

International General Certificate of Secondary Education  
CAMBRIDGE INTERNATIONAL EXAMINATIONS  
**DEVELOPMENT STUDIES**  
PAPER 2

**0453/2**

**OCTOBER/NOVEMBER SESSION 2002**

2 hours 15 minutes

Additional materials:  
Answer paper

**TIME** 2 hours 15 minutes

**INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Answer **both** questions.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

**INFORMATION FOR CANDIDATES**

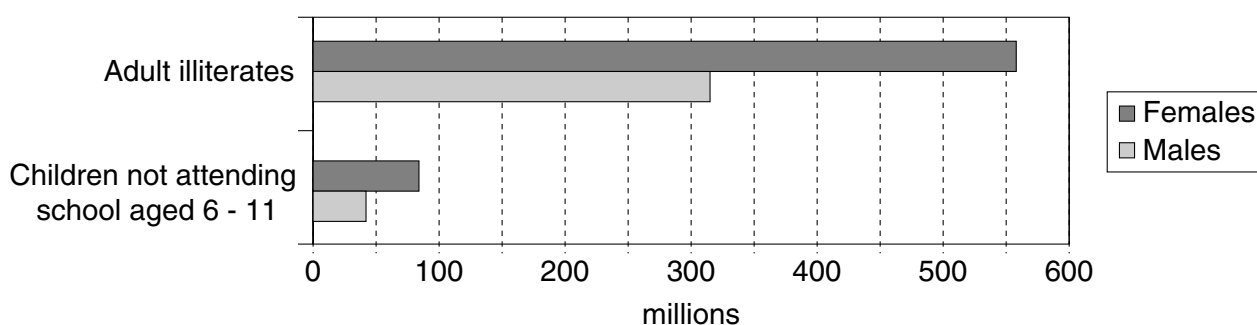
The number of marks is given in brackets [ ] at the end of each question or part question.

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**This question paper consists of 7 printed pages and 1 blank page.**



- 1 (a) Study Fig. 1 which shows world figures for adult illiterates and for children not attending school in 1995.



**Fig. 1**

- (i) How many million women in the world cannot read or write? [1]
- (ii) Describe what Fig. 1 shows about the difference in the numbers of illiterate males and females. You should refer to figures in your answer. [2]
- (iii) How does the information about children not attending school help to explain the difference between male and female literacy? [1]
- (iv) Suggest other reasons for the difference. [3]

- (b) Study Fig. 2 which shows data about selected developing countries in southern Asia.

Country	Female literacy (%)	Maternal Mortality* (per 100 000 live births)	GNP per head US\$
Nepal	14	1500	210
Bangladesh	26	850	270
Bhutan	28	1600	400
India	38	570	390
Pakistan	24	340	490
Sri Lanka	87	140	800
Maldives	93	300	1150

**Fig. 2**

\*Maternal mortality means the number of mothers who die in childbirth.

- (i) Describe the relationship between female literacy and maternal mortality. Justify your answer by quoting figures. [2]
- (ii) Explain why countries with a low GNP per head have low levels of female literacy. [2]
- (iii) Which of the countries in Fig. 2 has a lower female literacy than you would expect from its GNP per head? [1]
- (iv) Suggest ways in which the education of women in the poorest countries in Fig. 2 might be improved. [3]

(c) Study Fig. 3 which is about women's movements in Ecuador.

*Women's groups in the squatter (shanty) settlements of Quito, the capital city of Ecuador, help to provide support for poor working mothers. Women's groups have started to run day-care centres where mothers can leave their children.*

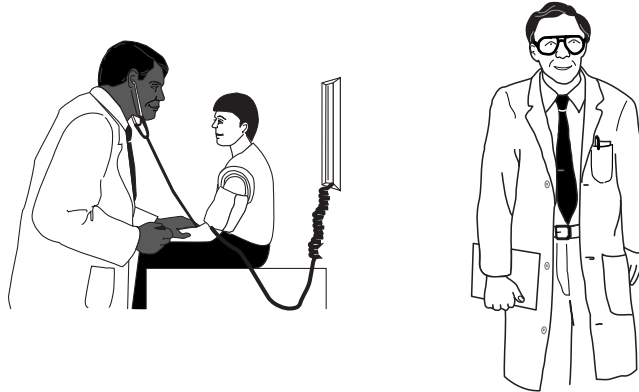
*Women are teaching each other skills such as baking, sewing and book-keeping. Already they are running a café, a bakery and a small health centre. With this new found confidence and independence some of the women have started to go to local community meetings.*

**Fig. 3**

- (i) Why is it important to provide working mothers with day-care centres for their children? [2]
- (ii) Explain why the women in these groups have gained more confidence and independence. [3]
- (iii) Suggest other ways in which women's groups might improve their **living conditions** in these squatter areas. [3]

- (d) Study Fig. 4 which shows typical pictures of people in the developing countries who are in positions of power.

