

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCE in Global
Development
(6GL02)

Unit 2: Global Development
Challenges

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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	Answer	Mark
1 (a) (i) A01	<p>Poverty can be expressed in absolute terms of shortages of basic necessities (1) example of same as in – under \$2 a day or similar (1) inability to meet basic needs (1) named location to illustrate point(s) (1)</p> <p>It can be expressed in relative terms (1) example of same – less than 60% of household median income (1) in effect, excluded from ordinary living patterns, customs and activities (1) named location to illustrate point(s) (1)</p>	<p>4 (1+1) + (1+1)</p> <p>OR</p> <p>(1+1+1) + 1</p>
Question Number	Indicative Content	
1 (a) (ii) A01 A02	<p>This can be taken on several different levels. International banking obviously underpins the growth of global capital and funds technological advances and infrastructure development often 'top-down'. Microfinance is small scale and thus the projects are small scale and 'bottom up' – the best known example is the Grameen Bank.</p> <ul style="list-style-type: none"> • Links with poverty reduction will be delivered through stimulation of economic growth • Government borrowing might address improvements in hospitals, services and schools • Individuals can develop projects through micro-loans, such as textile weaving, which will lift them out of absolute poverty • This can have cumulative effects in local communities through the multiplier effect • Appropriate technology might be developed eg. micro-hydro projects • Significant role of women in microfinance projects 	
Level	Mark	Descriptors
0	0	No rewardable content
1	1-2	A basic answer to the question. At least one banking/microfinance project/plan identified either by type or specific located project. Explanation of links between projects/plans and poverty alleviation absent. Very limited use of appropriate specialist terminology. Many errors in spelling, punctuation and grammar.
2	3-4	A sound answer to the question. At least two located projects/plans or types described or one described in some detail. Links with poverty alleviation made although largely asserted. Uses some appropriate specialist terminology. A few errors in spelling, punctuation and grammar.
3	5-6	A good answer to the question. At least two located plans/projects or types fully described with good detail. Links with impact on poverty alleviation fully explained. Uses good range of appropriate specialist terminology. Hardly any errors in spelling, punctuation and grammar.

Question Number	Indicative Content	
1 (b) A01 A02	<p>Specification – there is a wide spectrum of opinion about what is meant by truly 'green' development.</p> <p>Interpretations may be greenwash, - 'protecting the environment' - may be contentious, 'fracking is green because it is better than exploiting tar-sands' – may be challenging 'economic growth compromises collective futures 'capitalism v. environmentalism.</p> <p>So 'green' may be interpreted differently according to the broader aims and constraints of businesses, NGOs, governments and individuals.</p> <ul style="list-style-type: none"> • There are different levels of commitment to environmental change, which are affected by levels of dependence on that economy • There are obvious tensions between a growing economy and protection of the environment • Large multinationals are unlikely to find it easy to pursue profit without compromising the environment • Governments shift their attitudes to the environment when the economy stutters • Individuals have different attitudes and belief systems that inform their view of the environment • There are tensions between intra- and inter-generational equity 	
Level	Mark	Descriptors
0	0	No rewardable content
Level 1	1-3	A basic answer to the question. At least one interpretation which is appropriately attached to a given group/individual. Explanation of origins/reasons for that 'interpretation' stated but not developed. Very limited use of appropriate specialist terminology. Many errors in spelling, punctuation and grammar.
Level 2	4-7	A sound answer to the question. At least two contrasting interpretations which are appropriately attached to a given group/individual. Explanation of origins/reasons for that 'interpretation' explained. Uses some appropriate specialist terminology. A few errors in spelling, punctuation and grammar.
Level 3	8-10	A good answer to the question. More than two interpretations which are appropriately attached to a given group/individual. Explanation of origins/reasons for that 'interpretation' developed with differences explicitly addressed in terms of rationale for beliefs. Uses good range of appropriate specialist terminology. Hardly any errors in spelling, punctuation and grammar.

