

# Markscheme

May 2018

Global politics

Higher level and standard level















Paper 1













10 pages


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The following are the annotations available to use when marking responses.

Annotation	Explanation	Associated shortcut
	CKS – Clear Knowledge Shown	
CON	CON – Contradiction	
	Cross – Incorrect point	
	DES – Descriptive	
	DET – Relevant detail	
	DEV – Development	
	EE – Effective evaluation	
	GA – Good Analysis	
	GEXA – Good Example	
GP	GP – Good Point	
GSEv	GSEv – Good Source Evaluation	
	H Wavy – Wavy underline tool	
	Highlight – Highlight tool	
	IR – Irrelevant	
	LNK – Good linkage	
	NAQ – Not Answered Question	
	NExa – No Examples	

	Not Relevant – Vertical wavy line	
NSEv	NSEv – No Source Evaluation	
	On Page Comment – On page comment tool	
PU	PU – Point Unfinished	
	Repeat – Repetition	
RQ	RQ – Repeats question	
	SEEN_Small – Seen	
	TCE – Theory is clearly explained	
	TNCE – Theory is Not Clearly Explained	
	Tick Colourable	
	TV – Too vague	
	U – Understanding	
UA	UA – Unfinished answer	
	UR – Unbalanced Response	
	VL – Very limited	
	WARG – Well argued	

You **must** make sure you have looked at all pages. Please put the  annotation on any blank page, to indicate that you have seen it.

### Unit 3 Development

Bulleted lists in this markscheme indicate likely points that candidates may include in their answer: they are not exhaustive, and examiners should credit other valid points not listed.

#### **Institutional factors that may promote or inhibit development**

1. **Using Source A, identify *three* weaknesses of the Millennium Development Goals.** [3]

*Answers may include:*

- health was not considered fully and that issues like mental health were excluded.
- human rights were not monitored
- implementation was weak
- accountability was weak.

Award [1] for each relevant point up to a maximum of [3].

2. **With explicit reference to Source B and to *one* example you have studied explain how development can be encouraged.** [4]

*Answers may include, but are not limited to:*

- Reference can be made to recent work by the IMF to assist with development including increasing resources, promoting investment in infrastructure and focusing on inclusive growth
- The argument can be made that cooperation between institutions and states encourages development
- Reference can be made to the IMF working and cooperating with other institutions, such as the OECD and the World Bank, to combat challenges (such as tax evasion) and therefore promote development
- It can be noted that institutions such as the IMF facilitate development by publicly encouraging states to do more, for example in improving aid effectiveness by developing better infrastructure.

*Valid examples from own knowledge may include, but are not limited to:*

- Actions to facilitate development by different actors including international institutions, states, NGOs and local organisations can be included
- Different approaches to development for example, sustainable, economic, socio-political or those linked to well-being can be drawn attention to
- Various scales of activity or promotion, *ie* from UN sustainable development goals to small community projects can be used as examples
- Answers can include the promotion and facilitation of development and make use of references to bottom up and top down processes.

Other relevant points not listed can also be rewarded. Candidates are not expected to make four separate points in order to achieve full marks. For each valid point a maximum of [2] may be awarded, up to a total of [4]. If there is no reference to another example studied award a maximum of [3].

**3. Using Sources C and D contrast factors which inhibit development.**

**[8]**

*Potential points of contrast:*

**Progress in development**

- Development can be claimed in different ways and inaccuracy arguably holds back progress. Source C shows how measurements of development have been manipulated because the IPL remains a positive indicator. Source D shows how claims for gender awareness have been exaggerated.

**Criticisms of institutions**

- Source C is critical of institutions of world order and holds them accountable for statistical manipulation and misguided directions in development. Source C states that statistical manipulation based on structural adjustment hides a lack of progress and hinders development. Source C however cites the Asian Development bank as a progressive actor. Source D criticises governments which pledge commitment to gender equality, but do very little when it comes to implementation and commitment of resources. Source D also makes reference to both the UN and the World Bank, as well as (African) governments as bureaucracies which inhibit development.

**Implementation of development**

- Source C discusses the importance of top-down practices in development (UN, World Bank) and Source D explores the importance of bottom-up engagement (*ie* feminist activity).

**Gender gap**

- Source C says that development is inhibited by incorrect measurement tools (regardless of gender); Source D implies that progress in development is hampered by lack of engagement with women and gender. Source D states that gendered assumptions remain and that the rhetoric of “UN feminism” masks weak commitment and a bureaucratic approach to gender mainstreaming.

