

CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the November 2003 question papers

0453 DEVELOPMENT STUDIES

0453/01	Paper 1, maximum mark 60
0453/02	Paper 2, maximum mark 70
0453/04	Paper 4 (Alternative to Coursework), maximum mark 35

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the November 2003 question papers for most IGCSE and GCE Advanced Level syllabuses.

Grade thresholds taken for Syllabus 0453 (Development Studies) in the November 2003 examination.

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 1	60	40	30	23	20
Component 2	70	52	43	37	32
Component 4	35	23	17	13	10

The threshold (minimum mark) for B is set halfway between those for Grades A and C.

The threshold (minimum mark) for D is set halfway between those for Grades C and E.

The threshold (minimum mark) for G is set as many marks below the F threshold as the E threshold is above it.

Grade A* does not exist at the level of an individual component.

November 2003

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 60

SYLLABUS/COMPONENT: 0453/01

DEVELOPMENT STUDIES
Paper 1



Qn.1

- (a) **Three** reasons:
Shortage of land/ population pressure Lack of skills/ technology
Poor soil Lack of fertiliser etc
Poor seeds Unequal access to land
Drought/lack of water/ low rainfall Lack of alternative income
Lack of money/ investment (*Must refer to difficulty for small farmers to get loans or about what to invest in*) [3]
- (b) (i) A Cooperative is a group of farmers who join together:
to help each other/ work together/for some purposes [1]
- Three** ways:
by bulk buying inputs
by marketing products/ group marketing
by arranging credit
by renting, sharing equipment/ transport etc
by sharing ideas/ skills [3]
- (c) Borrowing money through banks/ provision of goods giving time to pay etc [1]
- (d) **Three** ways:
by training schemes/ providing skills knowledge
by vaccination programmes
by drilling bore-holes and providing water points
by breeding programmes
by providing dipping tanks
by grants or loans for e.g. fencing/ grazing schemes/ rotational grazing [3]
- (e) **Two** ways:
for irrigating crops
for providing animals with water
to save time for other work, save energy etc. [2]
- (f) **Two** reasons:
to get goods to market regularly, efficiently
to transport goods fast/ prevent good perishing on the way
to bring in necessary inputs. [2]

[15 marks]

Qn.2

- (a) Because it is an average/ it hides variation between rich and poor. [1]
- (b) (i) Country X [1]
 (ii) Country X is already rich/ developed /industrialised country
 OR South Africa is still developing. [1]
- (c)
 South African life expectancy- is low at 55 years - compared to Country X at 77
 South African infant mortality - is still high at 60 per 1000 - compared to X at 6
 South Africa doctors- is too low at 59 doctors per 100,000 - compared to X at 170
 Level 1 → 1 mark for naming 2 indicators correctly
 Level 2 → 2 marks for explaining 1 indicator for S.Africa too high or too low
 Level 3 → 3 marks for explaining 2 indicators for S.Africa too high or too low
 Or explaining 1 indicator for making correct comparison bet S.Africa and Country X
 Level 4 → 4 marks for correctly interpreting 2 indicators and a correct comparison bet.
 S.Africa and Country X [4]
- (d) Education in South Africa improving because (*must use statistics*):
now 99% of children are in primary school whereas adult literacy at 84%
 means that many adults did not go to school **in the past**. [1]
- (e) **Two** reasons:
 Problem of AIDs killing large numbers of people
 Availability of birth control/ contraceptives
 High infant mortality rate/ death rate
 Poor standard of living/ poor nutrition
 Lack of medical care.
NOT "education" [1]
- (f) **Two** reasons:
 Country X:
 is a developed country/ industrialised/ in NORTH
 has high standard of living/ high income
 has available electricity
 High level of technology in developed country [2]
- (g) **Three** features of a democracy:
 "Rule by the people"
 Universal suffrage/ voting/ right to vote
 Regular elections
 Choice of parties/ multi-party
 Equality before the law/ fair trial
 Representatives accountable – can be voted out.
 Freedom of speech/ press
 Freedom of association
 Basic/ human rights *if freedoms not already mentioned.* *NOT "education".* [3]
 [15 marks]

Qn.3

(a) **Help** / money/ goods etc from a foreign country or international agency or charity
 NOT "Aid from a foreign country."

