



GCE EXAMINERS' REPORTS

**WORLD DEVELOPMENT
AS/Advanced**

SUMMER 2016

Grade boundary information for this subject is available on the WJEC public website at:
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?!=en>

Online Results Analysis

WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.

Annual Statistical Report

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

Unit	Page
WD1	1
WD2	6
WD3	9
WD4	13

WORLD DEVELOPMENT

General Certificate of Education

Summer 2016

Advanced Subsidiary/Advanced

WD1: INTRODUCTION TO WORLD DEVELOPMENT ISSUES

The paper proved to be accessible for candidates and allowed for stretch and challenge. There were very few timing issues and nearly all candidates attempted all four questions. The facility factors were similar and the overall mean was higher than the previous sitting. This evidence supports a high level of engagement and the ways in candidates generally grapple with complex and sophisticated ideas and development issues. Relevant case study material was evident in answers with less obvious gaps in knowledge than in some previous years.

Some comments made in this report in previous years are relevant to this sitting. As development is an up to date and dynamic discipline, there is room for refreshing the choices that centres make for class teaching. Another approach to updating case studies may be to encourage candidates to use examples of development practice in the WD1 examination they have read about for their coursework portfolio. As in previous years, some candidates tried to use one or two case studies learned in outline across a variety of questions. Such answers had a lack of detail and depth of understanding. As in previous years the quality of written communication (QWC) was generally pleasing, allowing candidates to express their ideas satisfactorily. Some candidates planned their answers; a brief plan for the longer answers would help to address the command and give some structure.

Candidates use different strategies when answering the question, for instance answering all the part 'c;' sections first. They must remember that Examiners do need to see the question number and part clearly in the left hand margin. Only the whole question numbers, 1, 2, 3 and 4, need to be written on the front cover. There are some candidates with poor handwriting.

The paper revealed some gaps in knowledge and examination preparation, namely knowledge and understanding of how a named natural resource is used to benefit peoples' lives; sustainable development appropriate to a rural area; what constitutes an aid project and an international initiative.

Resources

Responses to the part 'a' questions need to develop ideas present in the resources provided. The Assessment Objectives for the part 'a' questions are Application and Skills, with the emphasis on the latter. A strength seen in responses was the application of skills in responding to part 'a' questions that contain quantitative data.

Specific Questions

Q1 Part 'a' was an accessible resource that gave information about ecotourism. Many weaker candidates lifted ideas rather than apply them to sustainable development. The best answers drew out links between ideas and offered an answer that developed from the resource.

Candidates wrote about natural resources such as water, oil and wood in 1bi. What they found harder was to focus on how natural resources *benefited* peoples' lives. A broad view of what constituted '**one example**' was taken. Below is an example of an answer that scored full marks as it focused clearly on benefits to people's lives.

1(bi) Water and land are natural resources that benefit peoples' lives through farming. Availability of fertile land and a reliable water system means that the particular country can have a good crop yield. An example is the UK where we have a lot of arable land and sufficient water for irrigation due to our climate. This benefits peoples' lives in many ways – economically it contributes to the local farmers' economy and nationally it also contributes to GNP through crop exports. This means the government will have more money to spend on services that will benefit people's lives. Socially it also has an impact – people have good food security and access to healthy food. This benefits people's health and wellbeing. Environmentally access to fertile land is positive on lives as it gives a nice environment to look at. [6/6 marks]

Knowledge of sustainable development is generally secure. Reasons suggested for the importance of sustainable development protecting the natural environment included climate change, environmental issues such as deforestation and the underpinning idea of inter-generational justice. Candidates found it more challenging to describe a sustainable development strategy that is appropriate for a rural environment and to explain why it is appropriate. There were some rubric issues where candidates wrote about urban sustainable development strategies such as BedZed, the urban planning of Curitiba and the London Olympics. Candidates need to be guided to read the question carefully and not write an answer about the case study they have learned if it is not appropriate to the question set. The best answers to 1c used local examples or small scale projects in rural areas of developing countries, for example Farm Africa's projects with bees and sunflowers.

