

**Drayton Manor High School**

|  |
| --- |
| Exam Question |
| |  |  | | --- | --- | | (a) (i) | Study Table 1. Plot the data from Table 1, showing the US$ GDP per capita (PPP) data for Botswana, on Figure 1.   **Figure 1: Botswana: GDP per capita, PPP (in US$) 2000–2015**   Source: World Bank  *(2 marks)* | |
| |  |  | | --- | --- | | (a) (ii) | Calculate the percentage growth in GDP per capita (PPP) data for Botswana 2000–2015. You must show your working. *(2 marks)* | |
| |  |  | | --- | --- | | (b) | Explain why the measurement of human development contains many components, not just GDP growth. *(6 marks)* | |
| |  |  | | --- | --- | | (c) | Explain why levels of political corruption can vary between countries. *(8 marks)* | |
| |  |  | | --- | --- | | (d) | Evaluate this statement:  ‘The UN’s Millennium Development Goals have been a globally successful initiative.’ *(20 marks)* | |
| **Total:** 38 marks |

|  |
| --- |
| Source |
| **Table 1: Selected GDP per capita (PPP) in US$ for Botswana**   Source: World Bank |

|  |
| --- |
| Mark scheme |
| |  |  | | --- | --- | | (a) (i) | 2 marks (AO3 = 2 marks)   You gain 1 mark for each correctly positioned point. You must be accurate: there is no tolerance on either the horizontal axis (Year) or the vertical axis (GDP per capita, PPP at current value in US$). | |
| |  |  | | --- | --- | | (a) (ii) | 2 marks (AO3 = 2 marks)  You gain 1 mark for showing your working:  2015 figure − 2000 figure/2000 figure × 100  15,800 − 8,200/8,200 × 100  You gain 1 mark for the correct answer:  = 92.6\_ine | |
| |  |  | | --- | --- | | (b) | 6 marks (AO1 = 3 marks, AO2 = 3 marks)  This question examines the factors that are considered when measuring human development. Measuring progress had been traditionally linked to GDP growth. However, a range of other economic, social and political components may be considered to be important too. Some suggested ideas are given below but you may wish to expand on these or include other relevant points.  **AO1 Demonstrating your knowledge and understanding of why human development measures can contain many components**  • Human development can be measured in many different ways, not just by economic growth.  • Single variables can measure specific indicators which show levels of development.  • Composite variables can combine significant indicators to give a more overall view of development. **AO2 Applying your knowledge to suggest reasons why human development measures can contain many components**  • While it is important to consider GDP growth, other components (e.g. social, political) should be considered to reflect the complexity of measuring human development.  • The inclusion of different components may reflect varying viewpoints between different groups as to what human development means. **Answers to this question will be given a mark within a level band  Level 1 (1–2 marks):** You show some geographical knowledge and understanding about the measurement of human development but some points are inaccurate. Your knowledge is not applied consistently with the question.  **Level 2 (3–4 marks):** You show mostly relevant geographical knowledge and understanding about the measurement of human development. Your knowledge in general is applied consistently with the question, although with only some details.  **Level 3 (5–6 marks):** You show accurate and relevant geographical knowledge and understanding about the measurement of human development. You apply your points logically to the question and show a good level of detail.   **Hints and tips** Think about how human development can be measured in other ways than through things to do with money. Are there some aspects of human development that may be included by some groups? Are there some aspects of development that may be harder to measure than others? | |
| |  |  | | --- | --- | | (c) | 8 marks (AO1 = 8 marks)  This question examines why levels of political corruption can vary between countries. Political corruption includes the ways in which elected officials can benefit illegitimately through their position and influence. Suggested ideas are outlined below, but you do not need to include all of these in your response. Other relevant points will be given credit.  **AO1 Demonstrating your knowledge and understanding of how political corruption can vary between countries**  • Political corruption is the way in which politicians can make illegitimate personal gain from their position.  • The level of political corruption varies between different countries for reasons such as lack of transparency, abuse of position, culture.  • Political corruption is difficult to measure but indices such as the Corruptions Perceptions Index have been developed to try to work out the extent of the problem. **Answers to this question will be given a mark within a level band  Level 1 (1–2 marks):** You show limited knowledge and understanding of why political corruption varies between countries, and there are some inaccuracies. You lack of a range of geographical ideas.  **Level 2 (3–5 marks):** You show some relevant geographical knowledge and understanding of why political corruption varies between countries, and have a range of geographical ideas. Your answer lacks detail.  **Level 3 (6–8 marks):** You show good geographical knowledge and understanding of why political corruption varies between countries. Your points are accurate, relevant and include a range of geographical ideas which you put forward in detail.   **Hints and tips** What is political corruption? Why might some countries have higher levels of it than others? | |