[1]

(b) **Two** reasons:

1 mark for "natural disaster" for 2 marks need to specify:

flood	volcanoes
drought	famine
help with refugees	civil war/war
hurricane	earthquakes
volcanic eruption	

[2]

(c) (i) Because it involves the local people/ is small scale.

[1]

(ii) A full description of an aid project such as (*concentrate on basic needs*):

helping to dig wells
 medical care for children
 food distribution to needy
 housing homeless/ orphans etc.
 education/ building of classrooms/ literacy classes
 1 mark for naming
 2nd mark for developing the idea.

[2]

(d) (i) International Organisation, or foreign government.

[1]

(ii) Multi-million dollar projects:

1 mark for naming (*specific of general name*)
 3 further marks for developing project including equipment, transport facilities, and expertise etc
 e.g large dam - need earthmoving equipment, pipes, turbines, lorries, engineers
 new port – cement/cranes etc, transport equipment, engineers, architects
 power station – cables/electrical machinery, lorries, architects/electricity experts, etc.

[4]

(e) **Two** advantages:

May bring in new technology/ skills
 May increase production
 May increase trade
 Create employment

Two disadvantages:

Money may be spent on wrong things
 Aid may be tied
 May increase dependency
 May accustom people to handouts (basket cases)
 Higher debt/ repayment difficulties

[4]

[15marks]

Qn.4

(a)

(i) *Conservation* is protection and saving/ looking after/ taking care.

NOT an example

[1]

(ii) **Three** reasons:

They take in CO₂/ give out oxygen/to help prevent global warming

They are important sources of forest products/wood/medicines/herbs etc

The maintain biodiversity/ lots of plants, animals etc.

Prevent soil erosion/ bind/ protect soil

Help the rain cycle

Ensure the survival of the **whole** ecosystem

They are beautiful/ part of nature's bounty etc.

[3]

(j) **Three** reasons:

Demands for: land for agriculture

Land for industry

Land for building and urbanisation/ living space

Logging and wood products/ fuel/ furniture/ building material

[3]

(c) Because each plant and animal is linked in an ecosystem/ depend on each other/ if some are destroyed it cause loss of many others.

[1]

(d) So that we can understand how the plants and animals survive

or so that we can learn to find ways of protecting the plants and animals/

or so that we can find new things that may be useful in the future.

[1]

(e) (i) *Sustainable development* – the way to conserve the environment so that it can be enjoyed by future generations.

[1]

(ii) **Three** rules:

Replant every tree that is cut down

Do not allow forest to be cleared for agriculture

Stop people collecting wood for fuel/ encourage use of alternative energy

Limit grazing in forests

Limit vehicles and tourists to marked roads and areas

Ban hunting except under strict licence/ quotas.

[3]

(iii) **Two** ways:

Pay local people to collect forest products

Pay local people to look after the forest/ plant trees etc

Train local people to be guides for tourists/ creation of conservancies etc.

Use some of the traditional medicines of the forest

[2]

[15 marks]