Q2 2 (a) was generally well answered with candidates developing ideas from the resources by drawing links and addressing impacts on the lives of the people in Jharia. Below is an example of an answer that achieved full marks. It develops ideas, goes beyond the resource and has both positive and negative (although this was not required for full marks).

2 (a) Impacts of extraction of coal on the lives of people in Jharia are that due to the miners wearing little or no protective clothing they are putting their lives and health at risk due to the dangerous gases and the inhalation of coal particles, damaging their lungs. Also, the water sources and soil get contaminated by the coal dust meaning the water is unfit to drink and can kill the wildlife and with the soil contaminations it may become infertile leading to crops not being able to grow putting people out of work and increasing risk of malnutrition. Also, people are forced to steal the coal which could lead to crime and violence. However, the mine does provide jobs for the people and gives them income. On the other hand, harmful gases get put into the sky such as sulphur dioxide which may cause acid rain which could spread to nearby cities and maybe other countries, polluting, contaminating and eroding the. [5/5 marks]

Reasons for some countries using large amounts of natural resources included increasing populations, large distances, changing lifestyles, industrialisation and consumerism. Well used examples included China, Canada and the US.

The most commonly used models of population-resource relationships were Malthus and Boserup. Some candidates are unclear or imprecise. Malthus described positive and preventative checks to population growth, not positive and negative. Positive checks increase mortality, such as famine and disease, and were what Malthus was concerned to avoid happening. Therefore he described preventative checks, which reduce fertility, and include abstinence and later marriage. Malthus did not consider homosexuality as either a positive or a preventative check. Contraception and abortion are preventative checks supported by neo-Malthusians. Boserup's research findings were that population pressure stimulates technological advance that increases our ability to produce food. Well used examples included Easter Island, Mauritius, and land reclamation in the Netherlands and GM crops.

Part 'c' elicited some detailed descriptions of natural resource use and management, usually with contrasting views. Candidates found it more difficult to explain the contrasting views. Recurrent and well-used examples included oil on the North Slope of Alaska, Canadian Tar Sands, and wind farms in UK. What made answers successful was the identification of stakeholders and how and why their views were contrasting. Below is an example of an answer that scored full marks.

2 (c) The Tar Sands mines attract contrasting views in Canada. The groups who are for the development are the government and some First Nations people. Whereas groups such as some fishermen and Greenpeace are against.

The Canadian government are for this development since it adds towards taxation revenue and aids them to collect money to distribute to those who need it most in society. The USA government would be for the development since they can import more efficient oil than perhaps the less environmentally friendly oil from the volatile Middle East. They would also be for it since new jobs can be created to build the pipeline from Canada to the USA.

Some First Nations people from places such as Fort McKay would be in favour of the mining because it gives them more jobs and opportunity to achieve more income parity with the rest of the Canadian population.

On the other hand fishermen from other parts of First Nations communities might be against since they believe the mining is polluting the sea and killing or disfiguring the fish they depend on for income.

Greenpeace would also be against the mining because of the effect it has on wildlife in general, for example they would point out that many ducks died by landing on toxic tailing ponds that were created as a consequence of the mining.

Therefore, both sides have conflicting interests on the development of tar sands mining. Some groups say is bad for the surrounding habitats, whereas others believe it should continue because of its economic benefits. [10/10 marks]

Q3 Part 'a' was well-answered with most candidates summarising variations such as more developed/less developed, north/south and using data from the map to illustrate these variations. There were number of candidates who did not notice that the command was 'describe' and proceeded to offer explanations for variations.

The link between life expectancy and poverty proved to be a challenging concept, thus making 3bi a discriminating question. Successful answers tended to mention the ability to provide basic human needs, health care, food, sanitation and the impact on life expectancy. Below is an example of a good answer that took a lead from Figure 3, although this was not necessary to achieve the marks.

