
SL Paper 1

“It is impossible to eliminate disparities in wealth and development.” Discuss this statement.

Markscheme

This question may be considered from any scale: global, regional or national. It is possible to gain full marks looking at a single scale (it is also possible to score highly with a mainly social rather than spatial analysis).

Candidates are expected to demonstrate a clear understanding of the three key terms – disparities, wealth and development – in their answers, though they may choose to take as wide a view as they like of such concepts by including, for example, non-economic wealth, or social rather than economic development.

It is expected that answers will include a variety of different strategies designed to help reduce disparities, both in favour of, and against, the statement and will offer substantiation by means of detail or examples for the ideas presented.

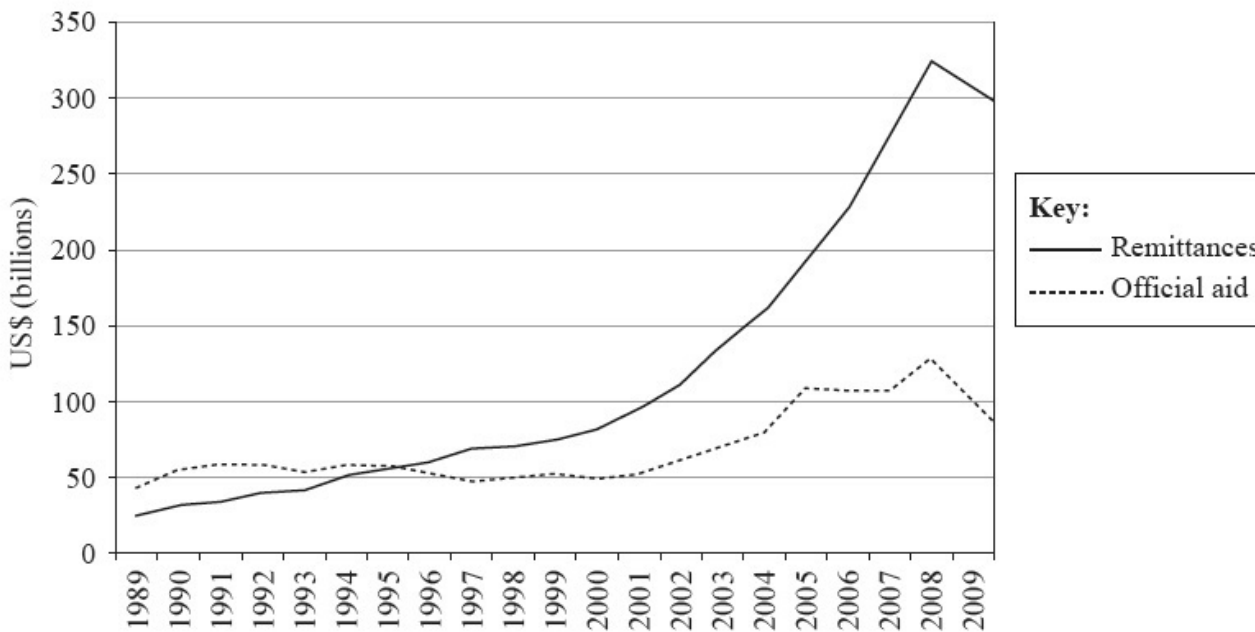
Responses that arrive at a clear conclusion either agreeing or disagreeing with the statement, after a sound discussion including both sides of the issues, are likely to be awarded band E or above.

Marks should be allocated according to the markbands.

Examiners report

At the top end the answers were very good indeed with the best candidates demonstrating a thorough knowledge and understanding of disparities in wealth and development. Case studies at various scales were used well. There were wide and varied discussions which included analysis and evaluation of different strategies (micro finance, debt relief, Aid and Trade) designed to help reduce disparities. The question was open, which is good, but it was evident a number could not decide where to go.

The graph shows migrants' remittances and official aid to low and middle income countries, 1989–2009, in billions of US Dollars (USD).



[Source: The World Bank, *World Bank Migration and Remittances Factbook 2011* (2011)]

- Define the term *remittances*. [2]
- Referring to the graph, describe the trend in remittance flows since 1989. [3]
- Suggest **three** reasons why international financial aid is **not** always effective. [6]

Markscheme

- Transfers of money/goods [1 mark] by foreign/migrant workers to their home countries [1 mark].
- Increasing** steadily from 1989 (US\$ 50 billion) to a peak (US\$ 325 billion) in 2007 [1 mark]; from 2007 onwards **sharp decline** to below US\$ 300 billion [1 mark]. Accurate quantification (+/- 10 billion) and use of dates **essential** for final [1 mark].
- Award [1+1 mark] for each valid reason, provided that it is developed by means of explanation and/or exemplification.

Possibilities include: insufficient aid (few donors achieving UN target of 0.7% of GDP); wrong type of aid; some aid results in debt; aid targets specific groups within a population who are not always the poorest; unreliable source of funding (can be tied/withdrawn); there are other more reliable sources of income; can be subject to corruption; conditionality; spatial isolation; not spent in the correct manner; targets short term problems.

Allow other valid reasons.

Examiners report

- [N/A]
- [N/A]
- [N/A]

“Migration reduces disparities in wealth and development.” Discuss this statement.

Markscheme

There are many possible approaches to this question.

It is likely that answers will offer some introductory definition of migration and an explanation of disparities in wealth and development. Allow a broad interpretation of disparities. Responses may look at how particular migrations reduced and/or increased disparities both between the origin and destination and/or within these two regions themselves. A good answer would be driven by the examples used and may focus on some of the following.

Disparities at origin:

- Increasing: brain drain, gender/education level/age of those remaining.
- Reducing: remittances, skilled returnees.

Disparities at destinations:

- Increasing: residential (migrants living in slum areas), incomes, education levels, job opportunities.
- Reducing: higher income from point of origin, demographic indicators improve.

It is possible for a good response to disagree with the statement and/or to focus on how disparities are created within the destination/origin between the migrants/returnees and those that were there previously.

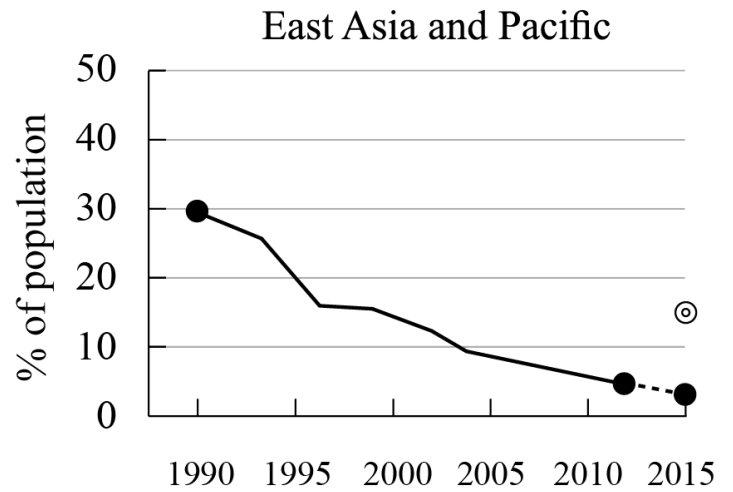
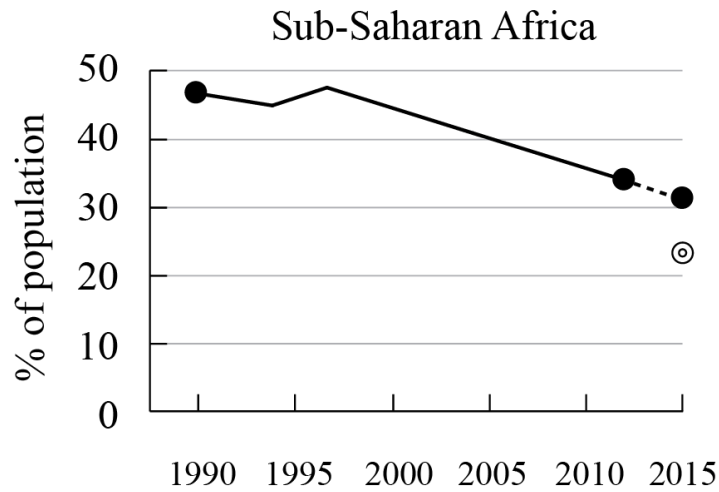
Direct reference must be made to disparities to move beyond band C. The strongest answers, accessing bands E and F, will need to make effective use of a relevant example or examples, and reach a conclusion regarding the statement.

Marks should be allocated according to the markbands.

Examiners report

The strongest responses had well balanced answers from both the origin and destination points of view as well as both positive and negative discussions. Weaker candidates failed to illustrate their work with specific and detailed case studies and were unsuccessful in their attempt to consider in any detail the meaning of disparities in wealth and development. Some decided to ignore the question and just wrote on the advantages and disadvantages of migration; this was self-limiting.

The graphs show the progress made towards Millennium Development Goal 1 (percentage of population living on less than US\$1 per day).



Key:

- Actual US \$ 1/day
- Projected US \$ 1/day
- ⊙ 2015 target

[Source: www.siteresources.worldbank.org]

- a. (i) State which region has met its target. [1+1]
- (ii) Identify the year when this region first met its target.
- b. Suggest **two** reasons why some regions may not meet their 2015 target. [2+2]
- c. Explain how increased trade and market access can sometimes help reduce disparities between countries. [5]

Markscheme

- a. (i) East Asia and Pacific.
- (ii) Accept any year in the range 1998–2000.
- b.
- Population growth outstripping resources/progress
 - Corruption / misappropriation of taxes/loans
 - Global recession may mean less aid/funds available in some regions
 - External debt diverts money which could be used for development
 - War/conflict (internal/civil or external) can reverse progress made
 - Natural disasters for example, earthquake in Haiti.

There are other possibilities. Do not credit gross generalizations such as people being uneducated. Reference would need to be made to lack of formal educational opportunities and how this impacts upon targets.

Two distinct reasons **that are linked to the target of reducing the number living on less than a dollar a day** need to be stated and developed.

- c. Responses should demonstrate knowledge and understanding of what increased trade and market access means for [1 mark]. Possible explanations could focus on removal of tariff barriers, free ports, fair trade, reduced protectionism and/or trading blocs [1 mark].

The rest of the response should look at how this increased access helps to reduce disparities [3 marks].

Award [1 mark] for each basic explanation, with additional marks for extension and exemplification.

For example: China joining the WTO and opening up its economy has allowed it to become “the workshop of the world” and increase its prosperity.

Candidates may note the “sometimes” and should be credited for explanations that show how increased trade and market access can increase disparities.

Examiners report

a. (i) No problems for most candidates.

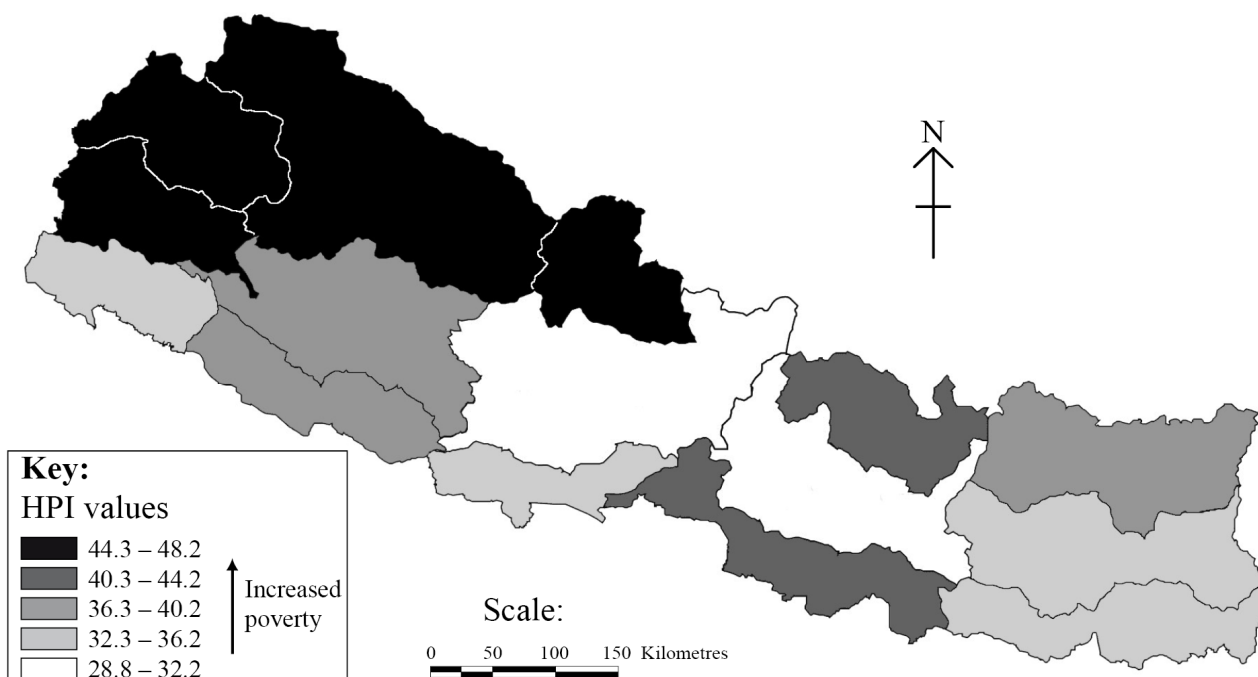
(ii) No problems for most candidates, some inaccuracies.

b. The best responses focused on reasons why the target of US \$ 1 a day will not be met by some nations/regions. Reasons linked to debt, the global recession, disease, or a natural disaster, were the most popular. It was disheartening to see some candidates still refer to the “country of Africa” in their answers here. There were many responses that just generically explained why countries are not developing but did not explain their reason in relation to this particular target. This limited the marks awarded.

c. The best answers demonstrated excellent knowledge and understanding of trade and market access: explanations with specific geographical exemplification such as trade blocs, economic communities and cooperative unions. These then linked their knowledge to the reduction of disparities via investment, job creation, infrastructural development and even looked at non-economic elements of disparities. However, for many candidates this question did prove difficult and some candidates struggled to move beyond just writing about the advantages of having a TNC in a low-income country. This was not the question.

a. The map shows the Human Poverty Index (HPI) of Nepal.