Qn.5

- (a) **Three** ways – modern education:
 takes place in a special building
 fixed curriculum
 relies on literacy and numeracy
 is taught by specially trained people
 uses modern technology
 high costs involved [3]
Accept the reverse
- (b) (i) Tools/ machines/ the skill to use them/ use tools/ machines to make something [1]
 (ii) *An example and description:*
 Electricity – used for modern electrical goods
 Computer – used in offices etc.
 Vehicles – used for transport
 ATM, Tellers, Bank service machine – to get money
 Telephones, mobiles – for communication etc
 Washing machines, household equipment - in their homes. [2]
- (c) In **urban** areas:
 not to leave litter
 not to pollute their water supplies etc.
 keep their homes and streets clean/ hygiene/ free of disease
 to avoid chemical and other causes of air pollution
 use clean sources of fuel/electricity [2]
- (d) (i) Because they understand news/ can read/ can communicate with others/
 teach/ lead others to be involved.
NOT “skills and knowledge” [1]
 (ii) **Two** ways;
 by voting
 by standing for election in local/national elections
 by joining community organisations/ clubs etc. [2]
- (e) (i) **Two** points for economy:
 A country would be unable to start new ventures/industries/businesses
 There would be no one to maintain essential services.
 Foreign experts/ expatriates would have to be imported/ paid
 The country would fall behind other countries in its standard of living/ GNP
 would not grow [2]
- (ii) **Two** points to take part in world economy:
 unable to deal with financial matters/ foreign currency etc
 would not be represented in political affairs abroad/ left out
 would not sell the countries products abroad
 no one would understand overseas markets.
 unable to deal on equal terms/ cannot compete with foreign markets. [2]

[15 marks]

- 6.
- (a) (i) Brazil [1]
- (ii) Japan and Nigeria 2 marks [2]
- (b) (i) Reasons so few are managers:
Women are discriminated against
Many men will not work for a woman
It is traditional for men to give the orders in many societies.
Women have children/household duties and are not considered to put their career before their home/ interrupt their careers.
- (ii) Reasons so few are members of government:
Many people will not vote for women/ discrimination (*if not credited above in (i)*)
Lack of self confidence/many women are nervous of standing for parliament because of having to overcome local prejudices
Many women are less educated/ made to feel that it is against tradition.
5 marks in total, 2 marks for either section and 3 marks for the other. [5]
- (c) (i) **Two** reasons:
so that women's issues will be addressed
so that children's issues will be addressed
to give equal rights to women/ so that half the population will be fairly represented. [2]
- (ii) **Two** ways:
by affirmative action/ positive discrimination
by a quota system/ reserve more jobs for women
by making a woman Minister of Women's Affairs.
by educating people to expect women to help to run the country
by encouraging women with cash incentives/ creches/ day care centres/ baby friendly environment etc. [2]
- (d)
Level 1 – general statement without statistics
e.g. in most of the countries there are a lot of professional women/
or in most of the countries there are not many women managers/ government workers
- Level 2 - statistics to support a general statement about professional/ managers/
government workers about one country.
- Level 3 – statistics as for Level 2 but describing 2 countries. [3]
[15 marks]

CAMBRIDGE
INTERNATIONAL EXAMINATIONS

November 2003

INTERNATIONAL GCSE

MARK SCHEME
MAXIMUM MARK: 70
SYLLABUS/COMPONENT: 0453/02 DEVELOPMENT STUDIES Paper 2

Qn.1

(a)

(i) Japan

[1]

(ii) 27, 28 or 29

[1]

(iii) Description of differences, **three points:****People live longer** in developed countries than in developing countries.

1 mark

Women live longer than men in both developed and developing countries .

1 mark

Correctly quoted figures comparing men/women or countries

1 mark

[3]

(iv) **Three** reasons:

Plenty of/ lack of doctors/ hospitals/ health facilities

Available/ lack of primary health care

Good/ lack of maternity care

Good/ poor nutrition

Good/ lack of sanitation/ clean water

Available/ lack of immunisation

People are more educated/aware or less educated/aware of how to stay healthy

[3]

(b)

(i) 6 billion or 6,000,000,000 or 6000 million.

[1]

(ii) **One** reason, not enough money to afford:

good food, adequate housing/ shelter, clean water/ medical care etc

[1]

(iii) **One** disease and **one** way to prevent it:Measles / Whooping cough / German measles/ mumps/ polio/TB/ tetanus –
inoculation or vaccination

Diarrhoea / Typhoid/ Cholera/ Bilharzia – clean water supply.