Do not expect all of the points above, and allow other valid points. Award **[2]** per effective point of contrast up to a maximum of **[8]**.

If the view of only one source is discussed award a maximum of **[4]**. For a response which focuses significantly on one source with only minimal reference to the other source, award a maximum of **[5]**. For responses that discuss the sources separately, rather than in a running contrast, award a maximum **[6]**.

4. **Using all the sources and your own knowledge discuss the complexity of achieving development.** [10]

*Question 4 is assessed according to the markbands that follow, in conjunction with these marking notes.*

*Issues derived from source material may include, but are not limited to:*

**Approaches to development**

- Development needs are diverse and detailed. Needs may be complicated to assess due to differences in criteria (*ie* UN SDGs). Source B focuses on demographic challenges such as age. Source C focuses on macroeconomic approaches and promotes the dismantling of structural adjustment. In Source D, gender mainstreaming is promoted. Each of these approaches increase complexity due to the number of stakeholders and their interests.

**Importance of cooperation**

- Source A highlights the importance of cooperation which can be complex to coordinate and has not been achieved sufficiently in the past. Source C shows that coordination, if misdirected, may inadvertently worsen progress and that cooperation may be ineffective. International institutions such as the Asian Development Bank have challenged poverty-line criteria but this has been difficult to resolve. In contrast Source B celebrates the importance of international organisations, such as the IMF, World Bank and OECD working together to achieve development.

**Politics of institutions**

- Source C shows how institutions of the world order may be in a powerful or political position to determine development agendas to the extent of misrepresenting progress, it illustrates disagreement over the validity of the IPL by different institutions and implies that these issues are challenging to resolve. Source D shows how gender politics significantly shapes the responses of institutions.

**Bureaucracies and capacity**

- Source C shows how Institutions as bureaucracies can be slow to change or modify working assumptions (the example of superficial “UN feminism” or “gender mainstreaming” in Source D). In Source C development is further complicated by disagreement over the measurements that are used to define development and the broader challenge of critiquing structural adjustment policy. Implementation also needs to be addressed, therefore adding to the complexity of development as a phenomenon: Source A draws attention to the UN implementation framework and Source D refers to implementation by states.



*Own knowledge could include, but is not limited to:*

- examples of complexity drawn from any developing country, highlighting any number of challenges which hamper or increase (competing) demands made in a development context
- institutional capacity and funding issues can be cited specific challenges such as migration (*ie* Southern Mediterranean) and conflict or environmental degradation (crop decline and water scarcity) can be included
- long term issues such as huge labour reserves (*ie* China) and low wages in a globalised economy can be included issues related to inequality and low levels of education and literacy are relevant (*ie* Western and Southern Africa)
- the more recent proliferation of more fragile states and their security challenges might be referenced since development and security agendas are increasingly dominated by western states.

Do not expect all of the above, and reward other relevant points and/or examples not listed.

If only source material or only own knowledge is used, the response can only be awarded a maximum of **[6]**.

To achieve the maximum **[10]**, responses must refer to all four sources.

**Markbands for question 4**

Marks	Level descriptor
0	<ul style="list-style-type: none"> <li>• The work does not reach a standard described by the descriptors below.</li> </ul>
1–2	<ul style="list-style-type: none"> <li>• There is little relevant knowledge and a very limited awareness of the demands of the question.</li> <li>• There is little or no attempt to synthesise own knowledge and source material.</li> <li>• Responses at this level are often largely descriptive and contain unsupported generalizations.</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• There is limited awareness of the demands of the question or the question is only partially addressed.</li> <li>• There is some knowledge demonstrated, but this is not always relevant or accurate, and may not be used appropriately or effectively.</li> <li>• Responses at this level are often more descriptive than evaluative.</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Answers show some awareness of the demands of the question.</li> <li>• Knowledge is mostly accurate and relevant, and there is some limited synthesis of own knowledge and source material.</li> <li>• Counterclaims are implicitly identified but are not explored.</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Answers are focused and show good awareness of the demands of the question.</li> <li>• Relevant and accurate knowledge is demonstrated, there is some synthesis of own knowledge and source material, and appropriate examples are used.</li> <li>• The response contains claims and counter claims.</li> </ul>
9–10	<ul style="list-style-type: none"> <li>• Answers are clearly focused and show a high degree of awareness of the demands of the question.</li> <li>• Relevant and accurate knowledge is demonstrated, there is effective synthesis of own knowledge and source material, and appropriate examples are used.</li> <li>• The response contains clear evaluation, with well-balanced claims and counter claims.</li> </ul>