### Professions



### Government



### Business



**Fig. 4**

- (i) Which gender is missing from the pictures in Fig. 4? [1]
- (ii) Give **two** reasons why education is essential to people in the professions. [2]
- (iii) Give **two** reasons why women often find it very difficult to get capital to start a successful business. [2]
- (iv) There are very few women in government. What problems does this create for women? [3]
- (v) Suggest **four** ways (**not** to do with education) in which governments could help to improve the position of women. [4]

[35 marks]

- 2 (a) Study Fig. 5 which shows energy resources.

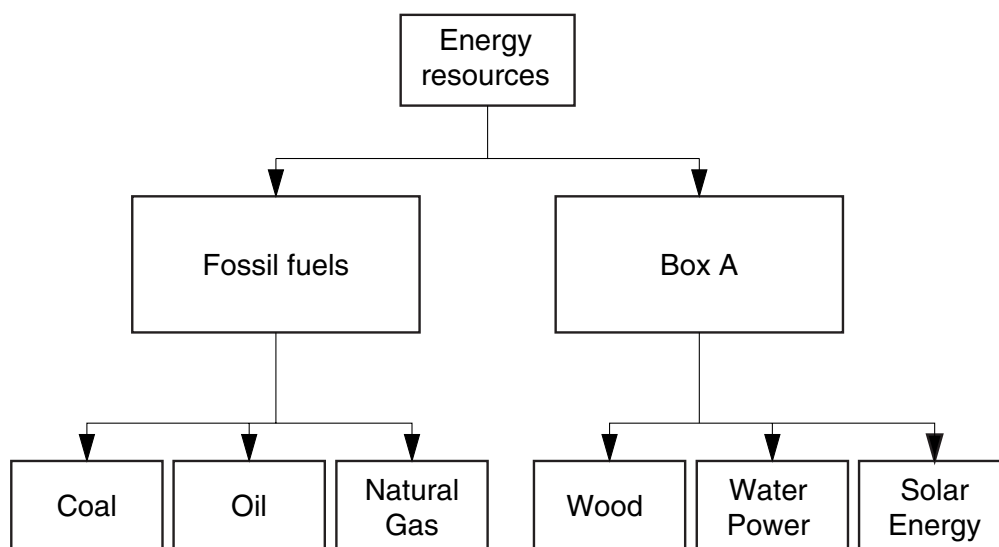


Fig. 5

- (i) Give an example of a fossil fuel. [1]
  - (ii) What label should be used for Box A? [1]
  - (iii) Give **three** reasons why it is important to conserve fossil fuels. [3]
  - (iv) Describe how fuels could be conserved for the future. [3]
  - (v) Suggest **two** reasons why large quantities of wood are used as fuel in some countries. [2]
- (b) Study Fig. 6 which shows the sources of carbon dioxide in the atmosphere as a result of human activity.

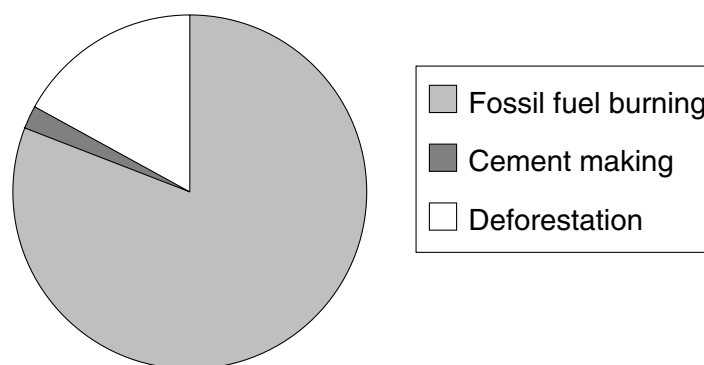
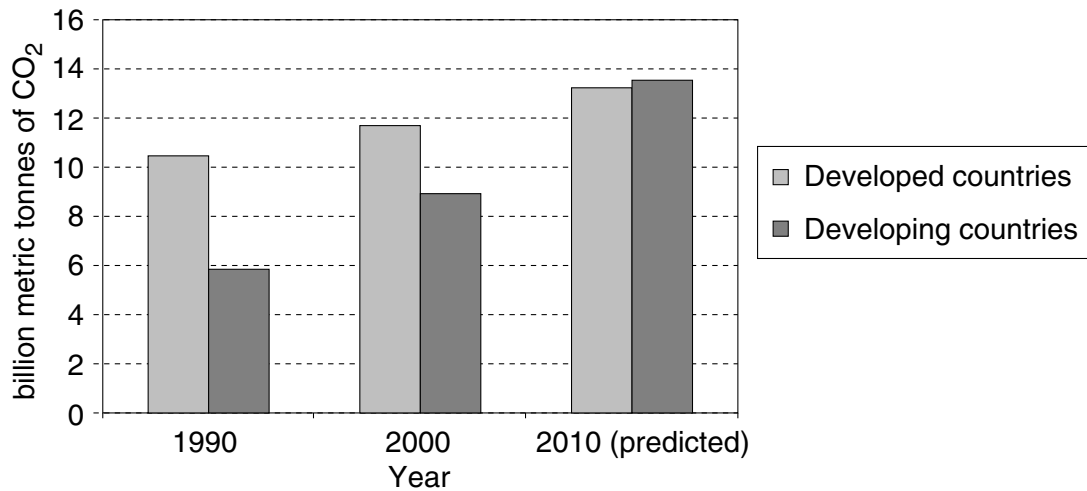