[2]

(iv) **Three** reasons, uneducated mothers:

have less healthy families

do not teach their children to be hygienic

have larger families/ do not practise birth control

do not feed their families well.

[3]

(v) **Three** reasons:

early marriage

lack of maternity/ medical care

malnutrition

frequent births

[3]

- (c)
- (i) A diet that is varied/ that contains all the main types of food. [1]
- (ii) Malnutrition/ Marasmus/ Rickets/ Fat stomach [1]
- (iii) **Two:**
carbohydrates - energy
proteins – growth and repair/ strength/ fitness
fats – energy/ build body cells
fruit and veg: vitamins and minerals/ make brain/ nerves/ muscles work properly [2]
- (iv) **Three** pieces of advice:
Boil water
Cover food to keep off flies
Wash hands
Wash and clean food properly
Eat regular meals [3]
- (d)
- (i) **One** mark:
Either China, **or** Brazil **or** Dem. Rep. Congo [1]
- (ii) **Three** reasons:
Government favour/ spend more money on urban areas.
Inaccessibility/ high cost of providing services/ dispersed population
Lack of money
Rural population less political pressure [3]
- (iii) **Three** different ways expanded:
They may get sick – due to drinking/ using dirty water
They spend a lot of time – which could be used for something more useful
They spend a lot of energy – making them too tired to do their work properly.
They may get skin diseases – due to inadequate washing facilities. [6]
- [35 marks]

- 2 (a)
- (i) **Three:**
Minerals
Wood
Building land
Water [3]
- (ii) The division of labour/ specialisation. [1]
- (iii) **Two advantages:**
Speed
Increased production
Specialisation (but not if already credited) [2]
- (iv) Capital goods are the things used to produce goods and services 1 mark
one example used in **factory** production – tools/ machinery etc 1 mark [2]
- (v) **Enterprise** is used to organise the three factors of production [1]
- (vi) **Three points:**
Craft production: small scale, individually or family owned, make one product at a time, long training, run from home or small workshop.
Industrial production: mass production, large scale, company owned, special premises. [3]
- (b)
- (i) New/ly Industrial/ised Country [1]
- (ii) Japan, UK, France or Namibia. [1]
- (iii) Three points:
higher GNP in Japan, lower in Ghana.
mining % in Japan and Ghana not very different (12% and 10%)
manufacturing % in Japan higher (24%) and lower in Ghana (6%)
services % in Japan much higher (60%) and lower in Ghana (38%)
% in agriculture must be very high in Ghana (46%) compared to Japan (4%) [3]
- (iv) **Three reasons:**
There are many industries requiring services
High standard of living/ demand for luxury services/ food outlets/ personal services
Many electrical/ electronic goods in home
Need for high speed transport and communications. [3]

- (c)
- (i) Because it is self-reinforcing/ goes round and round. [1]
- (ii) **Two points:**
Less money has to be spent on training
There are fewer breakdowns
Less time is wasted in setting up/ explanation/ translating etc. [2]
- (iii) **Three different types:**
Transport/ Communications (allow one)
Water supplies
Power supplies
Telecommunications
Banking and financial [3]
- (iv) **One type of business an individual might set up:**
Any reasonable business eg. taxis, buses, car repair, food outlet etc. 1 mark
Capital from own savings, borrowing from family, borrowing from bank,
government grant. [2]
- (d) (i) **A multinational:** a company that operates in a number of different countries. [1]
- (ii) **Three reasons:**
Access to capital
Expertise and knowhow
Prestige
Access to international markets [3]
- (iii) **Three disadvantages:**
Take profits abroad
Employ expatriates
Loyalty to company not the country
Large size means they may dominate country. [3]

[35 marks]

