UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the November 2004 question paper

0453 Development Studies
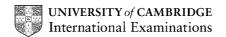
0453/02   Paper 2, maximum mark 70

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does 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 discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the November 2004 question papers for most IGCSE and GCE Advanced Level syllabuses.

UNIVERSITY *of* CAMBRIDGE
International Examinations

Grade thresholds taken for Syllabus 0453 (Development Studies) in the November 2004 examination.

	Minimum mark available	Minimum mark required for grade			
		A	C	E	F
Component 2	70	46	37	32	28

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 F threshold as the E threshold is above it.
Grade A* does not exist at the level of an individual component.

November 2004

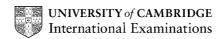INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 70

SYLLABUS/COMPONENT: 0453/02

DEVELOPMENT STUDIES
Paper 2

UNIVERSITY *of* CAMBRIDGE
International Examinations

1 **(a) (i)** 6260 <u>million</u> *Allow 6200 - 6300 -* must have million   **[1]**

(ii) 2664 *Allow 2500 - 2700*   **[1]**

(iii)1 mark for simple statement: - must be a comparison – 'er' word can be used
Developing countries have grown rapidly but developed countries have hardly grown.

2nd mark to show difference using figures from Fig. 1
e.g. between 1965 and 2000 developed countries only grew from about 1000 million to 1300 million whilst developing countries grew from about 2300 million to 5000 million. Developed grew 300 million, developing 2700 million

Figs. must be correct   **[2]**

(iv)Three reasons for why there is a high growth rate: Conc. on decline in death rate

    1 Decline in death rate or increase in life expectancy - basic mark

    2 Reasons for (1) above - **2** marks

        a Improved sanitation

        b Health and Medical facilities - allow 1 for devel e.g. more trained doctors

        c Better nutrition

        d Less war

        e Less babies die in infancy

    <u>No credit</u> for reasons for high birth rate or 'better living conditions'   **[3]**

(b) (i) 25   **[1]**

(ii) 2015   **[1]**

(iii) Urbanisation   **[1]**

(iv) Using data from Fig.2

    1 mark   - for simple statement that urban population has grown.

    2 marks   - for reference to growth and stating grown from 25% or 1/4 in 1970 to 37% in 1995 and 49% or almost half in 2015

    3 marks   - changes using all three dates and figs.

    Also allow **one** mark for idea of change at a steady rate   **[3]**

(v) **Three** pull or push factors.
Employment
Bright lights/aspirations/opportunities
Health facilities/medical supplies
Hazards in rural areas
Education
Services - electricity, water etc. (1 mark)
Difficulties of working the land

Allow reverse for rural areas. NOT - cheaper housing, higher living standards **[3]**

(c) (i) Tokyo **[1]**

(ii) Asia **[1]**

(iii) Mumbai **[1]**

(iv) Dhaka **[1]**

(v) **Two** cities:
Mexico City
Seoul
New York
Osaka
Los Angeles
Tokyo
Buenos Aires **[2]**

(d) (i) A quarter/25% **[1]**

(ii) Evidence for living in a poor part of the city:
Eight of them live in two rooms/cannot afford more than 2 rooms
Has to buy water/no water supply
Has to buy fuel for cooking/no gas or electricity **[2]**

(iii) Three reasons:

a Causes malnutrition

b Not a balanced diet/no variation in diet

c Too much carbohydrate/starch

d Lack of nutrients

e Lack of vitamins/minerals

f More vulnerable to disease

g Lowers energy levels **[3]**

(iv) Informal or service/tertiary sector. **[1]**

(v) Two reasons:

Poverty/they are very short of money.

To help buy the extra things they need - more food/clothes for the children etc.

Six children to feed. **[2]**

(vi) Reasons -

Lack of education

Lack of skills

Vulnerability to health problems

Lack of alternative employment in area

Low social class

Caught in circle of poverty

Cannot afford to educate children

Cannot afford to improve 'named' living condition e.g. water supply

Cannot save money **[4]**

[35 marks]

2 (a) (i) Ability of <u>adults</u> to <u>read and write</u> - need both **[1]**

(ii) Japan **[1]**

(iii) 1 mark for general statement higher the adult literacy the lower the infant mortality.

2nd mark for quoting e.g. of high adult literacy and low infant mortality country

3rd mark for quoting e.g. of low adult literacy and high infant mortality country

4th mark for identifying anomalies in the figures e.g. Zambia/correct use of figures to illustrate both countries **[4]**

(i) Three reasons:

Educated parents/women: accept reverse for uneducated women/adults understand about **nutrition**

Have **fewer children/**marry later/less teenage pregnancies

Take their children to clinics for **inoculations,** keep child healthy

Practice better **hygiene/**access to clean water.

Know how to care for themselves during pregnancy **[3]**

(b) (i) Two reasons:

Too poor to stay at school/have to start to earn

Girls become pregnant/taken out of school to help mother/marry etc

Lack of schools

Lack of teachers

Qualifications were not important **[2]**

(ii) Two points:

Adults can make up for lack of education (NOT gain qualifications)

Distance from formal classes can be overcome/lack of transport to schools

Adults can work in own time/study at night **[2]**

    (iii) **Two** reasons:
       Helps shortage of qualified teachers
       Helps where there is shortage of equipment/schools
       Enables a high standard of teaching to reach everybody
       Helps if schools are too far away to reach
       Lack of classroom disruption/increases motivation   **[2]**

    (iv) **Two** disadvantages concerning provision in some countries (not all)
       Lack of good television network/poor reception
       Lack of electricity/equipment/breakdowns
       Language difficulties in some countries
       High cost of developing programmes
       Cost to student of a television set   **[2]**

    (v) **One** named:
       e.g. plumbing/electricity supply/carpentry/agricultural studies
       Not just engineering/building unless specified.   **[1]**

    (vi) **Three** advantages:
       Standardised qualifications
       Enables people to learn on the job
       Raises the standard of skills in the country
       Allows people to earn whilst they learn
       Involves businesses directly in training
       Working alongside skilled professionals   **[3]**

(c) **(i)** Industrial countries and developing countries.   **[2]**

    (ii) 17% - allow 18%   **[1]**

    (iii) **Two** reasons:
       Lack of government money to build schools
       Poverty/people cannot afford to stay on at school
       Lack of skilled teachers
       Cultural attitudes towards education   **[2]**

    (iv) **Three** points:
       Shortage of skilled labour
       Need to employ ex-patriates/reliance on foreign workers
       Inability of country to use modern technology/slower rate of industrialisation
       Country at an economic/political disadvantage in global trade/negative
       balance of trade
       Slows down rate of development
       GNP/GDP will remain low
       Overdependence on Primary sector   **[3]**

(d) **(i)** Brazil **or** Namibia.   **[1]**

    (ii) 70   **[1]**

(iii) Description of differences:

1 mark general statement:
Namibia more, Ghana less girls than boys both in universities and schools

2ⁿᵈ mark for bringing out marked difference in equality between sexes in Namibia and Ghana i.e. Ghana only 70 girls to every 100 boys in schools and only 30 girls to every 100 boys in universities whereas Namibia more than equality. **[2]**

(iv) Two reasons:
Cultural reasons/girls not valued so much/religion
Prejudice about girls innate ability/brains etc.
Girls leave the family home/marry/money spent on girls is wasted/boys look after family in old age. **[2]**

[35 marks]