[3]



["Human Poverty Index across eco-development regions", Nepal, 2006 United Nations Development Program (UNDP) (August 2009). UNDP Nepal, used with permission.]

Describe the pattern of human poverty shown on the map.

- b. Explain **one** strength and **one** weakness of using the Human Development Index (HDI) as a way of measuring disparities. [2+2]
- c. Explain the inequalities resulting from ethnicity in a named country. [4]

Markscheme

- a. The highest values are in the north/north-west [1 mark], the lowest values are in the centre [1 mark], some quantification [1 mark].
- b. Award 1 mark for identifying a valid strength and 1 mark for a developed explanation.

Possible strengths could be:

- composite indicator, mention the three components
- some comment on the value of the components is possible: GNI *per capita* (PPP)/school enrollment/life expectancy
- it allows for comparison between regions and countries
- has been in existence since 1990 and allows for analysis of change over time.

Award 1 mark for identifying a valid weakness and 1 mark for a developed explanation.

Possible weaknesses could be:

- does not take into account environmental cost of development
- could be based on unreliable data
- is an average and does not show internal disparities
- does not measure human rights, levels of corruption, gender equality etc.

Be aware HDI changed slightly in composition in 2011 so allow for old and new version.

- c. Award 1 mark for identifying a valid country and 1 mark for accurately describing the ethnic inequality that exists in that nation.

The other 2 marks are reserved for an explanation of the origin/nature of the inequality.

Examiners report

- a. No real problems here with most candidates scoring full marks. A few responses did lack quantification or had issues with compass directions.
- b. This was well answered, with most candidates providing detailed strengths and weaknesses of the HDI.
- c. This question proved challenging to some candidates as they were unable to offer a valid, contemporary example. Some candidates wrote about gender despite this not being the question. The majority could draw attention to the inequalities resulting from ethnicity in a named country but explanations were not always succinct. Some answers were of a historical perspective. The best responses tended to be about Aboriginals in Australia or about the continued consequences of apartheid for South Africa.

“The Millennium Development Goals (MDGs) are unlikely to be achieved without a dramatic increase in global energy consumption.” Discuss this statement.

Markscheme

Responses could discuss concepts of MDGs, oil/gas resources, alternative energy sources, ecological footprint, etc.

There are many possible approaches to this question and each should be marked on in its merits.

An explanation of the MDGs should be given in terms of their purpose. Some of the specific MDGs should be referred to. Candidates may recognize that, as people move out of poverty (MDG 1), they will consume more energy, therefore agreeing with the statement. Other MDGs, eg schooling, also require energy for classrooms, etc. However, gender equality requires a change in attitudes not more energy. So the statement becomes invalid. Equally, it could be possible to meet some MDGs without a dramatic increase in energy, eg low energy technologies (solar and rechargeable).

Alternatively, some may argue that the MDGs cannot be met, irrespective of energy, because of a wide variety of other reasons. Depending on the goals and/or the countries used in the response, these reasons include: conflict (DRC/Afghanistan), HIV/AIDS, corruption, lack of political will, global recession, “cultural obstacles” to improving the status of women, natural disasters eg Haiti, not a level playing field, voting rights in the WB and IMF, work of the WTO, trading blocs, debt, tied aid, inappropriate aid.

The extent to which these reasons are linked to global energy consumption is debatable. Responses could look, for example, at how a rise in energy consumption might help a country develop manufacturing industry and create additional employment opportunities, offering families a way out of poverty, or increase a country’s GNI, allowing it to allocate more resources to health/education, with positive effects on gender awareness, nutrition, maternal mortality, and so on.

Answers that are simplistic and/or generalized with few or no relevant examples are unlikely to advance beyond band C.

Responses that discuss a range of ideas, supported by evidence, within a structured framework (eg focusing on a number of specific goals or countries) and with some recognition that there is room for alternative viewpoints, are likely to be credited at band E/F.

Marks should be allocated according to the markbands.

Examiners report

This was the least popular question. The best answers had knowledge and understanding of the Millennium Development Goals (MDGs) in terms of their purpose. Often specific MDGs were highlighted with particular case study evidence. Most candidates recognized that, as countries move out of poverty, they will consume more energy but other MDGs require a change in attitude not just more energy. The top candidates gave detailed evaluation/application and were generally accurate with their understanding of the progress towards the goals. The greatest weakness in the poor answers was a combination of lack of knowledge and understanding of the individual “goals” and a lack of case study material.

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- a. State the **three** components that are used to calculate the Human Development Index. [3]
 - b. Referring to examples, describe **two** factors that result in inequities within countries. [2x2]
 - c. Explain how trade and access to markets may reduce disparities. [5]

Markscheme

- a. Reference should be made to life expectancy at birth, adult literacy (educational attainment) and standard of living (GNI per person) [3x1 mark].
- b. Any two of the following factors should be described: gender, ethnicity, residence, parental education, income, employment, land ownership [2x2 marks]. Accept other valid suggestions. To gain more than 3 marks examples at a sub-national level must be referred to.

- c. The response should demonstrate a clear knowledge of what a disparity is [1 mark]. An explanation of reducing disparities through trade should make some mention of how increased trade leads to increased income and investment [2 marks]. Similarly, the explanation of access to markets should mention the removal of tariffs, quotas, other barriers leading to increased trade [2 marks].

Responses may consider disparities at any scale, and responses considering the disparities either between countries or within countries are equally acceptable.

Examiners report

- a. [N/A]
- b. [N/A]
- c. [N/A]

“The Millennium Development Goals (MDGs) have **not** improved life for the world’s poorest people.” Discuss this statement.

Markscheme

Responses would be expected to show knowledge of the MDGs. Good responses may query what is meant by “poorest” and may take a broader approach than focusing solely on changing income distributions, perhaps by also showing knowledge of life satisfaction index, happiness index, *etc.*

Or at least make some distinction between economic and social development criteria. For example, they may consider the lives of women, primary school children, elderly, HIV/AIDS sufferers, *etc.*

Responses may show that many of the world’s poorest people still face obstacles to health, welfare and education provision, especially where there is poor governance of resources. However, the counter-argument would be that there have been successes, such as populations in SE Asia and S Asia where considerable progress has been made.

There may be some recognition that the targets are tied to percentages; thus, even when targets are met, large numbers of people can still experience a low quality of life, especially where fertility rates are high eg sub-Saharan Africa.

The strongest answers may conclude that some MDGs are easier to reach in some places than others and that some sectors of the population are more or less marginalized than others.

Responses presenting accurate, specific and well detailed knowledge and understanding of two or more of the MDGs with relevant examples and discussion are likely to reach bands E or F.

Marks should be allocated according to the markbands.

Examiners report

Some impressive knowledge of the MDGs was shown by a number of candidates but this was not a popular question. Some excellent answers made reference to Paul Collier’s “The Bottom Billion” and the most current Millennium Development Reports, contrasting progress made between Asia and sub-Saharan Africa. Many candidates examined the goals in terms of whether they were realistic and attainable in the proposed timeframe. The more able candidates were also able to look ahead to where these goals should be taken after 2015.

Examine the view that rapid population growth will prevent some countries from meeting their Millennium Development Goals.

Markscheme

Responses would be expected to show a clear understanding of the MDGs.

Responses may show that increased population numbers could be an obstacle to health, welfare and education provision, especially where there is poor governance of resources. However, there are other issues to consider, such as growing wealth inequalities, innovation resulting from population growth, corruption, civil war.

It is expected that there should be some discussion here about the link between population growth and poverty. Reducing population is not an MDG; rather it is an expected outcome that will become evident as countries reach their MDGs.

The strongest answers may conclude that some MDGs are easier to reach than others or that rapid population growth in some countries may have the opposite effect.

Responses presenting accurate, specific and well-detailed knowledge and understanding of MDGs with relevant examples and evaluation of the links with rapid population growth will reach level E or F.

Marks should be allocated according to the markbands.

Examiners report

While the candidates understood the MDGs, there was a weak treatment of how rapid population growth will prevent countries from meeting the goals. Arguments tended to be unsubstantiated and lacked sound examples.

Discuss why some governments find it difficult to provide access to safe drinking water for all their people.

Markscheme

Possible themes may include:

- safe drinking water and provision/access/affordability
- physical water scarcity and economic water scarcity
- disparities in access
- control of supply (privatization/nationalization)
- possible government corruption
- privatization
- lack of infrastructure in rural areas.

Good responses that score well at AO3 (synthesis/evaluation) will consider both sides of this question. An examination of both sides may involve consideration of those national or regional governments that find it difficult to provide access and those that are able. Other approaches that examine both sides may discuss variations in the level of difficulty. Answers may use one or more of the following approaches:

Spatial – Some governments are in countries that suffer from physical water scarcity, which limits the supply and/or suffer from economic water scarcity, which limits access. This is mainly an issue in low-income countries **but** it is possible that it can be an issue in countries of all levels of wealth. Responses may also look at how the size of the country may pose challenges for water provision.

Temporal – Overcoming physical water scarcity may take a lot longer to achieve than overcoming issues associated with economic water scarcity.

Perspectives – Some governments may prioritize other development goals over the provision of safe water to **all** people, and may even deliberately marginalize some minority communities by not providing safe water.

At band D, responses will describe the provision of safe drinking water in countries, possibly with some description of how some segments of the local population are better served than others (due to wealth, location of residence, etc).

At band E, responses will either explain “two sides” of the question or will synthesize well developed themes to discuss how some segments of the population lack access to safe water because of factors such as wealth, location of residence, etc.

At band F, expect both.

Marks should be allocated according to the markbands.

Examiners report

[N/A]

“Development does not always reduce social and economic disparities.” Discuss this statement, referring to examples.

Markscheme

A variety of responses would be acceptable. A candidate could agree with the statement using examples or a candidate could disagree with the statement using appropriate examples. The best responses will use examples that do both.

It is likely that development is explained and candidates may explore social development as well as economic development and the importance of education, etc. for reducing economic (income/GDP/PPP/labour) disparities over time. Other themes that may be explored could include formal/informal labour markets, migration, patterns of land ownership/tenure.

Some answers will focus on the persistence of inequality in developed and emerging economies (for example, USA, India) and may use a range of evidence to support this. Others may take a temporal approach, looking at how development has at first increased economic disparities but which have subsequently lessened. A core-periphery analysis using spread/trickle-down ideas would be another valid approach.

Approaches that do not involve a discussion of the statement but rather describe methods of reducing disparities should not progress beyond band D.

Responses based on appropriate, well-supported examples, which formulate an opinion towards the statement are likely to be credited at bands E/F.

Marks should be allocated according to the markbands.