CAMBRIDGE
INTERNATIONAL EXAMINATIONS

November 2003

INTERNATIONAL GCSE

MARK SCHEME
MAXIMUM MARK: 35
SYLLABUS/COMPONENT: 0453/04 DEVELOPMENT STUDIES Alternative to Coursework



IGCSE Development Studies Paper 4 Marking Scheme November 2003

Question 1

- (a)(i) Kindwitwi [1]
- (ii) To find out about education in the area/country. (1)
Reference to investigation into whether education level is adequate for development to occur which shows understanding, by using own words. (2) [2]
- (iii) (Data from) Ministry of Education; newspaper (articles). [2]
- (iv) With structured interview questions are same for all people who are interviewed/closed questions are used/interview is pre-planned. (1)
An open interview allows interviewer to follow whatever line of questioning is suitable at the time. (2) [2]
- (v) Inability of some of the children to read questions/write their answers. [1]
- (b)(i) Candidates could identify any question in interview with village administrator as being a good one or those in the interview with the teacher which are not listed in (ii) below (1 mark). Second mark for explaining why the information was useful, the explanation being related to the fact that the answer is relevant in terms of the aim of the research (2). [2]
- (ii) Why is education important? or Are the students attentive in class? or What are your main teaching methods? or Do you persuade students to go on to secondary school? (1)
None of these questions help the researcher to assess educational **provision**. [2]
- (c)(i) Impossible to study whole population/constraints of time/cost. [1]
- (ii) As appropriate to sampling method chosen. One mark per relevant point which helps to explain why the method chosen would not produce a representative sample of people in the villages for this study.
- e.g. A: Interview every parent taking each child to school on each morning of the week. This would not enable interviews with parents of older children/who do not need to be taken to school (1) or do not attend school (1) and would not be representative on the assumption that parents taking children to school may have different attitudes towards education from those who do not (1), the method may not produce an appropriate gender balance as many of the people interviewed could be women taking children to school. (1) (Max 3) [3]

- (iii) Point marking for description of method used and explanation
1 Mark reserved for description/explanation.

e.g. Use a random sample of homes (1) this would ensure coverage of all parts of the village (1) and incorporate homes of children of various ages (1) including those who do and do not attend school (1) in areas which are both rich and poor (1).
(Max 3) [3]

- (d)(i) Candidates are most likely to select bar graph or divided rectangles.
For each method:

4 marks – Information plotted accurately, axes drawn and labelled accurately.

3 marks – As above with one weakness (e.g. axes not labelled, some inaccuracy in plotting).

2 marks – as above with two or more weaknesses from list above.

1 mark – an attempt at graphing the information using an inappropriate method. [4]

- (ii) Point marking crediting development as appropriate.

Tables/chairs/classrooms/school supplies are inadequate (1) especially chairs and tables (dev); with less than half of supplies being available etc. (dev)
Explanation will relate to lack of investment in education (1) as a result of other priorities etc. (dev)
One mark reserved for conclusion/explanation [3]

Question 2

- (a) Point marking crediting appropriate development. Ideas such as:
- they are not given the opportunity to attend school/they are forced to drop out of school
 - Many girls are not educated as a result of poverty in their families.
 - They are married early.
 - In exchange for dowry/cattle/to bring wealth to their families.
 - Parents do not value education for girls. [3]

- (b) Point marking with credit for a range of appropriate ideas, allowing development as appropriate.

e.g. Education could be made free for all children of a certain age (1) and school attendance compulsory (1). Grants could be given to help parents to buy uniform/supplies/books etc. (1)
Schools should be adequately staffed in order to monitor attendance/education of girls (1) and monitored to ensure equality of opportunity (dev).
Legislation should be strengthened in order to prevent early marriage (1) and it should be enforced properly (dev).
Parents should be educated about the importance of their daughters' education (1) by village meetings/media propaganda etc. (dev) thus convincing them that in the long term education is valuable for girls in order to get a career (dev) etc. [6]

TOTAL 35 marks