links may be stated but not explained. Examples unclear (or overly detailed with no application). Limited attempt (if any) to examine the contrast.	
Level 2	3 - 4	A sound answer to the question. Shows some knowledge and understanding of ways in which social priorities vary according to levels of democracy. Examples clearly stated and links explained with some relevance. Reasonable attempt to examine the contrast.	
Level 3	5 - 6	A good answer to the question. Good knowledge and understanding of ways in which social priorities vary according to levels of democracy. Examples clearly stated, relevant and applied, and links well explained. Thoughtful examination of the contrast.	

Question Number	Indicative content		Mark
2(b)(ii)	<p>Candidates may discuss this in relation to organisations such as:</p> <ul style="list-style-type: none"> • Supranational organisations – the UN, the IMF, G7 etc. • NGOs – Amnesty, the Red Cross • Multinational corporations • Other relevant international organisations. <p>• Candidates may discuss briefly what they mean by development of a global community. Organisations such as the IMF and the World Bank have been instrumental in economic and political globalisation, making loans on conditions that prioritise a certain world view. This fosters a certain kind of global community.</p> <p>• Organisations such as the UN have been important in developing a global community in terms of drafting international laws and treaties and helping to keep the peace, which allows international networks and economies to develop, and trade to flourish. It has also been important in developing human rights, the Millennium Goals etc. This allows for human development in the global community.</p> <p>• NGOs such as Amnesty spread a particular world view, with a focus on human rights development – they are particularly good at mobilising the online global community in support of prisoners of conscience. It could be argued that this sort of social conscience is an important part of any community.</p> <p>• Multi nationals have been a driving force in making world trade interlinked, in prioritising Western interests and spreading Western cultural values.</p> <p>However, it could be argued that these organisations have merely organised a global community that is developing because of improved telecommunication and transport links, which have allowed people to trade, meet and communicate beyond previous borders.</p> <p>Accept any reasonable answer.</p>		(8)
Level	Mark	Descriptor	
0	0	No creditworthy material	
Level 1	1 - 3	A basic answer to the question. Shows limited knowledge and understanding of how international organisations contribute to the development of a global community. Basic attempt at evaluation with limited	

		relevance. Examples unclear (or overly detailed with no application)
Level 2	4 - 6	A sound answer to the question. Shows some knowledge and understanding of how international organisations contribute to the development of a global community. Some points of evaluation with some relevance. Examples clearly stated.
Level 3	7 - 8	A good answer to the question. Good knowledge and understanding of how international organisations contribute to the development of a global community. Clear and relevant evaluation. Examples clearly stated, relevant and applied.

Question Number	Indicative content	Mark
3 (a)	<p>Candidates must consider both advantages and disadvantages to access full marks.</p> <p>Identification of advantage / disadvantage (1), further relevant development, e.g. of implications (1).</p> <p>Advantages</p> <ul style="list-style-type: none"> • Takes into consideration that development is not only economic – includes health and education (1) • Health and education relate to developing infrastructure, which might indicate other development (1) • International use of HDI means that it is widely understood (1) • HDI can reveal clear global patterns, trends and changes in development. (1) <p>Disadvantages</p> <ul style="list-style-type: none"> • Like GDP, HDI does not always show unequal distribution of wealth or development within a country (1) • There is no indication of whether all groups have equal access to education (1) • It omits measures such as equal rights, democracy, human rights, which some may think are equally important (1) • There are some issues with measurement – reliable data, measures chosen etc. (1) <p>Accept any reasonable responses.</p>	(5)

Question Number	Indicative content		Mark
3 (b)	<p>Candidates may answer the question in a number of ways which may include discussion of:</p> <p>What exactly cultural and religious values are, and how they vary (and thus how their effect on social development is varied).</p> <p>Attitudes to women Attitudes to minorities Attitudes to children Attitudes to work, authority and education Attitudes to the value of the human Attitudes to the value of art and science Beliefs about progress</p> <p>Other factors that can have an effect on social development:</p> <p>Economic factors Political factors Aid Roles of individuals and communities (e.g. protest, democratisation) Access to the internet.</p> <p>For instance, it is possible to argue that a society with positive, open-minded attitudes to work, authority and education is likely to make social progress because this society is likely to be open to change. A society with rigid views about the authority of a deity on women, for example, is likely to resist development towards a more equal society with women at the heart of democracy.</p> <p>Accept any reasonable answer.</p>		(20)
Level	Mark	Descriptors	
0	0	No creditworthy material	
Level 1	1-5	<p>One or two simple descriptive points about cultural values and 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.</p>	
Level 2	6-10	<p>Several sound descriptive points about cultural values and development and the beginnings of analysis in some comments. Attempt to show own opinion, with some relevant examples.</p>	