3 (bi) In general poor people have less ready access to all their basic needs such as food. For example, Sub-Saharan Africa is a very malnourished region with inadequate healthcare and has one of the worst life expectancies. This is probably due to the fact that people without basic needs such as food and healthcare are in absolute poverty and risk dying of many different diseases since their lifestyle makes them weak. [4/4 marks]

Countries named in 3bii tended to be in Africa or Asia, for example Kenya and China. The best answers gave specific detail such as droughts, natural disasters and conflict. There were many answers that were generic and could have referred to anywhere in the world. Candidates did find difficulty in naming an aid project for 1c. Some wrote about the work of NGOs such as Oxfam or WaterAid and if they did so with precision gained marks in level 2. Many used wholly inappropriate example such as Band Aid, MDGs, Comic Relief, Live 8 and Make Poverty History. There were one or two very dated examples from the 1950s. Given the dynamic nature of the subject, it is hoped that Centres will direct candidates to contemporary examples. The best answers wrote in detail about a specific, named project with clear evaluation of its success. Specific examples that were well used included health projects, sand dams for irrigation and other water projects.

Q4 Most candidates used the data in the Figure 4 effectively to describe the relationship between female literacy and fertility rates. Good answers summarised the relationship concisely and provided two or three contrasting examples from the data in the chart. As with 3a, some candidates failed to attend to the command 'describe' and gave explanations for the female literacy and fertility. Below is an example of an answer that achieved level 3. It describes female literacy and fertility rates in countries in Figure 4, uses data and gives an overview.

4 (a) In highly literate countries such as Thailand the fertility rate is just over 1 child per woman. However, Sri Lanka has a fertile rate of over 2 children per woman but a literacy rate of near 100%. Countries like Mali and Afghanistan have a literacy rate under 20% and a fertility rate between 6 and 7 children. There seems to be a correlation between low literacy and higher birth rates. [5/5 marks]

The issue with using appropriate examples was raised again by responses to 4bi. Initiatives needed to be international and address inequality; there are many gender based international initiatives, such as The Girl Effect, that perhaps centres could consider, as well as those mentioned in the specification. There were some sound answers on Fair Trade, the MDGs and SDGs.

Candidates were prepared with reasons that international initiatives may lose momentum such as corruption, lack of finance, other priorities and lack of participation.

4 (c) Generally provided a successful end to the paper for candidates as it enabled them to use a variety of case studies and show their understanding of the factors that may contribute to the experience of inequality. Generally candidates wrote about a range of groups of people around the world. Frequently and well-used examples included the elderly in UK; Dalits in India; The Roma; disabled people; homosexuals in Uganda and Aborigines in Australia.

There were a few very dated examples, such as Jews in Nazi Germany and some references to Apartheid in South Africa. Candidates did not appear to recognise this and it is hoped that Centres will steer their students to contemporary development issues whilst providing a historical frame work for understanding inequality where and if this is required.

WORLD DEVELOPMENT
General Certificate of Education
Summer 2016
Advanced Subsidiary/Advanced
WD2: PORTFOLIO

It is evident that time and care has been taken over the organisation and annotation of portfolios, this aids the moderation process and is appreciated. There have been some interesting, current and controversial articles in this year's selection, it has proved an informative and intriguing exercise for moderators. Many candidates have a mature grasp of some complex political ideas, this is heartening to witness and clearly demonstrates the enthusiasm of candidates for the subject matter. The quality of portfolios remains high with some outstanding submissions at the top end, especially in the essays, most lower marks have been due to lack of submission of an article rather than weaker quality of written communication. The marks provided by most centres were mostly agreed but they do tend to be at the generous end of what is acceptable.

In this series it was necessary to move the grade boundaries. This happens when the standard is not as representative as previous years. This is influenced by Ofqual statistics but is also the result of over generosity observed within the moderated sample. While these may remain within tolerance there has been a creeping rise in awarding higher marks for work that does not always address the principles of the specification particularly within the article analysis. A general example is the dilution of the recognition of bias within an article. Many fail to address the perspective of the author and some centres appear to follow a rhetoric pertaining to the 'leaning' of the source, which is formulaic and clearly indicates a lack of individual input from the candidates. This will be addressed further in the article feedback section below.