| |  |  | | --- | --- | | (d) | 20 marks (AO1 = 5 marks, AO2 = 15 marks)  This question focuses on evaluating the success of the UN’s Millennium Development Goals (MDG) initiative. While there has been a more favourable outcome for some of the goals set, there has been less progress with others. In addition, some areas of the world have seen more improvements than others. Suggested ideas are outlined below, but you do not need to include all of these in your response. Other relevant points will be given credit.  **AO1 Demonstrating your knowledge and understanding of the view that the MDG initiative has been globally successful**  • Levels of success can be assessed for each of the eight MDGs set and their targets.  • There has been mixed progress for the MDGs in terms of the targets set.  • Some individual countries and regions of the world have seen more progress than others as a result of the MDGs. **AO2 Applying your knowledge to evaluate the view that the MDG initiative has been globally successful**  • Despite the MDGs, there are still some areas of the world, e.g. Sub-Saharan Africa, which face significant development challenges.  • Criteria for success vary widely between goals and were ambitious in some cases. This may affect the level at which targets can be achieved.  • While some goals, e.g. eradication of extreme poverty and gender equality, have shown much progress, there have been more inconsistent results with others, e.g. combating HIV.  • External factors, e.g. high population growth rate, may have had an impact on final outcomes.  **Answers to this question will be given a mark within a level band  Level 1 (1–5 marks):** You show isolated points of knowledge and understanding about the level of global success of the MDGs with some errors and inaccuracies. You show limited understanding and are not always able to make connections between your points. Your answer is incoherent and lacks relevant evidence to support ideas. Your argument is limited, with unbalanced points. Your ideas are concluded in a general manner, if at all.  **Level 2 (6–10 marks):** You make some points showing knowledge and understanding about the level of global success of the MDGs, some of which may be relevant. You make some inaccurate points. You apply some knowledge but your points are not developed or may not be linked to the question. You use some evidence to support statements which may answer only part of the question. You draw a conclusion but this is based on unbalanced ideas.  **Level 3 (11–15 marks):** You show geographical knowledge and understanding about the level of global success of the MDGs. Your ideas are mostly relevant to the question and you make accurate points. You focus on at least two MDGs and/or countries/regions. You make some connections between ideas. You interpret the question well in general, but there may be some gaps in your use of evidence to support points. You draw a conclusion which links to the arguments made but is not fully supported by evidence.  **Level 4 (16–20 marks):** You show good use of knowledge and understanding of the level of global success of the MDGs. You make a range of relevant points, focusing on at least three MDGs and/or countries/regions to create a coherent argument supported by relevant evidence. All your points are linked to the question. You draw a good, well-balanced conclusion which links clearly to the evidence presented.   **Hints and tips** Have some of the eight MDGs been more successful than others? Can you discuss three MDGs in detail and say whether they have had positive outcomes? | |

|  |  |
| --- | --- |
| Student Response A | |
| (a) (i) |  |
| (a) (ii) | |  | | --- | | **Examiner comment** Two correctly positioned points. 2 marks. | |
| (a) (iii) | 15,800 − 8,200/8,200 × 100 = 92.6\_ell |
| (a) (iv) | |  | | --- | | **Examiner comment** The student gives the correct answer and shows their working. 2 marks. | |
| (b) | Measuring human development is a complex and contentious issue, involving many aspects of life, e.g. health, education, freedom. Many variables are needed to try to do this effectively. Such measurements are made so that it is easier to compare different countries and so assess their ‘level’ of development. Traditionally, using just economic factors such as GDP growth has been seen as an effective way to establish which countries are making most financial progress in a given timeframe. However, it is not just the value of the money but the effectiveness of how it is used that is important. While variables linked to GDP play a significant part when assessing development, multivariate indicators such as the Human Development Index combine a broader range of data such as life expectancy at birth and years of schooling, as well as income per capita data. This helps to assess health and education factors which are very important to a nation’s progress. The Happy Planet Index includes measurements on well-being, inequalities of outcomes, and ecological footprint as it focuses on outcomes that can be linked to sustainable development, which includes environmental considerations. However, some aspects of development are very hard to put a numerical value on (e.g. freedom of speech), this can affect the meaningfulness of the data collected.   |  | | --- | | **Examiner comment** The student gives reasons why measuring human development is not just linked to economic factors. They explain their points well and make good use of the HDI and HPI examples to expand their ideas. Level 3, 6 marks. | |
| *Examiner comment* | "complex and contentious issue"  Reason given why many components needed. |
| *Examiner comment* | "effectiveness of how it is used"  Limitations for using solely economic factors. |
| *Examiner comment* | "Human Development Index"  HDI example linked to question with detail. |
| *Examiner comment* | "health and education factors"  Link to specific aspects of development. |
| *Examiner comment* | "linked to sustainable development"  Example linked to question. |