Examiners report

This question prompted some very good discussion in places. Better answers demonstrated some grasp of the economic development in their selected case studies and then proceeded to comment on the success in removing disparities. Some looked in a positive fashion at scale and made the point that development in the NICs and BRICS countries had reduced global disparities by spreading wealth and jobs. It was often pointed out that the development had however been limited at a spatial and societal scale with regions lacking development and the benefits being confined to particular classes and genders. There were good examples given: China, Brazil and Malaysia being but a few. Some argued that development per se did not mean that disparities would be reduced and cited countries that were seen as “developed” having a great number of disparities (the USA and Australia being popular examples). Weaker responses were characterized by uncertain/partial knowledge and understanding of development. The term was not explained in detail and often from a very narrow point of view; examples and case studies, where included, were very limited in detail/relevance. These weaker candidates made little attempt at application and their answers did not address the question in depth. The evaluations of social and economic disparities relating to development were not discussed beyond a marginal/superficial level.

To what extent do the most successful poverty reduction strategies focus on wealth creation and gender equality?

Markscheme

Refer to Paper 1 Section B markbands (available under the "Resources" tab) when marking this question.

Candidates can agree or disagree with the statement but need to be able to support their position. It is also possible that responses may agree with one part of the statement and not another. Either of these approaches is acceptable. Poverty reduction is open to interpretation and responses could distinguish between absolute and relative poverty. There are varied ways of tackling this question.

Responses should make use of examples but responses that focus on describing gender equality and wealth creation initiatives and not focusing on their effectiveness as a tool to reduce poverty will be self-limiting.

Wealth creation could explore the success or lack of success of remittances, financial aid, micro credit schemes, trade and market access and debt relief in helping to reduce poverty. This can be addressed on any scale and it is not necessary that all are addressed. This list is also not exclusive, as the guide allows for any strategy to be explored that reduces poverty. These could all be addressed with a gender twist.

Gender equality could explore the success or lack of success of the MDGs, which focused on equity, education and maternal health. Credit responses that explore the extent to which affirmative action policies, such as improving women's access to markets (including labour, land and credit) and decision-making (from domestic to national) , are successful in the reduction of poverty.

The most successful strategies tend to be multifaceted, focusing on more than one aspect of poverty reduction and recognizing that the effects on gender equality may be indirect.

For band D expect some description of how wealth creation and gender equality can help/not help to successfully reduce poverty. This need not be balanced.

For band E expect either some explanation of how wealth creation and gender equality can help/not help to successfully reduce poverty or some evaluation of the extent of their success using examples.

For band F expect both.

Marks should be allocated according to Paper 1 Section B markbands

Examiners report

[N/A]

"A falling fertility rate is always beneficial to a country." Discuss this statement.

Markscheme

There are many possible approaches to this question, and each should be marked on its merits.

Fertility rates should be defined, this can be stated or implied.

Benefits could be: reduced costs for schooling, adults can begin to save; less environmental pressure; possible reduction of resource consumption; traditional roles of women changing, increased number of women in the workforce; potential for greater gender empowerment.

Problems could be: aging population; smaller workforce; increased tax burden; reduced market; closure of schools/clinics; need for migrants to boost employment.

Responses should make use of examples.

Responses that focus on describing population policies in some nations and not the consequences of falling fertility rates in that country will be self-limiting as this is not the question. Responses that consider only one side of the argument are unlikely to progress beyond band D. Responses that look at both benefits and problems of a falling fertility rate in a more balanced manner are likely to access bands E and F.

Marks should be allocated according to the markbands.

Examiners report

[N/A]

Discuss the main reasons why attempts to reduce socio-economic disparities sometimes fail.

Markscheme

Refer to Paper 1 Section B markbands (available under the "Resources" tab) when marking this question.

There are a number of possible approaches to this question that may address disparities at a variety of scales.

Responses are likely to touch on the Millennium Development Goals (MDGs) initiatives, remittances, trade, debt relief, aid and market access as "attempts" to reduce socio-economic disparities. An examination of the factors that dilute or hamper these attempts would be expected. It is possible that responses look at two or three of these attempts and address their disadvantages in relation to their advantages as development tools. Alternatively, responses may focus on the reasons why they fail or succeed. Likely reasons that can be addressed are numerous and will depend on the examples used. Possibilities include: population growth diluting progress made in some regions; inappropriate and/or inadequate aid; dependency; protectionism; food dumping; falling commodity prices; debt; charges to remittances; environmental issues; youthful populations; lack of gender empowerment, international financial institutions, etc.

At band D, responses are likely to describe some of the reasons why some of the attempts to reduce disparities fail.

At band E, responses are likely to give either detailed explanation of reasons/attempts to reduce socio economic disparities or an evidence-based, structured discussion of what could be considered the main reasons for failure or success.

At band F, expect both.

Marks should be allocated according to the markbands.

Examiners report

[N/A]

"Investing in gender equality is the most effective strategy to promote economic and social development." Discuss this statement.

Markscheme

There are many possible approaches to this question; each should be assessed on its merits.

Many responses are likely to focus on the positive aspects that improved gender equality has on societies and economies. These include the role of women in influencing trends in demography (via age of marriage, number of children), employment (via presence in the workforce), education, health care and politics, among others. It is also possible that reference is made to the Millennium Development Goals, three of which directly focus on improving the status of women. It is also possible that candidates will refer to composite indexes of development and link strategies to empowering women with these indexes.

Discussion may also include some mention of at least one other strategy that promotes economic and social development such as trade and market access, debt relief, aid and remittances.

It is also possible that responses may take an alternative approach and consider that investing in gender equality is not the most effective strategy to promote development. They would need to make their case and be able to describe and explain other strategies that they consider to be more effective.

Responses that are generalized, with few or no examples, are unlikely to advance beyond band D.

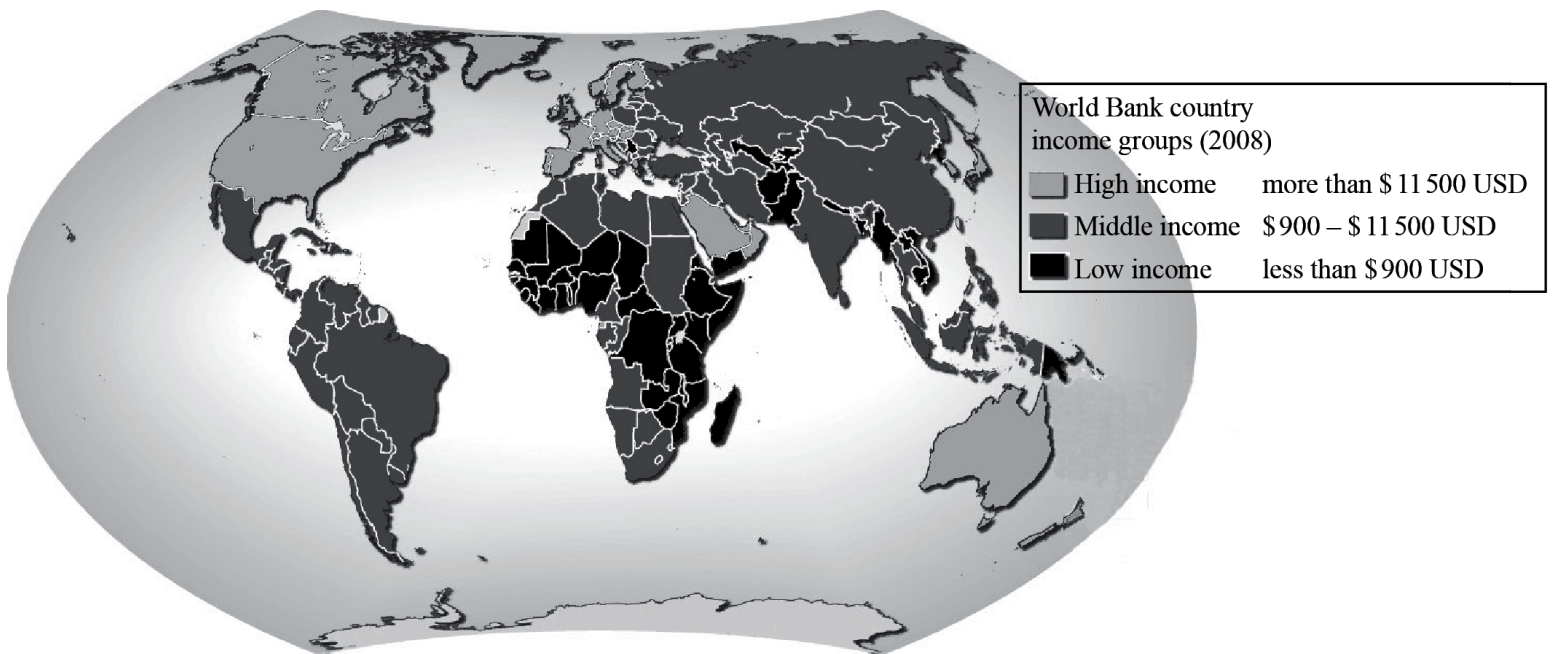
Responses that offer a sound discussion with examples and arrive at a clear conclusion either agreeing or disagreeing with the viewpoint are likely to be awarded band E or above.

Marks should be allocated according to the markbands.

Examiners report

Many good answers took the time to introduce the aspects of development that were advanced by gender equality such as GNI per capita, reduced population growth, political advancement, etc. There were some good answers that were well crafted with balance and focus. Stronger responses examined a variety of issues such as the elimination of gender disparity in primary and secondary education, the ratio of literate women to men in young adults, the share of women in the non-agricultural employment sectors and the proportion of seats in national parliaments, to name just a few; all backed with specific geographical examples or case studies. Alternative strategies such as improved trade; development of infrastructure; drive to age of high mass consumption and progress in tertiary and quaternary occupations were also discussed. Composite indices of social and economic development were used to good effect in the best answers. Case studies were seen from Kerala, India; Saudi Arabia; Finland; Norway and Japan to name just a few. This question allowed very good candidates to demonstrate accurate, specific, well-detailed knowledge and understanding of gender issues; examples and case studies were well chosen and developed. The best answers contained wide, well-balanced analysis with good evaluation and application. These answers were a pleasure to read and reflected a very intelligent and well-crafted approach. There were some scripts which took the opposite view from the statement but these tended to be rare with moderate success. The weaker responses tended to ignore the question and focus their response on a list of examples of where women's rights are not prioritized with no explanation as to how tackling this will help with development.

The map shows the Gross National Income (GNI) per person for different countries in 2008.



[Source: <http://maps.grida.no/go/graphic/world-bank-country-income-groups>]

a. Describe the global pattern of GNI per person shown on the map.

[3]

b. Suggest **two** reasons why GNI per person is not a reliable way of measuring global disparities.

[2+2]

c. Explain how debt relief may help to reduce global disparities.

[5]

Markscheme

a. The map shows that most low income countries are in Africa and Central and South Asia [1 mark]; high income countries are in North America, Western Europe, and Australia [1 mark]. The rest of the world is classified as middle income [1 mark]. For full marks some quantification should be included or anomalies identified.

b. Two reasons should be identified and explained for 2+2 marks.

These could be: GNI is not a composite indicator such as HDI, which allows more (non-economic) variables to be measured; it does not indicate spatial or demographic disparities within countries; it does not give any indication of human rights, health, gender equality; it does not take into account purchasing power parity; the informal economy is excluded, or any other explained valid reason.

c. Answers should explain/imply that they know what debt relief is [1 mark]. The rest of the response should look at how regions or nations would benefit or have benefited from having their external debt reduced or cancelled. Award 1 mark for each basic explanation, with additional marks for extension and exemplification. Possible 4×1 marks or 2×2 marks.

Possible explanations would be: as the percentage of state revenue going towards debt is reduced, the state can channel funds into development projects; no debt means nations can be autonomous from organizations such as the WB or IMF in terms of pathways to economic development; no debt means no need for more loans to pay off interest.

It is possible for candidates to argue that debt relief does not reduce global disparities.

Examiners report

a. Good responses although some lacked quantification or the identification of an anomaly. Unfortunately there was still the odd response that referred to Africa as an LEDC.

b. This was well answered with candidates providing detailed criticism of this indicator. Reasons varied: it is not a composite indicator; is only an average; is only economic; ignores PPP etc.

c. It was obvious from some responses that the candidate did not know what debt relief is. A largish minority actually left this question blank. Those who did answer it struggled to explain what debt relief is and could not go further with the question.

Those who did have some understanding were able to explain what debt relief was and how it might help nation states reduce disparities, but very few were able to provide detail such as examples or indicate some understanding of the WB and IMF's HIPC initiative. There were a small number of superb responses, one actually arguing that debt relief does the opposite and is not helping reduce disparities due to the conditions attached to the HIPC programme. Haiti was a commonly used example in the stronger responses.

“Greater gender equality is the most effective way to reduce poverty and stimulate development.” Discuss this statement.

Markscheme

There are many possible approaches to this question and each should be marked on its merits.