Fig. 6

- (i) Which is the major source of carbon dioxide in the atmosphere? [1]
- (ii) Give **two** ways in which deforestation increases the amount of carbon dioxide in the atmosphere. [2]

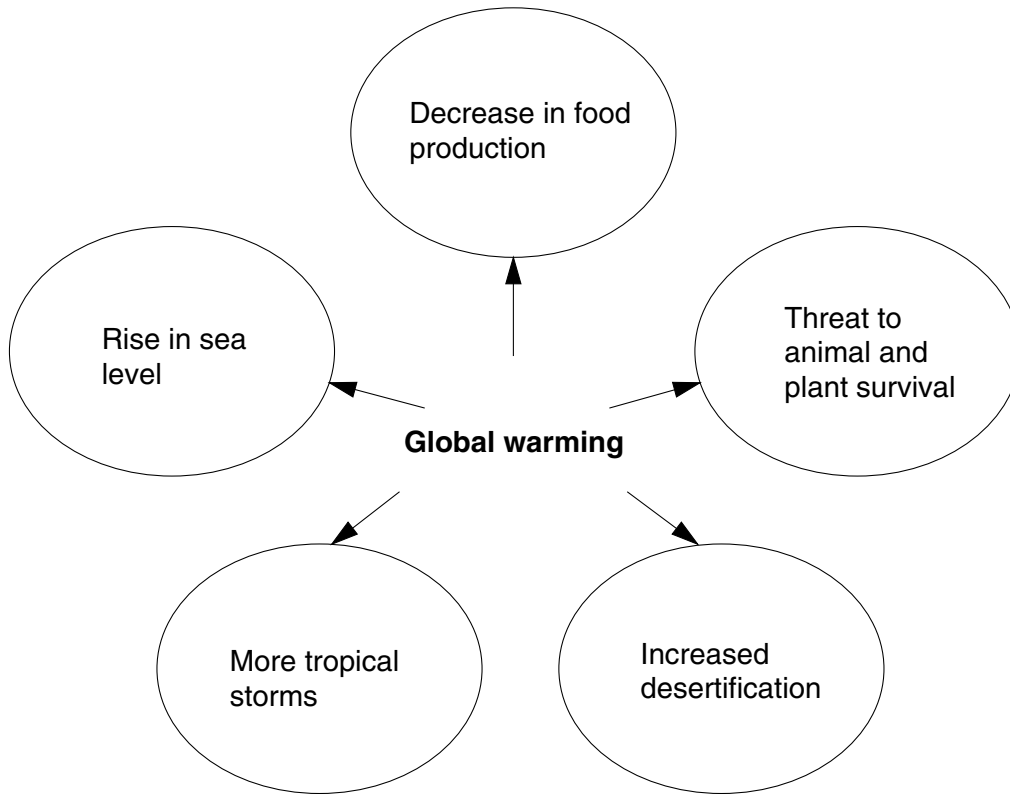
- (c) Study Fig. 7 which shows the emissions of carbon dioxide in the earth's atmosphere created by the developed and the developing countries.



**Fig. 7**

- (i) By how many billion metric tonnes are the emissions of the developed countries likely to increase between the year 2000 and 2010? [1]
- (ii) Describe the changes in carbon dioxide emissions as shown in Fig 7. Use figures to support your answer. [4]
- (iii) Give reasons for the changes you have identified in (c)(ii). [5]

- (d) Study Fig. 8 which shows some of the problems created by the increase in carbon dioxide in the earth's atmosphere.



**Fig. 8**

- (i) What is the name given to the world wide process which is a result of increasing amounts of carbon dioxide in the atmosphere? [1]
- (ii) Why will this lead to a rise in sea level? [1]
- (iii) Suggest **two** problems the rise in sea level will cause. [2]
- (iv) Explain why there is likely to be a decrease in the production of food as a result of the increase in carbon dioxide. [2]
- (v) Explain why the changes shown in Fig. 7 may be a threat to animal and plant survival. [2]
- (vi) Explain how **either** increased desertification **or** more storms and cyclones would create problems for your own country. [4]

[35 marks]

