

Markscheme

May 2025

Global Politics

Higher level and standard level

Paper 1

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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.

1. Outline what Source A says about inequality. [3]

Possible answers include:

- Qatar is the state with the highest average income indicating widespread global inequality.
- There is a major disparity of income between countries of the global south versus those of the North. For example, Source A shows that the Swiss and the American earn more than the people of Central African Republic (CAR).
- The global average is not sitting in the middle of the range – in fact it is closer to CAR – thus highlighting inequality.
- The difference between the income of people of CAR and Qatar is 172 times.
- A Central African Republic citizen needs to survive with 87 times lesser resources than a Swiss or US citizen.
- The lifestyle of citizens of US and Switzerland seems to be similar because of similar income levels.
- Given that source A is using GDP per capita as a base measure, it is not a perfect indicator of inequality within a country.

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

Other relevant points not listed can also be rewarded.

2. With explicit reference to Source B **and one** example you have studied, explain how one factor promotes development. [4]

Answers from source B can include:

- Infrastructure investment into transport and communication can help promote development. Central Africa developed more rapidly as a result of investments into roads, railways and seaports.
- Development can also be promoted by addressing levels and standards of education which are connected to productivity. India, for instance, has taken big leaps in the IT sector.
- Law and order are crucial for development. Stable regulation helps minimize investment risks and instability generally discourages investors.

Answers from own knowledge can include:

- International cooperation can help promote development. As a result of trade deals and organizations such as the WTO, barriers to trade have been significantly decreased and have aided development.
- Countries attract several investors due to their good rankings on Ease of doing Business index which again promotes development, e.g. Singapore and Denmark both appear near the top of this index.
- Technological innovation can promote development, e.g. access to mobile banking has brought many rural populations into the financial system, e.g. M-Pesa in Kenya.
- Geographical location can promote development, e.g. Singapore's function as a major port, Turkey attracting investment as the gateway from Europe to Asia.
- Social factors such as better gender relations and communal harmony do lead to more developed societies.

- Reference to one of the following factors with sufficient explanation and a contemporary example are also accepted: political, economic, institutional, environmental and social factors.

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 marks] may be awarded, up to a total of [4 marks]. If there is no reference to another example studied award a maximum of [3].

3. Compare and contrast the views of Source C **and** Source D on measuring development.

[8]

Possible points of comparison include:

- Both sources believe that the GDP is lacking and that the HDI would be a better indicator of progress. Source C states that it considers more factors such as health and knowledge, and Source D believes that it is a good measure of human development.
- Both sources agree that GDP is the most common way of measuring development. Source C specifically defines GDP as the most frequent measure of development, and source D states most countries use GDP to measure the standard of living.
- Both sources believe that even when assessing income GDP fails to assess income inequality. Source C notes the failure of GDP to capture the distribution of income across society and Source D mentions that it leaves a lot to be desired even when measuring wealth.
- Both sources agree that GDP does not take into account environmental consequences. Source C mentions environmental degradation's significance and GDP's inability to capture it and Source D claims it doesn't take into account the negative effects of the overuse of natural resources.

Potential points of contrast include:

- Source C includes an indicator of good governance through Gross National Happiness, while the measures included in Source D do not pay attention to political development.
- Source C is wholly negative in its approach to GDP as a measure of development, while Source D highlights some advantages, such as comparability and the ease of obtaining data.
- Source C and Source D critique GDP for different reasons. Source C argues that its prioritization of economic growth is a problem, while Source D's criticism of GDP is that it doesn't take into account inequality.

Award [2 marks] per effective point of comparison and contrast up to a maximum of [8 marks]. For an [8 mark] response expect detailed contrast and comparisons but do not expect all of the points above, and allow other valid points. Points of comparison and contrast do not need to be balanced, as long as each command term is addressed at least once in the answer.

4. “An effective measure of development should prioritize well-being.” Discuss this claim using all the sources **and** your own knowledge.

[10]

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

Source material may include, but is not limited to:

Source A

- Shows that while income might be easy to measure – well-being cannot be measured just considering average income of countries.
- There can be a correlation between income and well-being in countries of the global north where Switzerland and the US seem to be faring well on both the indicators.

Source B

- Source B states that countries with higher education spending tend to have higher HDI, indicating that a good measure of development needs to consider well-being.
- Source B further indicates that political indices measuring development look at democratic processes and regular elections as their factors and doesn't consider questions of well-being between elections.
- Source B highlights infrastructure investment as a good measure of development, which is not directly related to well-being.

Source C

- Source C prioritizes well-being by noting that HDI and GNP give better understanding of that factor over GDP.
- Source C endorses Bhutan's approach to measuring development that also takes into account socio-economic development and good governance.
- Source C places well-being at the heart of its assessment of measures of development when critiquing GDP.
- Source C further claims that it is in fact difficult rely on GDP even when thinking of economic factors because it does not take into account inequality which weakens GDP as a useful measure of development.
- Source C argues that ecological effects need to be included in development measures, de-emphasising well-being.

Source D

- Source D mentions more closely the benefits of HDI and addresses the prioritization of well-being directly.
- If 'effective' is interpreted as easily comparable, then GDP would be a more effective measure despite not taking wellbeing into account, according to Source D.
- As per source D, the definition of development as envisaged by the GDP is narrow and hence as a measure of development it succeeds despite ignoring well-being.
- A counterclaim which Source D admits to is that GDP is more popular because it manages to calculate indicators apart from well-being which are often easy to measure.

Own knowledge could include, but is not limited to:

- States which do not have well-being at centre of their agenda, especially like totalitarian regimes often fail on other indicators.
- HDI itself may not be enough when calculating well-being despite the benefit of having a more long-term view and a bigger set of data.
- All development measures implicitly take into account well-being. A country that has higher spending on higher education will usually also have a higher level of income

spending overall. As a result, most measures of development, including GDP, do consider well-being to a degree even if they do not prioritize it.

- Qatar, Zambia and Peru are countries which seem to be doing well on measures and indices of economic development while failing on measures of well-being.
- Pollution in cities across Asia such as Beijing, New Delhi and Mumbai is increasing thus impacting their inhabitants' well-being though the same may not appear on an index measuring development.
- Well-being can be extremely subjective and difficult to measure, making development measures that try to include it less reliable and effective.
- Sen's capability approach points to a pathway to development that includes dimensions of well-being: functionings and capabilities. These can be at least partially measured by the Gross National Happiness Index and others.

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.

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

Markbands for question 4

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