Many responses are likely to focus on the Millennium Development Goals and positive aspects of greater gender equality on societies and economies. These include the role of women in influencing trends in demography (via age of marriage, number of children), employment (via presence in the workforce), education, health care and politics, among others.

It is expected that the discussion will also include some mention of other factors affecting development, such as the resources available, total size of population and economic and political framework. The strongest responses may challenge the question, either by concluding that they disagree with it, or exploring the meaning of “development”.

Responses that do not offer some form of discussion/evaluation are unlikely to go beyond band D. Discussion could involve either looking at multiple ways in which gender equality meets these goals, or looking at other ways of combating poverty, for example, trade, aid. Some responses may choose to disagree with the statement and this is equally acceptable if they can provide a relevant evidenced argument.

Stronger responses that include some discussion of other factors or discuss the meaning of poverty or development in more depth are likely to access bands E and F.

Marks should be allocated according to the markbands.

Examiners report

[N/A]

Examine the view that gender inequalities are a major obstacle to development.

Markscheme

There are many possible approaches to this question.

Responses could explain what development is and successfully link the concept to increased gender equality.

Responses are likely to identify and discuss the relative importance of all the MDGs that in some way relate to gender empowerment (goals 1, 3, and 5 especially).

The answer should examine either how not addressing gender issues will hinder development or explain how addressing them will help nations and communities develop. Allow for broad interpretations of development. Candidates could also identify other factors (other than gender inequality) which are also obstacles to development – this would be a valid approach as long as gender inequality is examined and their reasoning is justified.

Responses that arrive at a clear conclusion either agreeing or disagreeing with the viewpoint, after a sound discussion, are likely to be awarded band E or above.

Marks should be allocated according to the markbands.

Examiners report

This question was popular and produced some quite excellent discussions on how gender issues hinder development. Some candidates also identified other factors as obstacles to development. In many of the good answers, examples and case studies were well chosen but occasionally generalized. There was plenty of evidence that the best candidates had very sound knowledge and understanding of gender inequalities in culture, status, education, employment, politics, legal rights and land tenure. Many responses had specific geographical examples to support their ideas/evaluations/analysis. In weaker answers the "obstacle to development" was often ignored. Most looked mainly at the causes of gender inequality and in some cases how it could be addressed.

Referring to **one or more** countries, discuss the view that internal (national) migration can help to reduce economic and social disparities.

Markscheme

There are many possible approaches to this question and each should be marked on its merits.

The question warrants a look at “migration” in a wider sense than a single narrow case study. In making a case for or against the view, examples must be used. These examples must be national in scope, and must name individual countries. The response may be spatial in nature or it could refer to the migrants themselves.

Economic disparities that may be referred to are: income / employment (formal or informal) / remittances / labour. Social disparities may be gender related / access to services / demographic in nature / social mobility / housing / education.

For example some academics argue that migrants who move from rural to urban areas tend to improve their standard of living. This argument could be developed with examples. However, the conditions in some urban slums could warrant an increase in disparities within the urban area itself.

Examples of forced internal migration and internally displaced persons could be explored, arguing that disparities can actually increase as a result of, for example, hazards, conflict, land-grabs, economic inequalities.

Responses that only look at either social or economic disparities and do not make use of examples should not progress beyond band D.

At band E both social and economic disparities should be addressed, with effective use of examples.

At band F both social and economic disparities should be addressed, with effective use of examples, and both the negative and positive impacts of the migration on disparities should be addressed.

Marks should be allocated according to the markbands.

Examiners report

This was a popular question and many responses had many case studies to draw upon. Many looked at rural to urban migration within a nation and China and Brazil were popular case studies. Good responses also gave a balanced view of the question, looking at the positive and negative outcomes of the migration in terms of how it reduced disparities. Developed answers covered most parts of the question, with both social and economic disparities exposed. The most accurate, specific, well-detailed answers demonstrated solid attempts at evaluation. Unfortunately there were a minority of responses that addressed international migration between countries and these were penalized, as this was not the question asked.

Discuss the extent to which **two or more named** countries or regions have met their Millennium Development Goals (MDGs).

Markscheme

Responses should show a clear understanding of what the MDGs set out to achieve.

All goals need not be covered in the response. Strong responses are likely to identify that some countries/regions have been more successful than others in meeting their targets. For example, answers may focus on populations in Southeast Asia and South Asia where considerable progress has been made compared with Sub-Saharan Africa where many nations are behind on some targets.

Alternatively answers may focus on the fact that poverty, hunger, education and reduced child mortality targets have been very successful but targets linked to gender empowerment are still far off-target in many places.

Stronger candidates may recognize that some of the MDG targets are different for different regions/countries and that they are tied to percentages; thus, it has been easier for some countries to meet their targets than others and therefore, even when targets are met, large numbers of people may still be experiencing a low quality of life.

At band D, responses are likely to describe some of the MDGs with limited reference to actual progress within a country or region.

At band E, responses are likely to have generally accurate knowledge of MDGs and make some reference to progress in two or more countries/regions, possibly with some simplistic evaluation.

At band F, a range of MDG targets will be discussed, with accurate knowledge of the level (or lack) of progress being made in two or more countries/regions, leading to some conclusion/evaluation of the extent to which the goals have been met.

Marks should be allocated according to the markbands.

Examiners report

This question was rarely chosen which was odd given this was the 2015 exam and the MDGs which underline the entire core officially ended this year.

Those that did tackle this question tended to have sound knowledge and understanding of both the MDGs and how specific countries or regions had either made or had not made progress in relation to some of the goals. The better answers were willing to describe AND explain why progress was fast/slow. Country comparisons seemed more common than regional comparisons although there were a few who very skilfully compared South East Asia with Sub-Saharan Africa. Weaker answers tended to be very superficial with very poor knowledge of the MDGs and the targets. Some had limited knowledge on specific regions and compared MEDCs with LEDCs which was less appropriate.

“Global climate change will increase disparities in development.” Discuss this statement, referring to examples.

Markscheme

There are many possible approaches to this question, and each should be marked on its merits.

It is hoped that candidates will interpret global climate change as having a wider meaning than “global warming”. The disparities in wealth and development may be considered at any scale: regional, national or sub-national. Disparities can be spatial but they can also refer to different groups within areas. It is anticipated that responses will refer to some of the consequences of climate change – many of which are already evident. These consequences then need to be built upon in terms of how they impact upon wealth, gender gaps.

Responses at band D are likely to provide descriptive, possibly anecdotal, accounts of the links between global climate change, wealth and development, with only limited attention paid to the idea of disparities, and little or no attempt made to contest the statement.

At band E, responses will either focus their attention on the issue of disparities or begin to contest the statement. For example, they might demonstrate a clear understanding of disparities, possibly by comparing or contrasting the likely impacts of global climate change in different countries or in different regions of the same country; or effectively contest the idea that global climate change will increase disparities by offering arguments or examples where disparities are likely to be reduced.

At band F, responses will incorporate both these elements, and offer an evidence-based conclusion/evaluation of the statement. The discussion of cases where disparities will be increased and cases where they will be decreased need not be equal in depth for the award of full marks.

Marks should be allocated according to the markbands.

Examiners report

[N/A]

“Poverty reduction cannot be achieved without improved soil management.” Discuss this statement.

Markscheme

Responses should show a clear understanding of the terms “poverty reduction” and “soil management” and comment on the direct links or lack of links between the two.

Possible themes include:

- soil erosion and overgrazing and the harm to farmers’ livelihoods
- salinization and the long-term problems it creates in some low-income countries
- poverty reduction can also be achieved through international aid and debt relief
- migrant remittances play an important role in some contexts
- soil management techniques including terracing, afforestation, rotation, additional fertilizers.

Good responses that score well at AO3 (synthesis/evaluation) will consider both sides of this question and may use one or more of the following approaches:

Spatial – On a local, national or regional scale where agricultural activities are the norm, soil management strategies will no doubt have a positive impact on communities and help in reducing poverty. By comparing strategies in rural/urban and/or different geographic regions responses may evaluate the success of different poverty reduction strategies.

Temporal – Soil management may reduce poverty in the long-term, but is unlikely to have any positive impact in the short-term, whereas other strategies such as micro credit, aid, family support payments and remittances may be more appropriate and have more short-term benefits.

Perspectives – Responses could comment that soil management is only part of any poverty reduction strategy as it only focuses on one limited aspect of poverty. Reducing poverty for agricultural communities is not only about yields from farmlands but is also about access to markets and a fair price for produce. Also poverty reduction is not only about increasing wealth, but also intricately connected to education, health and gender issues, where improved soil management may not make much of a difference.

Responses do not need to consider more than one of these ways in order to access top marks. They may also tackle the question on any scale, local, regional or global.

Better answers will discuss not only soil management strategies but other ways in which poverty can be reduced, such as debt relief, remittances, aid, trade and market access.

At band D, responses will describe some aspects of soil management techniques or may focus on alternative approaches to reducing poverty.

At band E, responses will either explain both sides of the question or will synthesize well developed themes to discuss how poverty as a concept goes beyond only the quality of soil.

At band F, expect both.

Marks should be allocated according to the markbands.

Examiners report

[N/A]

“Trade is always more effective than aid in reducing global disparities.” Referring to examples, discuss this statement.

Markscheme

It would be expected that responses show an understanding of both “trade” and “aid”. The focus should be on how effective they are as tools to help reduce disparities between countries and regions. The focus of the essay should be assessing which is/has been more effective in this role and why, with the use of examples. Candidates can agree or disagree with the statement but need to be able to support their position. It is also possible that

responses may agree that both are equally effective, or may argue that both are equally ineffective. “Disparities” is also open to interpretation as the question does not specify economic disparities and so responses may argue that human rights or gender issues are or are not effectively addressed by either aid or trade. There are varied ways of tackling this question and each needs to be marked on its merit.

Responses may develop aspects of trade such as: tariffs, subsidies, dumping, foreign direct investment, export-driven growth of the “Asian Tigers”. Responses may argue that trade is mainly seen as a method of breaching the economic development gap. The focus over the last decades has been neo-liberalism with the belief that as trade increases and GNI increases for low-income countries the “trickle down” effect will eventually help increase the standards of living. Responses may cite the Asian Tigers and more recently China as examples of success. Alternatively responses may argue that trade has failed to successfully lift many nations out of poverty and that the main benefactors have been Western nations with protectionist policies and subsidized production.

Responses may look at different types of aid (food, emergency, financial, bilateral, multi-lateral) and address aspects such as: dependency, corruption, debt, conditionality such as with structural adjustment schemes, bilateral aid agreements, the MDGs, emergency aid, micro credit schemes, NGOs, FBOs, charities. If looking at economic disparities responses may argue that since the post-Second World War Marshall Plan aid has been ineffective. Many OECD countries do not give 0.7% of their GDP and the conditionalities attached to loans from the IMF and WB have done more harm than good to many low-income economies. When looking at other social or health disparities responses may argue that aid has been more effective. For example Ethiopia met its MDG target on reducing child mortality two years ahead of 2015.

Responses should make use of examples but responses that focus on describing trade and aid and not focusing on their effectiveness as a tool to reduce disparities will be self-limiting.

For band D expect some understanding of how trade and aid can help/not help reduce disparities. This need not be balanced.

For band E expect some understanding of how trade and aid can help/not help reduce disparities with reference to their effectiveness using examples. This need not be balanced.

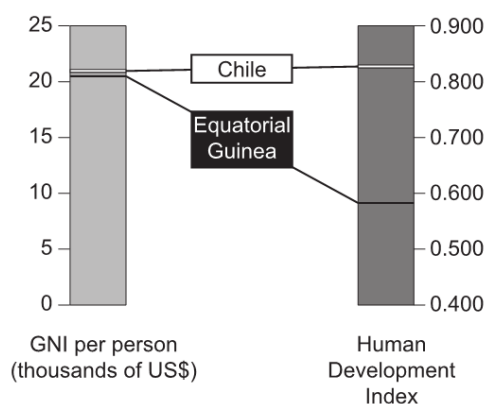
For band F expect some understanding of how trade and aid can help/not help reduce disparities with reference to their effectiveness using examples. This need not be balanced. There should be some attempt at an evaluation of the statement.

Marks should be allocated according to the markbands.

Examiners report

This, together with question 6, was the most popular of the three questions. Many candidates were able to evaluate effectively with a range of varied and valid examples. Many used Ethiopia, Haiti or Jamaica in assessing the effectiveness of aid, and the EU, China or the Asian Tigers in assessing the effectiveness of trade. Some responses were quite descriptive and candidates needed to focus their knowledge and understanding towards the question more. There were a number of responses that focused their entire answer on the value of fair trade; whilst this could have been one small aspect of the answer it should not have dominated the entire response. There were some excellent band E and F responses for this question.