| (c) | Political corruption is the way in which elected officials in governments abuse their position for personal gain. Politicians benefit from a range of illegitimate activities such as manipulating policies or procedures during large development projects. When contracts are handed out, some officials may take bribes in order to award the contract to a particular company. This behaviour is used by some officials to keep hold of their power, status and wealth. While it can happen at local, regional and national level, it can be very difficult to detect and to change the culture which promotes such activities. The level of corruption can be difficult to measure precisely because of the hidden and often illegal nature of the activity. The Corruptions Perceptions Index by Transparency International tries to do this by assessing the level of corruption in different countries. Some countries are very clean, e.g. Denmark, whereas others are highly corrupt, e.g. Somalia. Countries which are clean tend to be more transparent with their procedures and allow public access to information through the freedom of information acts. It may also be safer for whistleblowers to talk about corruption as they are less likely to be put in jail. Politicians themselves may have to be more accountable to the public, depending on the political system they belong to. Levels of political corruption between countries can also vary depending on the resources available. For example, politicians in countries with highly valuable natural resources, e.g. oil, or which are subject to large development projects, may have more opportunity to gain large amounts of money from decisions made. However, it is extremely difficult to measure the exact extent of corruption in a country, making comparisons between countries tricky.   |  | | --- | | **Examiner comment** The student shows good knowledge and understanding of political corruption and makes valid suggestions as to factors that might affect the level of corruption in different countries. Relevant points linked to the Corruption Perceptions Index are made. Further detail about corruption in one studied country would gain further marks. Level 3, 7 marks. | |
| (d) | The MDGs were a set of eight goals which were set up by the UN in 2000 to address some of the key causes of poverty and underdevelopment within the world. Each goal focused on one key aspect, namely eradicating extreme poverty and hunger, achieving universal primary education, promoting gender equality, reducing child mortality, improving maternal health, combating disease, e.g. HIV, ensuring environmental sustainability and developing a global partnership for development. Measurable targets were set for each goal, to be achieved by 2015.  There has been varying success in the goals relating to health. Health issues were a major focus of the MDGs as many vulnerable people in the world’s least developed countries are affected by problems which can be addressed more effectively by improved healthcare. For example, MDG 5 contributed to a 50\_lobal reduction in the maternal mortality ratio. Although this did meet the target set, progress in Eastern Asia, Northern Africa and Southern Africa did achieve the 66\_arget. Projects, such as training full-time midwives in Bangladesh and Rwanda’s SMS saves lives initiative (where pregnancies can be tracked by health workers on mobile phones), contributed to this success. However, MDG 6 had more mixed success. While the number of new HIV cases decreased by 33\_the UN still estimates that over 2 million people are affected by HIV each year, with over 1.5 million of those being in Sub-Saharan Africa. However, progress has been significant against TB, and malaria deaths have been reduced by initiatives such as the mosquito net campaign in DRC.  One major success of the MDG initiative has been targets linked to eradicating extreme poverty. Extreme poverty rates have fallen in every region and globally. The target of reducing the rates of those living on around $1 per day was achieved 5 years before the deadline. However, although the number of people in this situation has halved, there are still over 800 million people living in extreme poverty. MDG 3 has also seen much success. This MDG focused on gender equality. Giving girls access to education is seen as a key development criterion as it empowers more of the population. Southern Asia has seen the most progress with gender parity in primary schools and women’s rights are more visible in some countries. However, in Sub-Saharan Africa, the gender gap has widened in university education. In 2000 there were 66 girls per 100 at universities, and in 2011 this had dropped to 61 per 100. Poverty and entitlement issues still need to be addressed if this trend is to be reversed.  However, there have also been critics of the goals who suggest that there was a lack of justification behind their choice. Some of the targets are also very difficult to measure. It is fair to say that, as with many wide-ranging initiatives, the MDGs had a varying range of success. The targets that were set were ambitious and external factors, such as increasing population growth in many poorer countries plus the economic crisis of 2008, may have had an impact on the MDGs' achievements. It could be argued that the MDGs have raised the global profile of some key development issues and have tried to turn this awareness into action and change. While overall there has been much progress made by the MDGs, there is still work to be done to improve the quality of life for the world’s poor. Sub-Saharan Africa remains a region with poor quality of life for many, whereas parts of Southern Asia have seen much progress. Such global disparity will need to be addressed further in the current UN Sustainable Development Goals initiative.   |  | | --- | | **Examiner comment** The student clearly understands the question and applies a range of specific case study knowledge to explain their points. The answer shows a balanced approach, as successes are highlighted but areas where outcomes have been less positive are also addressed. At least three MDGs are discussed — a requirement to reach Level 4. There is a good conclusion. Level 4, 17 marks. | |

|  |  |
| --- | --- |
| Student Response B | |
| (a) (i) |  |
| (a) (ii) | |  | | --- | | **Examiner comment** Only one data point has been positioned correctly. 1 mark. | |
| (a) (iii) | 15,800 − 8,200 = 7,600 7600 /100 = 76\_ell |
| (a) (iv) | |  | | --- | | **Examiner comment** Incorrect calculation using the data. 0 marks. | |
