

Markscheme

May 2023

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.

Debates surrounding development: challenges of globalization, inequality and sustainability**1. Identify *three* aspects of inequality represented in Source A. [3]**

Answers may include the following:

- The photograph suggests vastly different qualities of water used around the globe and a link between development and water consumption. A smaller family in a more developed country use far more water.
- Niger 12l per person per day, USA 333l per person per day of water consumed. Vastly different amounts
- The left image suggests that water is not of the same quality. Cleaner water is being consumed in the image from the US.
- The images suggest that families have different ease of access to water. The Niger water may be drawn from a local source. The US water will have required significant transportation.
- Answers may include observations about other aspects of potential inequality and compare an affluent suburb with a rural dwelling for example.
- The photographs have been used as part of an awareness campaign on sustainability/equality (not just repetition of source provenance)

Award [1] for each relevant point up to a maximum of [3]. Other relevant points not listed can also be rewarded.

2. With explicit reference to Source B and one example you have studied, explain why water is important to sustainable development. [4]

Answers may include, but are not limited to:

- Source B frames water as a one the sustainable development goals created by the UN – indicating that it is a foundation.
- Source B highlights the health risks associated with unclean water. The grave hazard this poses will undermine any development efforts. Disrupted education and poor literacy and hindrances to development.
- Source B states that water is linked to production of food and energy and to economic growth.
- Source B states that sustainable development is interlinked – *ie.* clean water is necessary to good health and to gender equality.

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

- Water is a shared resource. Upstream activities *ie.* irrigation or pollution can compromise people who also depend on it. *ie* Blue Nile
- Climate change and uncertainty can be shown to impact on future development (Cape Town; South Africa water shortages, and Queensland; Australia flooding; recent Pakistan flooding; cloud seeding to ‘make rain’ by richer countries *e.g.* UAE).

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 Source C and Source D, compare the challenges of equality for sustainable development.

[8]

Potential points of comparison:

- Sources C and D make references to wealth inequality holding back development. Source C says that poorer people (women) have less control over water access and Source D suggests that poorer communities are being left behind by wealthier communities.
- Source C and D emphasize a rights-based approach. Source C advocates water as a human right, and Source D emphasizes the importance of political commitment to water for all.
- Source C shows that not all members of society use water proportionally. Women are disproportionately involved in water collection and consumption, and women's needs are important in the management of water for all. Source D also states that it is mostly women who fetch water.
- Both sources mention social divisions and inequality. Source C emphasizes women's unequal power in comparison to men and shows that some communities are marginalized or voiceless in securing water. Source D also shows that despite progress there is ongoing marginalization through gender, class, caste or disability.
- Both sources make reference to participation and inclusion. Source C mentions decision-making mechanisms and Source D emphasizes a lack of political will
- Both sources make reference to the power of business. Source C mentions the commodification of water and Source D suggest that industry and agriculture are not using water sustainably.
- Sources C and D are written some time apart but share the same observations – suggesting that priorities are not easily achieved and require more political will.

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 comparison, award a maximum [6].

Award [2] per effective point of comparison up to a maximum of [8]. For an [8] response expect detailed comparison but do not expect all of the points above, and allow other valid points.

4. **“Political factors represent the greatest threat to sustainable development.” 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

- Source A is drawn from a major political campaign by UNICEF and suggests that everyday families in developed nations are yet to recognise that they consume more water than they need and that political power is instrumental in showing this.
- Source A does not represent or draw attention to traditional political factors thus diminishing the threat of the political.
- As a counterclaim the argument might be made that consumption is personal not political, or that future families can manage on far less water and that sustainability is already possible.

Source B

- Source B shows that clean water is one of United Nations’ new Sustainable Development Goals (SDGs) and that the issue is already the subject of much political and global agreement.
- A counter point may be made that as a political actor, The UN is advocating for an approach that is not yet established and that political power is weak on this issue.
- Related to this, Source B shows that 1.8 million people’s basic needs are not being met and notes that civil society will play a role in convincing stakeholders.
- Source B states that water and sanitation is a key foundation for achieving the Sustainable Development Goals, including good health and gender equality.
- As a counter point answers may note *the reverse* - that gender equality is also key to securing development and note that there is little political agreement on this.

Source C

- Source C suggests that debates on gender equality have only been given attention relatively recently and that political change is valued and needed in institutions committed to sustainable practice (*ie* training of personnel and consultation with women on the ground).
- As a counterclaim, Source C illustrates how social factors such as gender and empowerment undermine efforts to secure water.
- Source C highlights the increasing commodification of water in tension with a rights-based approach which is demanded of, and by political actors such as the UN.

Source D

- Source D makes clear that there is a lack of political will to foster sustainable development for all, showing that political action is a solution, and political inaction is a threat.
- Source D shows that social factors such as gender also present threats.
- Similarly, source D shows that there is not agreement on water as a global right or regime. Agriculture, and factories producing goods for wealthier consumers, place increasing pressure on natural resources. Economic forces are drivers and political commitment to sustainability regulation is inadequate.
- Source D, by contrast shows progress in improving access to water by the world’s two most populous developing nations – suggesting some political approaches are working.

Own knowledge may include, but is not limited to:

- Answers may discuss what is meant by “political” or consider that an absence of political representation is itself as problem and note how different actors or ideologies might represent political factors as obstacles. Students may point out that political power is accessed and used differently depending on context
- The importance of politics and of international institutions, regimes and cooperation to development can be made. By its own admission – The first UN MDG framework did not address the full water and development agenda. Emphasis on “sustainability” was not included and human rights and inequalities were not given enough attention.
- Examples may be given of other resources or global commons which need to be valued differently within debates on development and require political will to be managed sustainably.
- Examples of the power of economic actors and the relative lack of regulation in a globalising world can be given to evidence the scale of the political challenge. Privatisation of utilities. Desalinisation by wealthy states.
- Students might suggest that economic, social, institutional and environmental factors are more of a threat and NOT political factors. Students may give examples of ‘stealing water’ by states in certain regions or with states by diverting water courses/dams etc. Sometimes for the water sometimes for power generation.

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.