The graph shows the gross national income (GNI) per person and the Human Development Index (HDI) score for two countries in 2015.



- a. Define the term *GNI* (per person). [2]
- b. Using evidence from the graph, outline why Chile is more developed than Equatorial Guinea. [2]
- c. Explain **two** reasons why countries with similar GNI per person can have very different HDI scores. [4]

Reason 1:

Reason 2:

- d. Infant mortality rate is defined as the number of children who die before their first birthday per 1000 live births. Suggest **one** advantage **and one** [4] disadvantage of using infant mortality as a measure of socio-economic development.

Advantage:

Disadvantage:

Markscheme

- a. Award marks for recognition of the components of GNI:

The total value of goods and services produced within a country [1] together with the balance of income and payments from or to other countries [1].

- b. Higher for GNI in Chile [1], higher for HDI in Chile [1].

Needs quantification from at least one measure for award of full marks.

- c. For each valid reason, award [1] for the reason and [1] for further development/detail.

Each reason should be linked to one of the two other components of the HDI, namely life expectancy and education.

Possible reasons for the difference include:

- government budgetary priorities
- unequal distribution of wealth within a country
- corruption means investment not going to education/health.

- d. In each case, award [1] for a valid advantage/disadvantage and [1] for further development/detail.

For example: One advantage is that data for infant deaths are easily available [1] which allows for comparisons to be made with other areas/countries [1].

Possible advantages include:

- infants are the most vulnerable group
- high IMR is a good indicator that a basic need is not available (clean water, sanitation, shelter)
- high IMR is a good indicator that health care is not available.

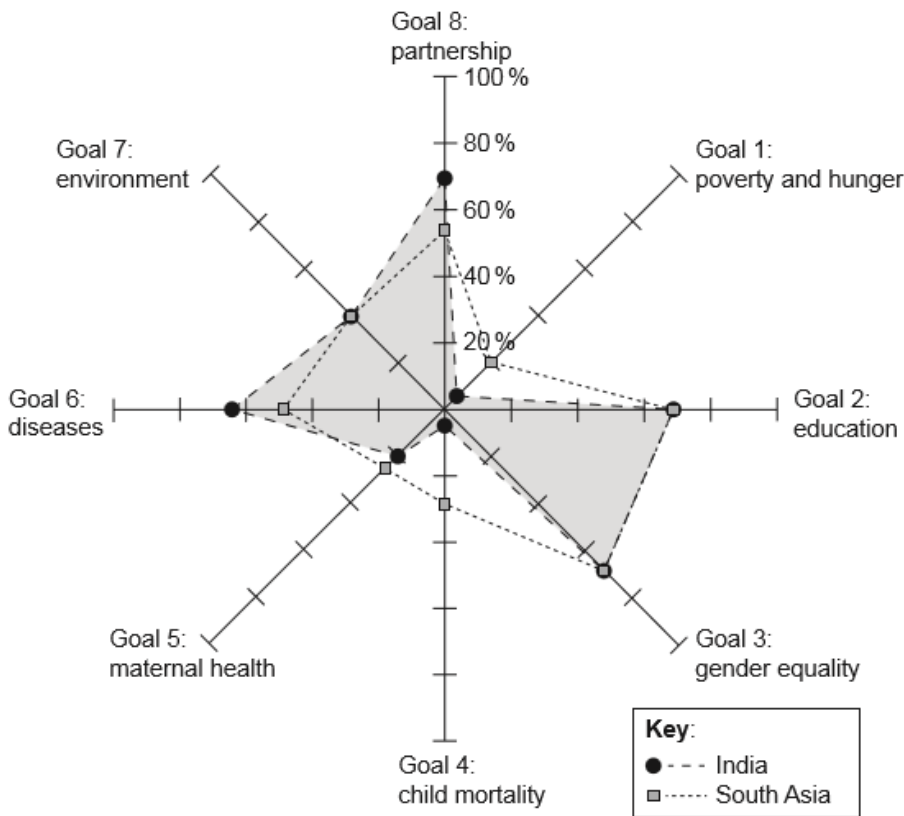
Possible disadvantages include:

- only a single indicator / composite allows for more factors to be included
- does not distinguish between middle- and high-income countries where IMR figures are very similar
- accuracy of data collection (household survey rather than census in some countries)
- does not show variations within a country.

Examiners report

- a. [N/A]
 b. [N/A]
 c. [N/A]
 d. [N/A]

The spider graph shows how far India has progressed towards meeting the Millennium Development Goals in 2012, compared to the average for all countries in South Asia. On this graph, 100 % shows that the Millennium Development Goal has been fully achieved.



(0% – off target, 100 % – completed on target)

[Source: adapted from www.mdgtrack.org]

- a. Identify the **two** goals towards which India had made more progress than South Asia in 2012.

[2]

- 1.
- 2.

b. Suggest **two** reasons why some countries, such as India, still have high rates of child mortality.

[4]

1.

2.

c. Explain **one** strength and **two** weaknesses of the Human Development Index as a way of measuring global disparities.

[6]

Strength:

Weakness 1:

Weakness 2:

Markscheme

a. Goal 8/partnership [1] and Goal 6/diseases [1]

b. Award [1+1] for each valid reason, provided that it is developed by means of explanation and/or detail.

For reasons to be acceptable they have to be valid reasons in explaining high mortality for children under 5 years of age.

For example: Poor access to safe drinking water/sanitation [1] leads to many children in some regions dying from preventable diseases such as diarrhoea [1].

Possibilities could include:

- limited access to health services
- malnourishment
- bias towards male babies – high infanticide rates
- poverty, large percentage still impoverished
- caste system (eg India)
- major conflicts
- maternal health
- outbreaks of deadly diseases
- high incidence of child labour.

c. Award [1+1] for a valid strength, provided that it is developed by means of explanation and/or detail.

For example: It is a composite/combined/multiple (accept alternative wording) index [1]; this gives a broader picture of a country's level of development than a single indicator [1].

Other possibilities could include:

- allows for temporal comparison as has been around for a long time.

Award [1+1] for each valid weakness, provided that it is developed by means of explanation and/or detail.

For example: It is an average [1] and does not reflect disparities within a country [1].

Other possibilities could include:

- data may be unreliable
- the components have changed over time
- some essential components are missing, for example gender/human rights/happiness/environment (two missing components may be used and can be credited if they are used to demonstrate two different weaknesses).

Examiners report

- a. This was well answered with hardly any candidates getting less than full marks.
- b. Plenty of very good responses here with well-developed answers ranging from sanitation to health provision to gendercide. Candidates did need to keep in mind that the question related to child mortality, which is below 5 years of age, as some responses merely explained why mortality was high and did not focus their answer on child mortality.
- c. There were some excellent responses here but they were less common than expected given that the HDI is firmly placed within the material that needs to be covered in the syllabus. Some candidates struggled to show their knowledge of the HDI and got a little confused with the MDGs and discussed those rather than the HDI. There was a lack of development from candidates when stating why a certain missing indicator was important. In terms of strengths, candidates needed to be more explicit instead of simply defining the HDI.

The third Millennium Development Goal is to “promote gender equality and empower women”. To what extent might international migration play a role in helping this goal to be achieved?

Markscheme

There are many possible approaches to this question.

It would be expected that responses show a clear understanding of this particular MDG and some understanding of outcomes for gender empowerment and/or equality. This can be stated or implied. It would also be expected that most responses make use of valid recent example(s) of international migrations that could impact upon the migrants themselves or on women either in the source country or the destination, *ie* the impact may not be isolated to just the migrants (for example the migration of Indonesian and Filipino women to Hong Kong as domestic workers has had numerous positive and negative outcomes for gender empowerment within the host society). Voluntary or forced migrations may be discussed in the response but the examples referenced must involve movement across an international border.

The focus of the argument will depend on the examples chosen. Candidates may look at the large-scale movement of women from countries such as the Philippines or Indonesia to other regions to do domestic work. Alternatively the essay may focus on the movement of economic migrants of both genders from, for example, Mexico to the USA, and how this migration and the flow of remittances and ideas impacts upon gender roles/empowerment for both the migrants and those still in the country of origin.

There are some obvious positive and negative outcomes for gender as a result of migration:

Example: Domestic workers from Indonesia to Hong Kong:

For the female migrants:

- + independence, travel, financial security;
- abuse, trauma of being away from families, low wages, live-in policy, right of abode

For the destination:

- + Most households have two working adults, with women having successful careers;
- Domestic and childcare work is still seen as “women’s work” and grossly underpaid.

These gender-related outcomes would be determined by the movement(s) being utilized in the response.

At band D, expect an example/examples of international migrations and a description of impacts of this movement on gender empowerment.

At band E, expect an example/examples of international migrations and some explanation of both positive and negative impacts of this/these movements on gender empowerment.

At band F, expect an example/examples of international migrations and some explanation of both positive and negative impacts of this/these movements on gender empowerment and there should be some attempt at an evaluation of the “to what extent” part of the statement.

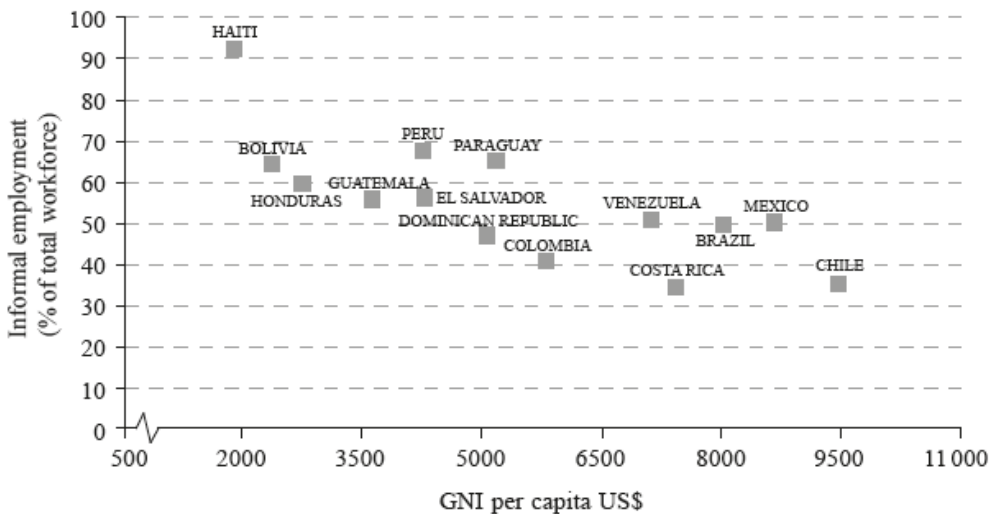
Marks should be allocated according to the markbands.

Examiners report

This question was the second most popular and we saw some excellent responses that were each quite unique in how they tackled the question. They tended to demonstrate a good working knowledge of the MDGs related to gender and were able to effectively evaluate how international migration has allowed these targets to be either more or less achievable. It was possible for responses to answer the question without referring to a specific female migration but rather to look at the impacts of international migration in the country of origin in terms of remittances leading to girls' education, change in family power structures etc. Unfortunately there were some very general and superficial responses characterized by a lack of understanding of both the goals and international migration. Weaker responses lacked focus and often had no exemplification. There were often some overly simplistic responses that showed ignorance towards the diversity of gender issues that exist in some regions such as the Middle East.

Disparities in wealth and development

The graph below shows the relationship between GNI per capita in US\$ and the percentage of the workforce who work in informal employment, for a selection of Latin American countries in 2012.



[Source: adapted from www.latameconomy.org]

- a. (i) Describe the relationship shown on the graph. [7]
- (ii) Suggest **two** possible reasons for this relationship.
- b. Briefly explain how debt relief can reduce global disparities. [4]

Markscheme

- a. (i) The relationship is negative/the lower the GNI per capita, the higher the share of informal employment [1 mark]; exemplification using countries from the graph [1 mark]. The final [1 mark] should be reserved for reference to data/quantification or an anomaly.
- (ii) Award [1 mark] for each possible reason, and [1 mark] for development and/or exemplification.
eg limited formal employment opportunities [1 mark] results in many attempting to make a living through informal employment [1 mark].
Possibilities include:

- limited formal opportunities linked to country's level of development/GNI
- large agricultural sector, most of which is informal/subsistence
- lack of education and/or capital – lacking skills that would enable formal businesses to be started or attract large formal employers eg TNCs
- most informal economic activities require little capital to set up/so are more prevalent in low income countries
- GNI not recording informal sector US\$, so appears lower if higher percentage of economy is informal
- informal sector not being able to generate enough money
- informal sector being labour intensive versus capital intensive.