Question Number	Answer	Mark
2(a) A01	<p>Almost always negative (1) reduces levels of control (1) eg. Philippines after Haiyan (1) infrastructure disrupted so communication and management difficult (1) may show government in poor light (1) eg. Katrina (1) may lead to improvements in inter-governmental cooperation after the event (1) e.g. tsunami warning systems in Indian Ocean post Boxing Day scenario (1).</p> <p>Any other legitimate point (1) with supportive example/evidence (1).</p>	<p>4 (1+1) + (1+1) Or (1+1+1) +1</p>

Question Number		Indicative Content
2 (b) A01 A02		<p>Likely to be based on case study knowledge of specific crises so challenges will be dependent on chosen examples but might well include;</p> <ul style="list-style-type: none"> • Damage to infrastructure so lost output because of communication issues • Damage to energy supply system so the lights go out or equivalent • Damage to industrial premises so direct reduction in output • Death and property damage so lost output • Costs of rebuilding • Implication for loans and relationship with global institutions e.g. IMF <p>Explanation involves making the link between the challenge and why long term development is affected as in '<i>this leads to resources being diverted into rebuilding that might otherwise be invested in projects stimulating further development</i>'</p>
Level	Mark	Descriptors
0	0	No rewardable content
1	1-2	A basic answer to the question. At least one description of a challenge for a recognisable and identified crisis. Explanation is absent. Very limited use of appropriate specialist terminology. Many errors in spelling, punctuation and grammar.
2	3-4	A sound answer to the question. At least two challenges described with some supportive detail from an identifiable crisis. Explanation is partial with some links made but not always convincingly and references to long term not explicit. Uses some appropriate specialist terminology. A few errors in spelling, punctuation and grammar.
3	5-6	A good answer to the question. At least two challenges described with excellent supportive detail from clearly identifiable crises. Explanation is strong with good links made convincingly and focus on long term clear. Uses good range of appropriate specialist terminology. Hardly any errors in spelling, punctuation and grammar.

Question Number	Indicative Content	
2 (c) A01 A02	<p>The view expressed is one of responsibility – to those that have let them pay – to those that need shall be given.</p> <ul style="list-style-type: none"> • A moral argument: It is a moral responsibility that the privileged help out the less privileged? • An economic argument: It is in their long term interests to do so? /a Marshall Aid argument about markets and globalisation • A pragmatic and political argument: they have the means and if they don't take responsibility then no one will and to maintain a global system it needs the developing countries to support super powers in the UN and other global institutions • Counter-arguments may include: responsibility of governments is mainly to their own people, poor history of previous interventions eg. Haiti or aid leading to dependency or similar arguments <p>Examination should involve some descriptive detail about instances when this has happened and explanation as to why they have this responsibility – to fulfil command word “examine” the response should involve a reflection on ‘the view’ – should they or shouldn’t they?</p>	
Level	Mark	Descriptors
0	0	No rewardable content
Level 1	1-3	A basic answer to the question. Some descriptive points about management of crises. Explanation is a simple statement but with no development beyond an assertive ‘yes/no’ point’. Very limited use of appropriate specialist terminology. Many errors in spelling, punctuation and grammar.
Level 2	4-7	A sound answer to the question. Good descriptive points about the management of crises. Explanation is good on at least one reason why responsibility should be adopted. Uses some appropriate specialist terminology. A few errors in spelling, punctuation and grammar.
Level 3	8-10	A good answer to the question. Detailed descriptive points about the management of crises. Explanation is convincing on at least two reasons why responsibility should be adopted. Offers some counter-argument and/or judgment. Range of impacts of humanitarian aid discussed in some detail. Variation in impact on long term development addressed in detail. Uses good range of appropriate specialist terminology. Hardly any errors in spelling, punctuation and grammar.

Question Number	Answer	Mark
3(a)(i) A01 A02	Of the 8 MDGs three directly involve women (1) example(s) of same (1) others are indirectly related (1) example of same (1) link to sustainable development established (1) development of that point (1).	4 (1+1) + (1+1) Or (1+1) + 1 +1

Question Number	Indicative Content
3(a)(ii) A01 A02	<p>From RB :</p> <ul style="list-style-type: none"> • Not much progress made • Only two achieved – Goals 1 and 8 • Lagging behind in others • Variable rates of progress (or lack of) • Poor overall development performance (131st in HDI) • Poor comparative performance – (Arab region) • Women especially, lagging behind <p>From research:</p> <ul style="list-style-type: none"> • Very patchy performance in the country – wide regional differences • Comparative information about other Arab states • Further detail of actual performance and comparison with pre-1990 state <p>Examination should involve the use of available and researched information to reflect on why progress has been so slow. Better answers will address variations in progress from goal to goal. Explanation and comment should involve a look at the wider indicators, especially the low GDP and the breakdown of infrastructure and governance.</p>

Level	Mark	Descriptors
0	0	No rewardable content
Level 1	1-3	A basic answer to the question. Some descriptive points about the MDGs. A simple statement of explanation. Very limited use of appropriate specialist terminology. Many errors in spelling, punctuation and grammar.
Level 2	4-7	A sound answer to the question. Good description seeing variations in performance across the goals. Reasons for differences suggested but not extended with some attempt at overarching explanation. Uses some appropriate specialist terminology. A few errors in spelling, punctuation and grammar.
Level 3	8-10	A good answer to the question. Good description including detailed coverage of variations in performance across the goals with some comparison with other states. Good explanation to include other economic and political data/detail to comment on weak performance. Uses good range of appropriate specialist terminology. Hardly any errors in spelling, punctuation and grammar.