Administration

The moderation team wish to thank those centres who submitted their work early, as this allowed a prompt start to the moderation process. Most work did arrive by the 15th May but some centres still needed prompting to submit the samples. Again the majority of portfolios were well organised and secure, however there are still issues with paper clipped submissions becoming loose and the articles being mixed up. Most annotation was helpful with comprehensive summative remarks, however, some annotation addressed the candidate with comments on how to improve. Others lacked any annotation other than scores on a mark sheet. This makes the moderating process more complex as we are trying to determine where marks have been awarded so that we can verify this. In the absence of annotation we are remarking work and often this penalises the candidate. There were fewer issues with lack of authentication and when requested centres were mainly prompt to respond.

Word count is still an issue, more so with the article analysis than the essay this year. Centres are reminded that work that does not comply with the rules should not be accepted, this must be dealt with at the centre. Any sections that do not comply with the rubric can result in marks being deducted for the entire centre. This will be discussed in more detail in the relevant sections and you are advised to read the individual centre report for further information.

Articles

Most candidates found their own varied and interesting articles, again though it must be stressed that bland factual submissions do penalise the candidate as there is little of interest to point out. Centres are advised to monitor the choice of article and provide guidance. More disturbingly this year there has been a rise in the number of short blogs, sections of long blogs and even web site information for various charities or NGO's being used for analysis. These were consistently too short for comprehensive analysis and consequently prohibited candidates from attaining higher marks.

Other rubric infringements exist around word count, some centres were accepting analysis submissions of over 800 words without deducting marks and there are still infringements of the 'no more than 2, and different, newspaper submissions'.

Some centres carousel articles and obviously for larger centres this does make sense, but please ensure that articles are current and that subject matter facilitates the analysis process. Also that original articles are included along with images. Many candidates address the impact of an image that has not been included in the print out of the article.

The Author View section should avoid becoming an extended a description of what author narrates but rather an analysis of how the point is put across- really address the values, how the article inspires an emotion, candidates must be encouraged to stress the anticipated audience response. A way to avoid this would be to encourage 'first-stage' annotation/highlighting of the articles as a preliminary to analysis.

The section on candidates view is related to the topic not just the article and as such should avoid the basic 'rant' and be supported by evidence of further research into the topic. This is evident in all high achieving submissions.

Comparative Essay

Generally the view from the moderating team is that the standard of essays is very good. There were fewer rubric infringements of word count and most titles were tightly focused to enable detailed comparison of like for like. Again there is evidence of sound referencing, bibliographies and some interesting in text data presentation. Most focus on relevant and very current issues that clearly cement case study examples for theme 2, centres are to be congratulated on these intelligent and stimulating accounts.

Some titles still caused concern this year for instance 'Dalits in India compared to women in the UK' where there was an attempt to compare two very different situations, similarly 'HIV in Malawi and the USA'. It would be better to compare HIV in two countries in similar situations, but possibly tackling the issue differently, or compare two similar groups like Dalits in India and Aboriginal Australians. More worrying still were the historical accounts comparing the Jews under Hitler to the Slave trade in the USA, these bare little relevance to today's global issues. Others were accounts of Geography fieldwork on deprivation, which are fine if comparing two wards but were not always presented as such.

Some centre provided general titles – compare inequality in two social groups- and students picked their groups, other centres had candidates all submitting the same title. This is not really in the spirit of the specification where candidates should be encouraged to choose individual topics from the theme.

Centres are reminded that there is support for WD2 to be found on the WJEC website in the Teachers' Guide and in the secure part of the website – WD CPD, where portfolio exemplars at Grades A, C and E can be found

1. Analysis of the three Articles - should involve:

- articles from 3 different sources e.g. a newspaper (Metro), magazine (the Ecologist) and an NGO/Pressure Group (Water Aid/Greenpeace)
- if using newspapers, a maximum of 2; these 2 must be 2 different newspapers e.g. not 2 from the Times or Guardian. Also note that on-line versions are regarded as the same source as printed versions.
- using Key Ideas in Theme 1
- article length 500 - 1000 words
- analysis length 500 words, 3 distinct sections, own view on topic not article

2. Comparative Essay - should involve:

- using Key Ideas in Theme 2
- a maximum of 1000 words in length
- a comparison must be made
- essay style – not with sub headings but can include data sets, graphs and tables.