Accept other valid suggestions.

- b. Answers should explain/imply that they know what debt relief is **[1 mark]** and how receiving it frees up money that would have exited the highly indebted nation **[1 mark]**.

The remaining **[2 marks]** should explain how this money could be put to use in a way that reduces disparities/that helps that nation develop.

Award **[1 mark]** for each valid explanation, and **[1 mark]** for each further development/exemplification of how this can reduce global disparities or contribute to economic and social development.

Possibilities include:

- this revenue could be spent on development projects possibly related to MDGs eg construction of schools/hospitals hence reducing global disparities in social development
- alternatively it could be used to fund projects which boost the nation's economic development such as infrastructure allowing for increased trade, hence reducing economic disparities between nations.

Examiners report

- a. (i) This was generally well answered and many candidates scored full marks if they also made use of the data in the graph to exemplify the relationship.
- (ii) On the whole this was well answered although some candidates struggled, as it was obvious that they did not understand the term “informal employment”. There was a tendency for the second reason in the answer to mirror the first point, this reduced the marks awarded.
- b. This was well answered at times with many responses explaining what debt relief is and how it can increase the amount of money available to a government to fund development projects. There were some good answers with reference to the HIPC (heavily indebted poor countries) initiative of the IMF and the World Bank. Weaker candidates struggled with a clear understanding of debt relief often confusing it with aid. There were a number of candidates who did not attempt this question at all.

The graph shows how much money it costs to send US\$200 (USD) as a remittance from selected regions.



[Source: adapted from <http://digitalmoney.shiftthought.co.uk>]

a. Describe the trends in the cost of sending remittances from the three regions shown on the graph. [2]

b. Outline **one** possible reason why transferring remittances creates costs for foreign workers. [2]

c. Explain **two** reasons why remittances are often an effective way of reducing global disparities. [4]

Reason 1:

Reason 2:

d. Explain how inequalities can arise from ethnic differences in **one named** country. [4]

Named country:

Markscheme

a. Award **[1+1]** for two valid descriptive points. Must make use of data for the full two marks.

- Fluctuating – **[1]** can be awarded for comment that covers all three regions as a group or separate descriptions of fluctuation for all regions.
- Decreasing – **[1]** can be awarded for comment that covers all three regions as a group or separate descriptions of decrease for all regions.

b. Award **[1]** for each reason and **[1]** for further development or exemplification.

Possibilities could include:

- bank charges
- money transfer percentages
- commission charged
- internet charges
- exchange rates
- shipping costs.

For example:

When money is transferred into another currency money is lost through exchange rates [1] as different currencies have different values on the open market [1].

Transaction charges are made by banks [1] when money is transferred through a bank they make a fixed charge or take a percentage of the transfer [1].

c. For each distinct reason award [1] for the reason and [1] for further explanatory development/exemplification.

For example: Money or goods help fund education programmes [1], increasing future job/salary-earning potential [1].

Other possibilities could include:

- often hard currency/greater value in receiving country
 - increases local spending/boosts local market
 - often shared with extended families/increases standard of living of a large number of individuals
 - large amount of money is transferred/gives large investment fund for communities
 - remittances are stable source of money/reliable for development whereas other forms of investment, such as aid, can vary
 - flows in one direction / does not result in external debt.
- d.
- identification of valid country where ethnic differences give rise to inequalities [1]
 - identification of the ethnic group(s) involved [1]
 - description of the nature of the inequality eg education, employment, access to housing [1]
 - explanation of the origin of the inequality [1].

For example:

South Africa [1]:

Inequalities have arisen between groups of African (black) and European (white) origin [1]. This is the result of differences in the quality of education between the two groups as the white population has access to better education facilities [1].

These differences are the result of the black population being unable to afford to send their children to school [1].

UK [1]:

Inequalities in housing occur in the UK where there is a high percentage of Bangladeshis [1] of whom about 30% live in overcrowded accommodation [1].

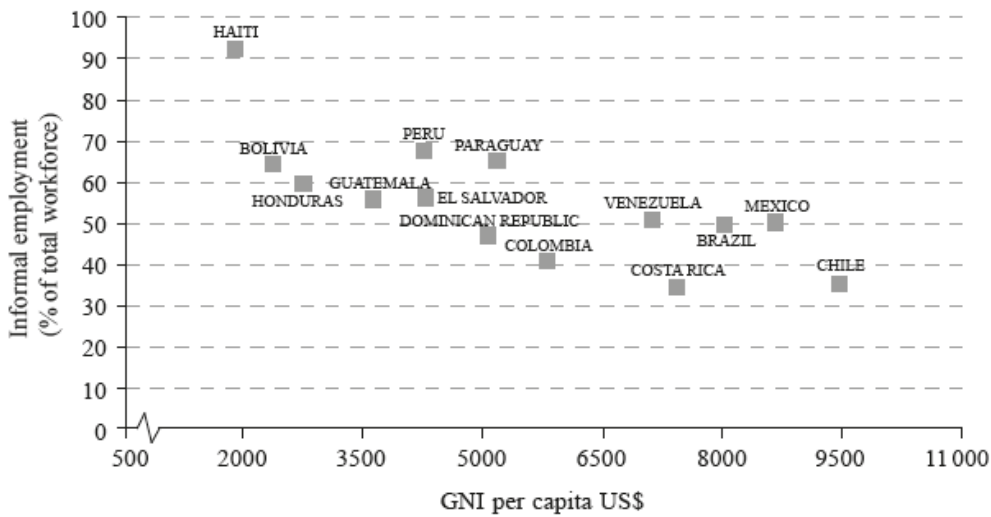
This can be seen to be the result of their disadvantaged position in the labour market where they occupy lower paid employment [1].

Examiners report

- a. [N/A]
 b. [N/A]
 c. [N/A]
 d. [N/A]

Disparities in wealth and development

The graph below shows the relationship between GNI per capita in US\$ and the percentage of the workforce who work in informal employment, for a selection of Latin American countries in 2012.



[Source: adapted from www.latameconomy.org]

- Describe the relationship shown on the graph. [7]
 - Suggest **two** possible reasons for this relationship.
- Suggest two reasons why developing regions have made good progress towards meeting the MDG to provide universal primary education. [2+2]
- Explain how progress in education can help regions advance towards meeting **one** other MDG (other than universal primary education). [5]

Markscheme

- [N/A]
- Two reasons should be identified and explained for 2+2 marks.

For example:

"Increased government investment in education [1 mark] increases the number of schools so the percentage enrolled in education has risen [1 mark]."

Other reasons could be: more schools being built using international aid money; the work of civil society and governments in increasing the number of girls attending school which will impact on overall numbers; rapid urbanization is making schools more accessible to the children of former rural populations; debt relief allowing governments to spend more money on education.

- Award 1 mark for identifying a valid MDG (eradicate poverty and hunger; promote gender equality; reduce child mortality; improve maternal health; combat disease; environmental sustainability; develop a global partnership).

The rest of the response should look at how progress towards increased primary education will help a country/region progress towards meeting that MDG. Award 1 mark for each basic explanation, with additional 1 mark for extension and/or exemplification. Possible 4×1 marks or 2×2 marks.

Possible explanations will be determined by the MDG chosen.

For example:

- MDG reduced child mortality [1 mark].
- As female literacy rates increase through primary education, infant and child mortality rates tend to fall [2 marks].
- Literate women are more knowledgeable about primary health care, for example, Kerala, India [2 marks].

Examiners report

a. (i) The relationship is negative / the lower the GNI per capita, the higher the share of informal employment **[1 mark]**; exemplification using countries from the graph **[1 mark]**. The final **[1 mark]** should be reserved for reference to data/quantification or an anomaly.

(ii) Award **[1 mark]** for each possible reason, and **[1 mark]** for development and/or exemplification.

eg limited formal employment opportunities **[1 mark]** results in many attempting to make a living through informal employment **[1 mark]**.

Possibilities include:

- limited formal opportunities linked to country's level of development/GNI
- large agricultural sector, most of which is informal/subsistence
- lack of education and/or capital – lacking skills that would enable formal businesses to be started or attract large formal employers eg TNCs
- most informal economic activities require little capital to set up / so are more prevalent in low income countries
- GNI not recording informal sector US\$, so appears lower if higher percentage of economy is informal
- informal sector not being able to generate enough money
- informal sector being labour intensive versus capital intensive.

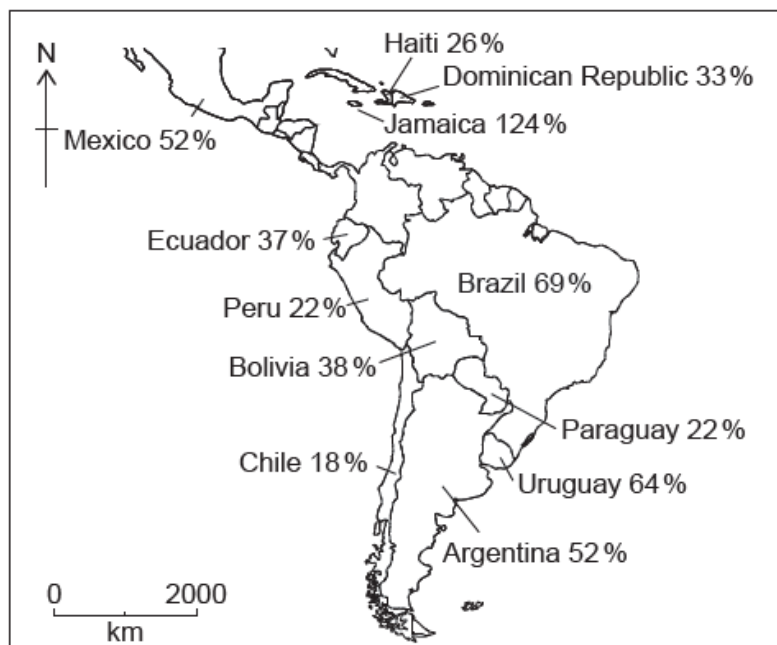
Accept other valid suggestions.

b. Some very clear developed reasons here. Sometimes responses tended to be a bit vague though as candidates forgot that they were writing about why enrollment in primary schools has increased and not just a generic reason for progress in the MDGs as a whole.

c. These answers tended to be excellent if they were linked to a valid, identified, other MDG. Gender empowerment was very popular and answers were often detailed in explaining how education helps in the achievement of this goal. There were the odd responses where it was obvious that the candidates were not familiar with the MDGs. In several situations the answers contained a valid MDG but lacked extension.

Disparities in wealth and development

The map shows foreign debt as a percentage of gross national income (GNI) for a selection of countries in the Americas in 2015.



[Source: Courtesy of Stratfor Worldview, a geopolitical intelligence firm.]

a.i. Briefly outline what is meant by gross national income (GNI).

[1]

a.ii. Briefly outline what is meant by foreign debt.

[1]

b. Identify which country on the map is most in need of debt relief and briefly justify your choice. [3]

c. Explain, using examples, **two** ways in which increased trade may help reduce economic disparities between countries. [4]

Markscheme

a.i. The total value of goods/services produced within a country together with the balance of income/remittances and payments from or to other countries. [1]

a.ii. Money/debt owed by a country to another country/organization/bank. [1]

- b.
- Jamaica [1]
 - Evidence from the resource (eg over 100%/124%) [1]
 - Development of why it is need of debt relief or comment relative to the other countries [1]

Possibilities include:

- It owes over 100 % of its annual GNI [1]. No surplus money available for development projects [1].
- All money generated in nation is needed to service its debt [1]; it needs this debt burden reduced to enable investments in development projects [1].

If the wrong country is named, up to [2] can still be awarded for correct justification of why it is the most in need of debt relief.

c. Award [1] for a valid, distinct way and [1] for additional explanation and/or detail to explain how increased trade can reduce economic disparities between countries.

There are a number of ways in which increased trade can help reduce disparities between countries such as:

- Increasing incomes in trading nations [1] eg in Vietnam free trade agreement with USA gave workers improved wages and increase in national income [1].
- Increased income stimulates growth in other sectors [1] which increases the national income [1].
- Workers in industries associated with increased trade improve skills [1] which increases opportunities to generate more income and reduces disparities [1].
- Increased trade allows countries to develop a manufacturing base [1] this generates more income than agriculture or other primary activities [1].
- Increased trade leads to international recognition [1] – attracts investment with enhanced reputation which improves economy [1].
- Removal of tariffs/free trade/reduced protectionism increases trade and revenue as there are no barriers to imports and exports [1] – this increases the national income [1].
- China joining the WTO and opening up its economy [1] has allowed it to become “the workshop of the world in the 21st century” and increase its prosperity [1].
- Free Trade Zones in Uruguay attract large amounts of foreign investment [1]. These have become one of the main drivers of the Uruguayan economy [1].
- In Costa Rica increasing use of Fair Trade is supporting farmers growing products such as coffee and bananas to become more income-secure [1] and less vulnerable to poverty [1].
- Within trade blocs countries have free access to each other’s markets [1] this can protect from competition from outside the bloc and maintain the economic viability of a country/industry [1].