Question Number	Indicative Content	
3(b) A01 A02	<p>Sources A, B and C give different perspectives on the causes of the conflict. The 'issue' text also offers some perspectives, especially on WMD and Saddam Hussein</p> <p>Source A includes comments on:</p> <ul style="list-style-type: none"> • Oil • Role of big business <p>Source B includes comments on:</p> <ul style="list-style-type: none"> • Need to remove Saddam i.e. would have been in worse political 'shape' if we hadn't • Political freedom(s) • WMD • Saddam Hussein • Devastation of regime • Chemical weapons used by Hussein <p>Source C includes comments on:</p> <ul style="list-style-type: none"> • Poor outcomes in most respects • Some improvements in religious freedoms • Consensus is that it is worse than before • Some inferences about causes <p>Students own research may involve impact on the UK</p>	
Level	Mark	Descriptors
0	0	No rewardable content
Level 1	1-5	A basic answer to the question. Some descriptive points about at least one of the three sources largely presented as a list. Some statements quoted verbatim from the text but without any qualification offered as a list. Focus on causes is unclear. Very limited use of appropriate specialist terminology. Many errors in spelling, punctuation and grammar.
Level 2	6- 11	A sound answer to the question. Good description using at least two of the sources. At least two causes addressed with a limited range of evidence to support the contrast, largely in the form of a list. Uses some appropriate specialist terminology. A few errors in spelling, punctuation and grammar.
Level 3	12- 16	A good answer to the question. Wide ranging description using all three sources. Causes addressed explicitly with a wide range of evidence to assist an examination. Quotes RB with critical qualifications using own language and strongly supported by research. Uses good range of appropriate specialist terminology. Hardly any errors in spelling, punctuation and grammar.

Question Number	Indicative Content	
3(c) A01 A02	<p>The issues here are:</p> <ul style="list-style-type: none"> • What exactly is 'a disaster'? • What exactly is long term? • <p>The information available includes:</p> <ul style="list-style-type: none"> • The political instability (from 3b) • The very poor record of MDGs (from 3a (ii)) • The status of women (3a and elsewhere) • The out-migration and refugee problem • The lack of infrastructure • The impact of school and education • Environmental damage that may prejudice further progress <p>Students' own research will yield other areas of Iraqi social and economic data.</p> <p>Answer should be 'yes' but there are qualifications and complexities to be addressed – not least a little 'what if' history.</p> <ul style="list-style-type: none"> • Would it have been worse under Saddam – certainly for the Kurds? • Obviously not everyone is affected disastrously – must be some 'winners' • Economic 'progress' as measured by GDP data is very poor but long term it may improve if political system stabilises • Social 'progress' should include inclusion of women • Long term much is unclear – perhaps links with China will prove fruitful • Cultural issues – religious freedom better? <p>So an effective answer requires deconstruction of 'disaster' as well as a close investigation of the complexities of social and economic indicators and what they both reveal and hide.</p>	
Level	Mark	Descriptors
0	0	No rewardable content
1	1-5	Very little analysis in the answer. One or two statements taken more or less verbatim from the RB. Very limited attention to the three 'sources'. No clear view linked to other resources. Generic comments about sustainability. Hardly any use of appropriate specialist terminology. Many errors in spelling, punctuation and grammar.

2	6-10	A limited analysis with some supportive evidence. Several descriptive comments about (lack of) progress although hazy over detail. Concept of what constitutes a disaster is not explored. A generalised response which takes a view about Iraq as a whole with limited focus on economic or social factors in particular. Uses a little appropriate specialist terminology. A significant number of errors in spelling, punctuation and grammar.
3	11-15	A good analysis with a reasonable range of supportive evidence although uneven. Good use of RB with some signs of additional research. A 'view' is stated with some minor qualifications. Disaster partially deconstructed – more or less disastrous depending on the variable. Uses some appropriate specialist terminology. A few errors in spelling, punctuation and grammar.
4	16-20	A very strong analysis with a wide range of supportive evidence. Excellent use of relevant detail and data which is closely tied to economic and social variables. A clear 'view' is taken. Qualifications and counter arguments are addressed. Tensions are addressed in some detail. Uses good range of appropriate specialist terminology. Hardly any errors in spelling, punctuation and grammar.