WORLD DEVELOPMENT

General Certificate of Education

Summer 2016

Advanced Subsidiary/Advanced

WD3: CONCEPTS AND PROCESSES OF DEVELOPMENT

There was a full range of ability of students taking this examination and the assessment continues to challenge students on a current topic. It was interesting to read of the signing of a peace accord between the Colombian Government and various guerrilla groups in June 2016 – a reflection of the relevance of this paper to current development issues. There were some very able candidates who demonstrated an excellent understanding of development issues and very good skills of analysis in response to unseen resources. The best students used the resource booklet effectively using their own knowledge and understanding of development. It was a pleasure to read the work of students who clearly engage fully with development issues.

Essay questions were generally well structured and had a good focus on the precise question set. There was some good use of case studies to illustrate points made, but weaker students still offer a case study narrative and expect the examiner to do their thinking for them. Many such essays showed little development beyond AS quality and depth study. While exemplification is an important element of an answer, it is not an end in itself. Even some simple development, explanation or basic critique of points would have lifted these answers.

There continues to be an imbalance between themes of study at A2. Very few centres study political theme, and the majority seem to opt for Theme 6 Social Development. Given the progress made in development within the social sphere, it is vital that centres remain up-to-date when teaching this theme in particular.

A major issue this year was the quality of legible handwriting on a significant minority of scripts. In several cases it was almost impossible to read the script. Any sense of the answer was completely destroyed due to the high percentage of words that could not be read. It is the responsibility of students and centres to avail themselves of alternative arrangements where handwriting problems can be addressed. In one case, a script had been copied and words that looked illegible had been written over. However, a notable number of these 'improved' words were actually either spelt incorrectly themselves or were wrong themselves and what the student had originally written was actually right.

A large number of students (whole centre wide) had not written any question numbers on the front of the exam script. This significantly slows the marking process. Centres are kindly requested to ensure that the front of answer books are fully completed.

Specific Questions

Question 1

- (a) Given that the structure of this first question is well established, most answers were well organised. There was some good use of the resources, and very limited paraphrasing. The best work incorporated details from the resources to give a full description. This included evidence from resource 1b as well as the introductory text. Students then offered explicit explanations for the challenges they identified. Some

students gained credit by attrition; by writing long answers they eventually gained marks. However, this was at the expense of time later in the paper. It is not uncommon for concise, clearly explained answers to gain level 5 marks. The best answers noted the inter-relationships between economic, political and social challenges.

- (b) Weaker candidates seemed tempted to revisit some of the material they used in section a). However, this question had a clearly different focus on 'difficult to resolve'. Many students grasped this and offered some valid reasoning. There was some good understanding of the intractable nature of some of the problems facing IDPs. The problems highlighted in Resource 3 offered some stimulus and good students were able to identify and explain which they considered difficult to resolve.
- (c) The term 'international community' was used intentionally to include the widest possible range of stakeholders in Colombia. While many students limited themselves to the UN and other aid agencies, more astute students recognised, often critically, the role of international companies in improving livelihoods. A good number of students included evidence from the work of other agencies in other countries. This is perfectly acceptable, since the aim of this particular question is for students to think more broadly, out from the located study of Colombia. It should be noted however, that there is a rubric requirement to also include some reference to Colombia in this answer.

Question 2

This was the most popular question of the pair of questions on theoretical perspectives of development. The key word here was 'approach'. There were some really interesting and diverse case studies here, ranging from Cuba, China, the USA, the UK, Bolivia, Iceland and Bhutan (recognised detail from 2014 resource booklet). However, there was a general assumption that bottom up approach = good whilst top down = bad. Many weaker candidates launched straight in to a case study of a government project such as the Three Gorges dam in China, followed by a narrative of their favourite NGO project case study; they did not stand back to comment of the broader approaches taken by governments or NGOs. These were typical of the implied answers by middle – low grade students who think that facts speak for themselves without explicit interpretation. It was disappointing to read the rather poor and superficial level of knowledge regarding the Three Gorges, and the simplistic role which governments play in development. Equally the roles for NGOs in advocacy and technical support for governments were disappointingly ignored. Centres are encouraged to use the detailed mark scheme to help students to move away from stereotypes of government and NGO activities. A minority of students thought that governments and NGOs worked in the same way and dealt with them as an entity.