| (b) | It is very difficult to measure the level of a country’s human development because there are many factors which can influence this. Although a country can be seen to progress if its level of GDP increases, this money may not benefit the people if it is not used in the correct way. If you look at things like life expectancy, you can see whether people are generally healthy. This can be linked to whether they can afford decent food and good healthcare facilities. If GDP is high then there might be a better investment in hospitals and so people have a better chance of staying in good health for longer. However, it should be noted that it is difficult to collect up-to-date, accurate data in some cases.   |  | | --- | | **Examiner comment** The student shows good understanding of the importance of other components as well as the link between GDP and investing in services to promote development. However, the answer is brief and could include examples of development indices to help expand key points. Level 2, 3 marks. | |
| *Examiner comment* | "not used in the correct way"  Point linked to how money is used, rather than just its value. |
| *Examiner comment* | "life expectancy"  Reasons why life expectancy is a good indicator of development. |
| *Examiner comment* | "decent food and good healthcare facilities"  Point extended with link to diet and healthcare. |
| *Examiner comment* | "difficult to collect up-to-date, accurate data"  While correct, not linked directly to the question. |
| (c) | The amount of political corruption can be different in one country as opposed to another. Political corruption is when politicians abuse the system they work in. They often have to make decisions on big-money projects like dams and weapons. Sometimes the companies which stand to gain from the business may give a payment to the politician to help them make the ‘right’ choice. The company wins because they gain the contract, the politician wins because they get richer but the country and the public lose out because this might not be the best deal. Whether a politician is likely to do these kinds of deals depends on the culture of the country. In a democracy, politicians are more likely to be accountable to their voters and have to justify the decisions that they make. They may have to show documents on the web and may have to have public meetings to explain what they are doing. Any business that takes place must have accounts and be audited, so any ‘missing money’ which might have gone to the politicians can be identified. However, in a dictatorship, the leader can do want they want and does not have to show the paperwork. People may also be fearful of any punishments that might take place if they speak out about corruption.    |  | | --- | | **Examiner comment** The student shows a clear understanding of corruption and discusses some of the factors that influence its level. Different levels of corruption depending on type of government are discussed, but no examples of countries that may have high or low levels of corruption are given. Suggesting types of projects within a country that may be more exposed to political corruption may gain further marks. Level 2, 4 marks. | |
| (d) | In 2000, the UN started the MDG initiative to tackle some of the world’s most significant problems. Even in the twenty-first century, there are many people who do not have enough food to eat, do not have clean water and sanitation and who do not have basic rights. The UN decided that they would support different projects around the world to help get people out of poverty and to give them a better quality of life. There are eight goals and each goal has many targets which had to be met by 2015. Some goals were easy to measure but others were more difficult.  I am going to talk about two MDGs. First, Goal 2 aimed to have every boy and girl complete primary schooling in 2015. It is very important that young children go to school as they learn how to read and write and also there is a better chance that they will go onto secondary education. Literacy rates have risen, girls have more chance to go to school and the number of children who do not go to primary school has decreased a lot. However, many students still do not complete school because their parents cannot afford to send them or children may have to stop school to earn money for their families in some places. I think that this MDG has been quite successful as 90\_f students now go to primary school, but there are still big differences between the number of girls and boys in school in some countries.  Second, MDG 7 focused on environmental sustainability. This MDG has been successful in some ways. More than 2 billion people now have access to improved drinking water sources. Clean, affordable and accessible water is necessary as it is needed for people to live. If the water is not clean then diseases like cholera can spread and this can cause more problems and need to be treated. Although more people have better sanitation, there are still over 2 billion people who do not have a proper toilet. Many people also live in slums and shanty towns which have very poor living conditions. Despite the MDG, many ecosystems are under threat. Although there have been more laws to protect the land, sea and atmosphere, there are still many species that will be extinct if their habitats are not saved. Deforestation is still continuing at a fast pace in some countries and this also affects the wildlife that lives there.  I think the MDGs have had some success but there is still a long way to go if people’s lives are to be improved.   |  | | --- | | **Examiner comment** The student shows some knowledge and understanding of the goals. Two goals are discussed in more depth, although more detail about how the targets were met in different parts of the world or within different countries would benefit the answer. More and less successful aspects of the goals are discussed. There is a conclusion, but this is too brief and arguments are not drawn together. Level 3, 13 marks. | |