Examiners report

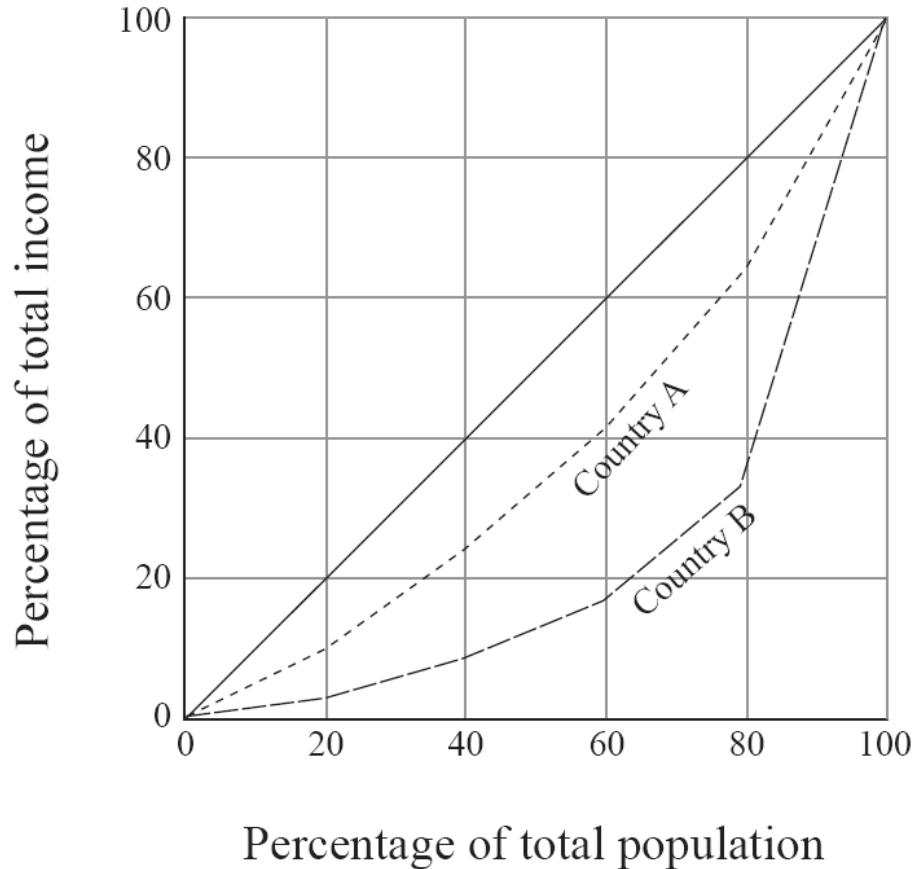
a.i. [N/A]

a.ii. [N/A]

b. [N/A]

c. [N/A]

The graph below shows the income distribution for two countries, A and B.



[Source: © World Bank. Used with permission.]

- State which country, A or B, has a more **even** distribution of total income and give a reason for your choice. [3]
- Suggest **two** reasons why an **uneven** distribution of income occurs within **one named** country or region. [4]
- Explain **two** ways in which remittances can help reduce disparities in the migrants' country of origin. [4]

Markscheme

- Country A [1 mark]

Reason: curved line closer to diagonal [1 mark], diagonal represents line of absolute even distribution [1 mark].

Alternatively candidates could accurately refer to the data to support choice, comparing A with B. For example, country A, 20% of population have 40% of income [1 mark], whereas country B, 20% of population have up to 60% of income showing very uneven distribution [1 mark].

- Award [1+1 marks] for each valid reason, provided that it is developed by means of explanation and/or detail.

Example:

Named country: China

Foreign direct investment [1 mark] eg China special economic zones [1 mark].

Government investment focused in urban areas **[1 mark]**; rural areas have much lower average incomes **[1 mark]**.

The focus can be reasons why some people earn more than others; or why some places/regions produce more wealth.

Possibilities could include:

Ethnicity, residence, education, employment, land ownership, resource distribution, gender inequities, diet and water supply, accessibility, government policies.

No valid example: maximum **[3 marks]**.

c. Award **[1+1 marks]** for each valid “way”, provided that it is developed by means of explanation and/or exemplification.

Example: Money or goods go directly to citizens **[1 mark]** reducing the possibility of loss through officialdom/corruption **[1 mark]**.

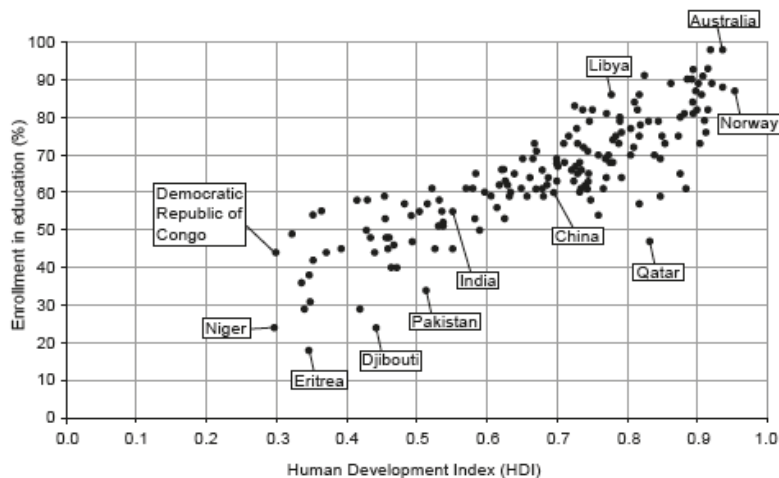
Other possibilities could include:

- often hard currency/greater value in receiving country
- increases spending/boosts local markets
- often going to extended families/increased standard of living of a large number of individuals
- greater in volume than ODA/more effective development strategy
- flow in one direction/does not result in external debt.

Examiners report

- a. Good candidates recognized this as a Lorenz curve and were able to explain accurately their choice using the data given.
- b. Again candidates must be made aware that two separate reasons must be clearly developed about their one named country or region. Many good answers based on gender, ethnicity and rural, urban differentials.
- c. The majority of candidates had no problem identifying and explaining two ways remittances can help the receiving nation. Worryingly there were some candidates who did not understand what remittances are. Weaker candidates were hard pushed to explain and illustrate two distinct valid ways. Some slipped into writing advantages of migrants leaving the source country, this was not the question.

The graph shows the relationship between the Human Development Index (HDI) and enrollment in education (the number of students enrolled in education as a percentage of the population of school-going age).



[Source: Sourced from "Human Development Report 2014 'Sustaining Human Progress: Reducing Vulnerabilities and building resilience.' Human Development Report Office, United Nations Development Programme" and hdr.undp.org.]

- a. Describe the relationship shown on the graph. [2]
- b. State the **three** components that make up the Human Development Index (HDI). [2]
- c. Suggest **two** reasons why composite indices (such as the HDI) are used to measure global or regional disparities. [4]
- d. Explain **one** advantage **and one** disadvantage of using debt relief to reduce global disparities. [4]

Markscheme

- a.
- The relationship is positive/as HDI increases the combined gross enrollment increases [1].
 - Use of data to provide evidence of this relationship OR use of data to identify Qatar as an anomaly [1].
- b.
- Life expectancy/longevity
 - School enrollment/expected years of schooling/education/literacy
 - Gross National Income (GNI)/GDP/national income (*per capita* not essential)

Do not accept income alone. Must have all three for [2], two correct [1]. [0] for only one correct.

- c. Award [1+1] for each valid and distinct reason, provided that it is developed by means of explanation, exemplification and/or detail.

Credit responses based on other valid composite indices.

For example: HDI is better than a single indicator like GDP *per capita* [1]; gives a broader measure of social development [1].

Possibilities include:

- allows for comparison between and/or within nations
- indicates where aid could be directed
- allows measurement of progress/lack of progress over time.

- d. Award [1+1] for each distinct valid reason, provided that it is developed by means of explanation, exemplification and/or detail.

For example: Reduces the amount of funds leaving a nation as debt repayments [1]; allows nations to redirect funds toward development projects [1].

Possibilities include:

Advantages

- encourages more investment from overseas countries
- infrastructural projects can now be prioritized
- could stem migration out of the country.

Disadvantages

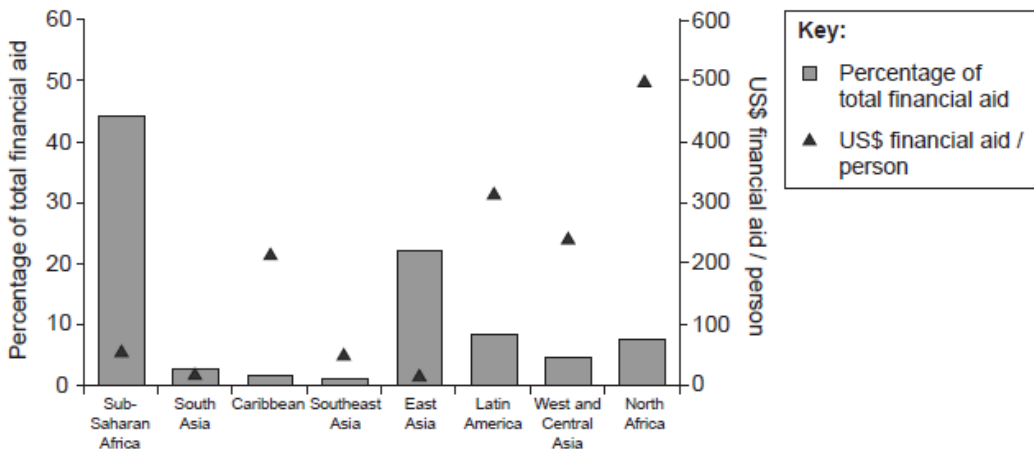
- the same conditions attached to debt relief as attached to loans
- corruption so benefits are not felt by all
- might not be sufficient to make a difference to the total debt
- any reference to dependency must be strongly related to debt relief and not aid.

Examiners report

- a. Most candidates were able to see the positive relationship but were less good at using the data to provide evidence of this or to show anomalies.
- b. On the whole this was well answered although some struggled to accurately identify the third component or they gave rather vague conceptual ideas of what is measured as opposed to the component.

- c. There were some strong responses with most candidates using the HDI although it was possible to use any composite index in this answer. Occasionally another index, for example, the happy planet index or the gender empowerment index were used. Unfortunately it was clear that some candidates did not know what composite meant and their answers were self-limiting. Also some responses struggled to make their second reason distinct from the first.
- d. One of the weak areas of the paper. If candidates knew what debt relief was they had no problem getting full marks but in many responses there was much confusion with aid/loans going to the nations as opposed to being relieved of debt through the HIPC initiative. There were still a number of candidates referring to personal debt as opposed to national debt. The answers focusing on advantages tended to be stronger than those focusing on disadvantages. Most comments on dependency or corruption were not accurately explained/developed in relation to debt relief.

The graph shows the percentage of total financial aid going to particular geographical regions and the actual amount in US dollars this equates to for a poor person (a person living on less than US\$1.25 a day) in 2010.



[Source: www.un.org]

- a. Describe how the **percentage of total financial aid** varies between the regions on the graph. [3]
- b. Suggest **two** reasons why poor people in Sub-Saharan Africa do not receive very much financial aid per person. [4]
- c. Explain how remittances can improve the quality of life of recipients. [4]

Markscheme

- a. *Three valid descriptions are needed and there must be some reference to data for the award of the full [3] marks.*

Possibilities could include:

- Sub-Saharan Africa has the greatest percentage of total financial aid at 45%
- Southeast Asia has the smallest percentage of total financial aid at less than 5%
- only two regions get above 10% of total financial aid
- all other regions below 10%.

Award up to a maximum of [2] for a simple list with values.

b. Award [2] for each valid reason, provided it is developed by means of explanation, exemplification and/or detail.

For example: Number of poor people (population in need) is so large [1] that the financial aid/money when divided amongst them ends up being very little [1].