Question 3

This question was not entirely unfamiliar and there are resources concerning participatory development on the World Development webpages. When the response was done well there were some very perceptive, informed and interesting answers. These focused on the Zapatistas from Mexico, Llamas Pembrokeshire eco community, the Green Gorillas of NYC. However, often the question was answered rather superficially with little appreciation of the true nature of participation: answers were couched in terms of bottom-up development whereby NGOs have a strategy and project and they offer it to local communities.

Typical examples here were Send a Cow and Excellent Development. Barefoot College also made several appearances but this comes with a health warning: the training which women receive enables them to return to their communities and influence development there. It is not the Barefoot College itself which influences local development. A very limited view of local community participation is 'taking part'. However, there is much more to be said regarding ownership, decision-making, empowerment etc within communities.

Question 4

Free trade, fair trade, protectionism and export-oriented trade were the types of trade discussed. The most effective answers explicitly referred, sometimes critically, to communities, whether at local or national scale. Weaker answers told the fair trade and free trade stories in a rather black-and-white way. Students should be encouraged to reflect on the pros and cons of types of trade since none are perfect. The most popular examples were Mali, Senegal, South Korea, China and the Windward Islands as examples of places that had been affected in different ways by different types of trade. A number of students used the example of 2nd hand clothes being sent to African countries as an example of trade.

Question 5

Although this is an explicit key idea 4.6 in the economic theme, there were few answers to this question. Students should study the development plan of a named country and consider where aid is used to support the plan. These are easily available on national government websites, though not every country presents their plans in English. The Kenya 2030 plan is perhaps one of the most accessible. There have been considerable discussions in recent years about the nature of national development plans and who drives the agenda. All developing countries have some kind of 5 year/medium term plan which donors and aid agencies use to direct their aid activities. It is disappointing that so little appears to be known about the development plans of a named country. Foreign direct investment was accepted as part of a broad aid package provided there was explicit reference to where it linked to the national development plan of the chosen country.

Question 6

Although few centres select the Political Development theme, it was hoped that there would be some teaching and learning on this very important topic of IFIs. Answers were of two extremes: clear, concise with precise and relevant information, or a more negative unsubstantiated approach. In places the IFIs received a largely poor press with a largely negative understanding of financial support for countries in crisis, or of the substantive contribution which the World Bank makes to development programmes, INGOs and local NGOs across the developing world. The influence of the developed world is not always, or wholly, exploitative or self-motivated. A balanced response was anticipated in these answers.

Question 7

Although Agenda 21 was a cornerstone agreement on the environment and the driver of subsequent international protocols and national policies, it seems to be poorly understood. The few answers on this question were limited to brief discussions of climate change or energy conservation. The breadth of global issues listed in the mark scheme were barely recognised. Overall it is disappointing that the level of student knowledge and understanding of economic and social development seems not to be established in the political theme.

Question 8

This was a popular question but sadly there was very limited progression of knowledge and understanding of population-resource models from the outline required for AS. Malthus and Boserup formed the basis of many answers. There was a brief and fairly accurate description of each but only superficial critique of their limitations. Of particular concern is the evidence of an out of date, over simplification of images of Bangladesh as a country which saw the death of millions on a regular basis due to flooding. The best answers used POET and/or IPAT to draw out the complexity of population-resource relationships by discussing the impact of affluence and technology and consuming and also conserving resources. There were some relevant case studies, but once again, these had to be used to make a point, not included as a narrative. There seemed to be some confusion between the Green Revolution in India in the (1960s and 70s) and GM crops (from 1990s onwards). Some students included the demographic transition model but this was only credited where there was an explicit link made between population and resources.