		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.
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Level 3	11-15	A good analysis of the effects of cultural and religious values on social development 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.
Level 4	16-20	A very strong analysis of the relative effects of cultural and religious values and other factors on social development 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>Candidates may choose any regional agreement or treaty.</p> <p>One point from the agreement or treaty: 1 mark Explanation or reason why this has led to development: 1 mark.</p> <p>Examples of regional treaties:</p> <ul style="list-style-type: none"> • American Convention on Human Rights • American Convention on Human Rights in the Area of Economic, Social and Cultural Rights • African Charter on Human and Peoples' Rights • European Convention for the Protection of Human Rights and Fundamental Freedoms • Agreement establishing the ASEAN-Australia-New Zealand Free Trade Area (February 27, 2009) • Treaty establishing the Latin American Integration Association • Treaty Establishing the Arab Maghreb Union (AMU) (February 17, 1989) <p>The Treaty Establishing the Arab Maghreb Union has helped to reduce conflict between countries such as Algeria and Morocco (1) and is helping to address common challenges (1) such as instability in the region and the need to create jobs (1). A strong union in the Maghreb region helps to act as a bridge between Europe and Africa (1). This can help with job creation, tourism and understanding.</p>	(5)

Question Number	Indicative content	Mark
4 (b)	<p>Candidates may answer the question in a number of ways but they must come to a conclusion about whether regional or global organisations are more likely to generate development in a particular area.</p> <p>Some ideas include:</p> <ul style="list-style-type: none"> • Global organisations may have more reach. Because the world is so interconnected, an event in one part of the world can cause problems in other parts of the world. We need to address the causes not the problems, so a regional organisation focusing on a problem may be less effective than a global organisation that addresses the cause. • Regional organisations may be more focused on the needs of a specific area. • Regional organisations may find local solutions to global problems. • Regional organisations may care more about a region, and be more likely to seek solutions, or to turn problems into opportunities. <p>Specific regional organisations may include:</p> <p>Worldwide</p> <ul style="list-style-type: none"> • Commonwealth • Non-Aligned Movement (NAM) <p>Africa (Sub-Saharan)</p> <ul style="list-style-type: none"> • African Union (AU) • African, Caribbean, and Pacific Group of States (ACP) • Economic Community of West African States (ECOWAS) • Monetary and Economic Community of Central Africa (CEMAC) • Southern African Development Community • The East African Community (EAC) • The Indian Ocean Commission <p>Americas</p> <ul style="list-style-type: none"> • Andean Community • CARICOM • Iberoamerican Federation of Ombudsman (FIO) • MERCOSUR • Organization of American States (OAS) • Organization of Eastern Caribbean States (OECS) • Rio Group <p>Asia and Pacific</p> <ul style="list-style-type: none"> • Association of Southeast Asian Nations (ASEAN) • Pacific Islands Forum 	(20)

	<ul style="list-style-type: none"> • South Asian Association for Regional Cooperation (SAARC) <p>Europe</p> <ul style="list-style-type: none"> • Council of Europe • European Union • Organisation for Security and Cooperation in Europe (OSCE) <p>Middle East and North Africa</p> <ul style="list-style-type: none"> • Gulf Cooperation Council • League of Arab States <p>Specific global institutions may include:</p> <ul style="list-style-type: none"> • The United Nations and the UN Human Rights Council • International Court of Justice • International NGOs including the Red Cross and Amnesty International • World Trade Organization (WTO) • Organisation for Economic Co-operation and Development (OECD) • International Monetary Fund (IMF) • World Bank. <p>Accept any reasonable answer.</p>	
Level	Mark	Descriptors
0	0	No creditworthy material
Level 1	1-5	One or two simple descriptive points about regional and/or global organisations. 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.
Level 2	6-10	Several sound descriptive points about regional and global organisations 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.
Level 3	11-15	A good analysis of the comparative benefits of regional and global organisations 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.
Level 4	16-20	A very strong analysis of the comparative benefits of regional and global organisations 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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