Other possibilities could include:

- some of this aid may be being used to pay off external debts
- aid may reach only certain groups/regions
- corruption may result in little trickle down
- may be tied aid
- aid may be used for projects other than to help alleviate poverty.

c. An understanding of what remittances are should be included, this can be clearly stated or implied [1]. There also needs to be a statement that explains how this increases the income of the recipients/families in the country of origin [1]. The remaining [2] marks should be awarded for explaining how the money can be used to improve the quality of life of the recipients. This can be a simple explanation of two “ways”, or one “way” that is developed through extension/exemplification.

Possibilities include:

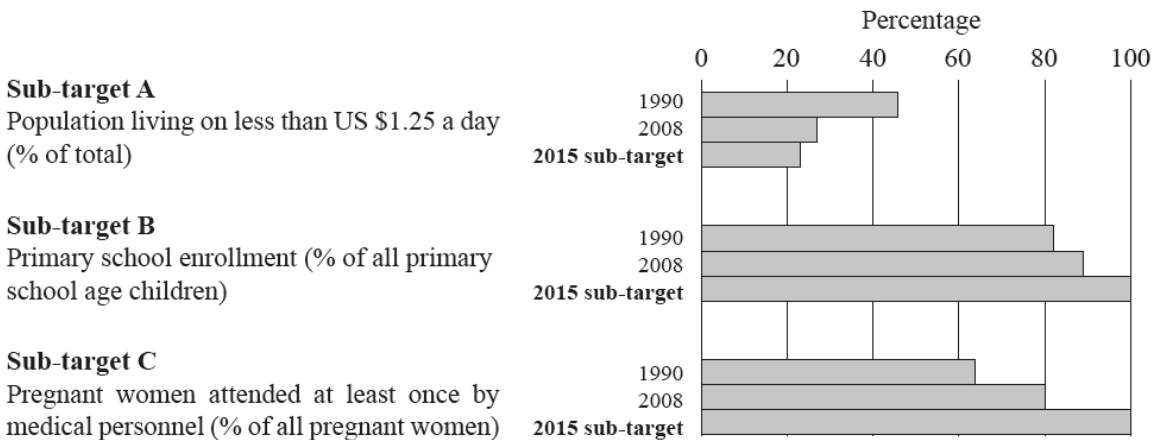
- encourages saving
- used to support extended family
- improved children’s education
- access to healthcare
- home improvements
- big screen TVs, white goods, etc.

Examiners report

- a. [N/A]
b. [N/A]
c. [N/A]

2. Disparities in wealth and development

The graph shows the progress towards meeting three sub-targets of the 2015 Millennium Development Goals in developing countries.



[Source: © The Economist Newspaper Limited, London (22 September 2010). Data sourced from the UN.]

a. (i) With reference to the graph, identify which sub-target was furthest from being met in 2008.

[2]

(ii) State the Millennium Development Goal to which the sub-target you identified in part (i) relates.

- b. State any **two** other Millennium Development Goals that are **not** represented in these graphs. [2]
- c. Suggest **two** reasons why primary school enrollment as a percentage has increased. [4]
- d. Explain **two** reasons why aid may **not** help reduce disparities. [4]

Markscheme

- a. (i) **With reference to the graph, identify which sub-target was furthest from being met in 2008. [1]**

Target C / Pregnant women attended at least once by medical personnel.

- (ii) **State the Millennium Development Goal to which the sub-target you identified in part (i) relates. [1]**

Improve maternal health or Millennium Development Goal 5.

- b. Any two of the following:

- reduce child mortality
- promote gender equality and empower women
- combat disease (HIV, AIDS, malaria)
- environmental sustainability
- global partnership
- eradicate hunger (allow even though with poverty).

The responses do not have to have this exact wording, eg “combat HIV” would be acceptable as would “sustainability” and “cooperation between countries”.

- c. Award **[1+1 marks]** for each valid/distinct reason, provided that it is developed by means of detail and/or exemplification.

Possibilities include:

- countries or regions abolishing school fees/eg Kenya abolished primary school fees in 2003
- increased urbanization/increasing access to services such as schools
- schools offering meals/attracting students from families with low food security
- improved sanitation/attracting more girls
- improved infrastructure/ increases access.

eg Some governments are starting to prioritize education and are increasing funding **[1 mark]** this results in more schools being built increasing overall enrollment **[1 mark]**.

- d. Award **[1 mark]** for each basic explanation, with additional **[1 mark]** for extension and/or exemplification.

Aid can be interpreted broadly – allow food, emergency and financial aid.

Possibilities include:

- increases dependency/especially food aid eg Ethiopia
- corruption/aid may be utilized by an elite and not filter down to those who need it
- may be tied aid/conditions attached
- if aid is financial/it could increase the debt burden
- aid may be too short-term/does not have the duration to be effective
- top-down aid projects/may not target the poorest communities.

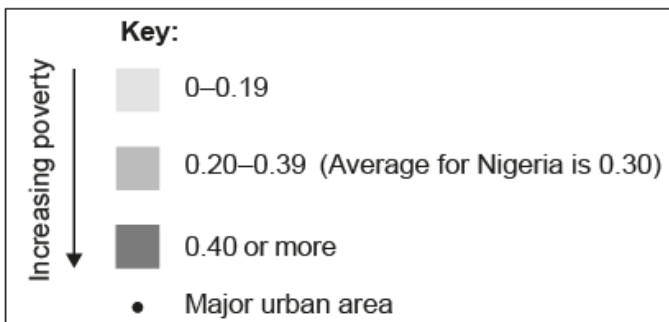
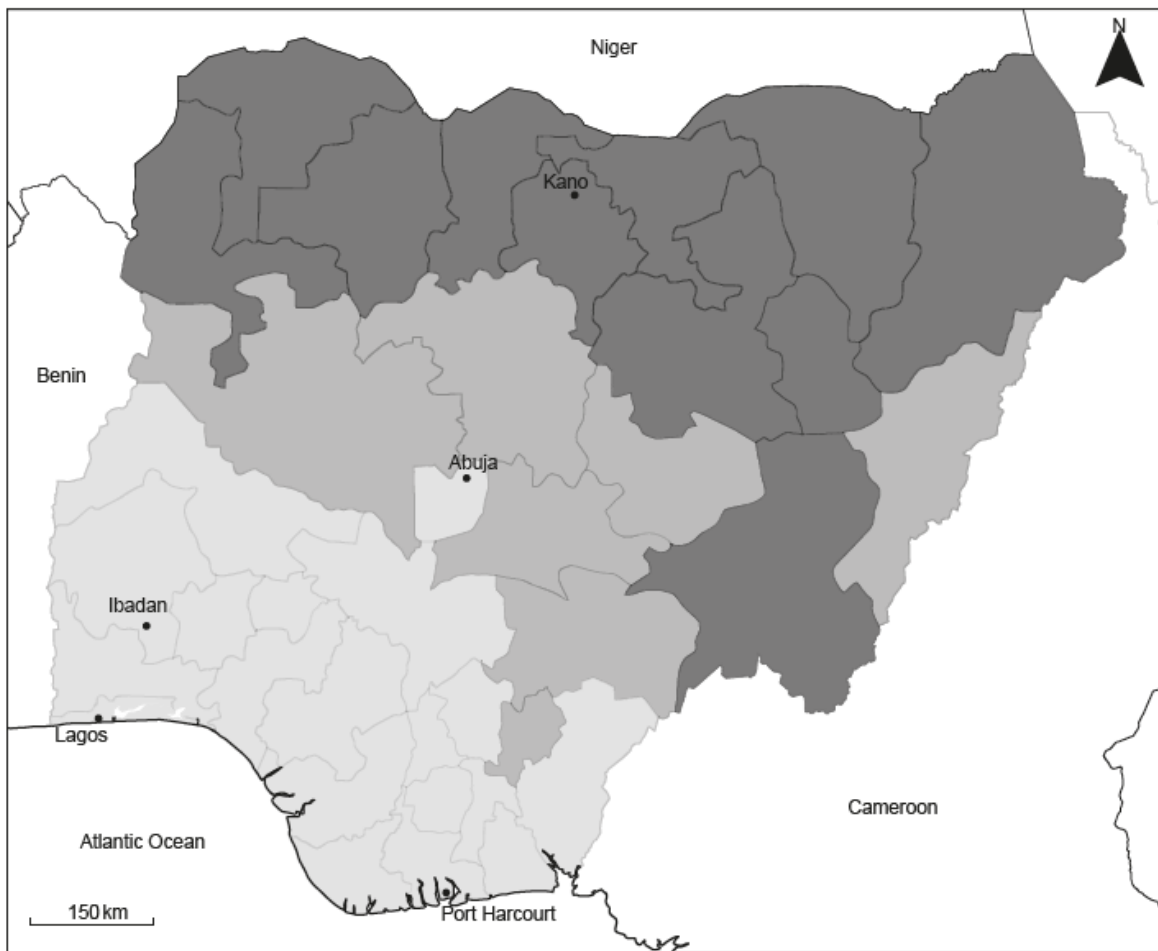
Examiners report

- a. (i) The majority of the candidates correctly interpreted the graph and chose C.

- (ii) Lots of different answers here; some were sub-targets rather than the correct MDG “improve maternal health”. Some answers mistakenly selected gender equality or reduced infant mortality linked indirectly to pregnant women in graph C. Some just quoted the information on the graph which again showed a lack of awareness of this MDG.
- b. Responses here showed that candidates either knew the MDGs or they did not. As the MDGs underlie the entire core theme it was quite surprising how many candidates were unable to identify any.
- c. Some strong responses here with excellent development and/or exemplification such as some governments scrapping school fees (eg Kenya), or improvements in sanitation provided at school encouraging increased attendance by girls, or building schools in rural areas making them more accessible. Vague responses such as May 2014 subject reports Group 3 - Geography “parents think it is important” were not credited. Some candidates were not able to appreciate the importance of “percentage” used in the question.
- d. On the whole this was well answered. The best responses identified the type of aid they were referring to. For example, financial aid from the IMF leading to the problem of indebtedness or food aid leading to dependency or saturating local markets and hindering local agricultural production. On rare occasions a candidate wrote about AIDS as opposed to aid. Corruption and dependency were often cited as reasons but were not well developed, also statements such as “people in poor countries are uneducated and so do not know how to use aid” were not credited.
-

The map shows how different regions within Nigeria score on the United Nations Development Programme’s Multidimensional Poverty Index (MPI).

The higher the score, the greater the incidence of poverty.



[Source: Alkire, S., Conconi, A., Robles, G., and Seth, S. (2015). "Multidimensional Poverty Index, Winter 2014/2015: Brief Methodological Note and Results." OPHI Briefing 27, University of Oxford, January (<http://www.ophi.org.uk/methodological-note-mpi-winter-20142015/>)]

- a. Describe the pattern of poverty shown on the map. [3]
- b. Suggest **two** reasons why differences in poverty occur within countries. [4]
- c. Explain **two** positive outcomes of a strategy designed to reduce economic disparities within **one named** country. [4]

Markscheme

- a. Award **[1]** each for any 3 valid and distinct descriptions. **Only award full marks if at least one of the statements makes correct use of data from the map.**

Possibilities include:

- Multidimensional Poverty Index (MPI) increases as one moves north
- MPI seems to increase with distance from the coast
- MPI is lowest along the coast
- southern extension of worst poverty in the east
- MPI is lineated east to west
- Finger of low poverty around Abuja
- MPI seems to increase with distance from major cities
- Kano is an anomaly as it is an urban area surrounded by high MPI.

[3 marks]

- b. Award **[1]** for any valid suggested reason and **[1]** for further development/exemplification that clearly links it to poverty within countries.

For example: Resource-rich areas may have less poverty **[1]** because there are opportunities to work and raise incomes **[1]**.

Possibilities include:

- environmental reasons
- rural/urban divide
- government policies
- ethnicity
- major economic activities
- historical legacy
- corruption
- infrastructure
- access to education.

[4 marks]

- c. Award **[1]** for one valid and located strategy, **[1+1]** for 2 valid positive outcomes of this strategy and **[1]** for further development/explanation of one of the outcomes in terms of how it reduces disparities.

Possible strategies could include: infrastructure projects; economic zoning; any form of targeted empowerment; development of new growth points; debt relief; increased investment; tax incentives.

For example:

In the 1980s in Nigeria a new capital city was created – Abuja **[1]**. This stimulated economic activity **[1]** which increased employment opportunities **[1]** and increased regional wealth away from the coast/Lagos **[1]**.

For example:

Azad is a non-governmental organization (NGO) in India that aims to help women find employment as drivers **[1]**; this empowers women **[1]** thus increasing their social status **[1]** and reduces unemployment of women **[1]**.

[4 marks]

Examiners report

- a. [N/A]
 b. [N/A]
 c. [N/A]
-