Question 9

This was also a very popular question and a popular topic of study. Great strides have been made in establishing universal primary education and the specification anticipates that students keep up to date with progress in different countries. There were some good discussions of the importance of education but rather more superficial understanding of the challenges which countries still face in delivering it. It is recommended that centres use the details in the mark scheme to encourage students to explore the challenges in more depth, beyond cost of buildings, providing teachers, and keeping girls out of school to work in their households. Many weaker answers described solutions to problems in education, often through NGO projects, rather than discuss the challenges of provision and quality. Candidates must also be discouraged from using sweeping statements in their essays: “without education no-one will be employed”; “Bangladesh is so poor because it has growing population rates and no-one has any access to technology”.

WORLD DEVELOPMENT
General Certificate of Education
Summer 2016
Advanced Subsidiary/Advanced
WD4: INDIVIDUAL REPORT

There were some very well chosen and researched reports, which were thoroughly engaging and well-structured and presented.

Centres should be aware that, for statistical reasons, the grade boundary could be changed. There was strong evidence of grade creep necessitating the scaling of marks in many centres.

In a minority of centres over-length work was not penalised as per the requirements of the mark scheme. Some teachers seemed to have ignored the rule, others assumed that it was in their gift to make a judgment call, others that there was a 10% tolerance; there is not. Some centres had ignored the examiner's moderation reports and previous Principal Moderator's advice and reports. Whilst some 25% had marking comments that were actually helpful to the moderation, others had simply written a number, with no justification of the grade whatsoever or waved a highlighter pen over the grid, serving minimal use.

There were many fewer narratives this year. However, many reports could still extend their introduction to set the scene for their issue.

Many reports did not develop this section and introduce their topic / area properly. There should be much more of a sense of place and issue to explain why the report is worth writing. Many candidates just covered target audience and key ideas; for 10 marks this is not enough. Students really want to get on and use their words in the analysis, but that section would be so much better with an effective introduction. Much of what was in the analysis section should really have been in the Introduction. There is plenty of scope to use development/national indices in tabular form with a brief commentary, it need not eat words. The abstract is often written as a statement of intent, rather than the retrospective summary it should properly be. Despite clear guidance in the mark scheme, many candidates simply described the link to the key ideas rather than explained.

The vast majority identified an appropriate target audience, with the best students delving deeper than simply 'the President of.../Prime Minister figure'. Some students were focused on identifying a specific problem in one country, yet unaccountably addressed the report to the leader of another country (in effect, highlighting the issue as a chance to learn from the mistakes of others). There is a logic, but this makes the work rather challenging for the student. What exactly can and would Peru want to do about deforestation in Nepal?

Despite the meaningful skills instilled by WD2, students hadn't really carried these forward. Very few centres embarked on any real explanation/justification at the level expected of an 18 year old student. Often they offered superficial points such as why they had typed 'inequality' into Google (to speed up the search).

Referencing continues to be poor; only a minority source their stats/figures/quotes with footnotes. This was the weakest section: done poorly and over-credited by many centres. At the extreme there was no comment on sources at all and merely a list (usually) at the end of the work. Some very impressive collections of evidence required better evaluation of sources (by students of all abilities). A small number of centres assume that a bibliography alone would suffice and gave 5 marks to all candidates.

There was, in many cases, a disappointing and rather limited range and amount of presentation of evidence; data as tables and graphs gives students opportunity for analysis more effectively than text. The best reports had focused/realistic titles which had the benefit of external approval. Those titles which built in clear evaluative elements had the students immediately building in a higher level of thinking and analysis. The suggestion that students use question stems beginning 'An evaluation of....', or 'An analysis of.....' rather than 'A report into....' worked well.

It is always worrying when lots of new information appears in the conclusions. Students failed to realise this is the culmination yet some reports fizzled out with little more than 100 words for the conclusion.

The recommendations are the most important part of the whole report yet, for many, are not well thought through and bear little relevance to the target audience. Students need to spend longer familiarising themselves with the role of their target audience.



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk