

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

DEVELOPMENT STUDIES

0453/02

Paper 2

October/November 2004

2 hours 15 minutes

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.
Write your Centre number, candidate number and name on all the work you hand in.
Write in dark blue or black pen on both sides of the paper.
You may use a soft pencil for any diagrams, graphs or rough working.
Do not use staples, paper clips, highlighters, glue or correction fluid.
At the end of the examination, fasten all your work securely together.

Answer **both** questions.

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

The Insert contains all the source material for use with the questions.

You should read and study the sources **before** answering the questions.

This document consists of **10** printed pages and **2** blank pages.



- 1 (a) Fig. 1 shows the changes in the total population of the world between 1965 and 2000.

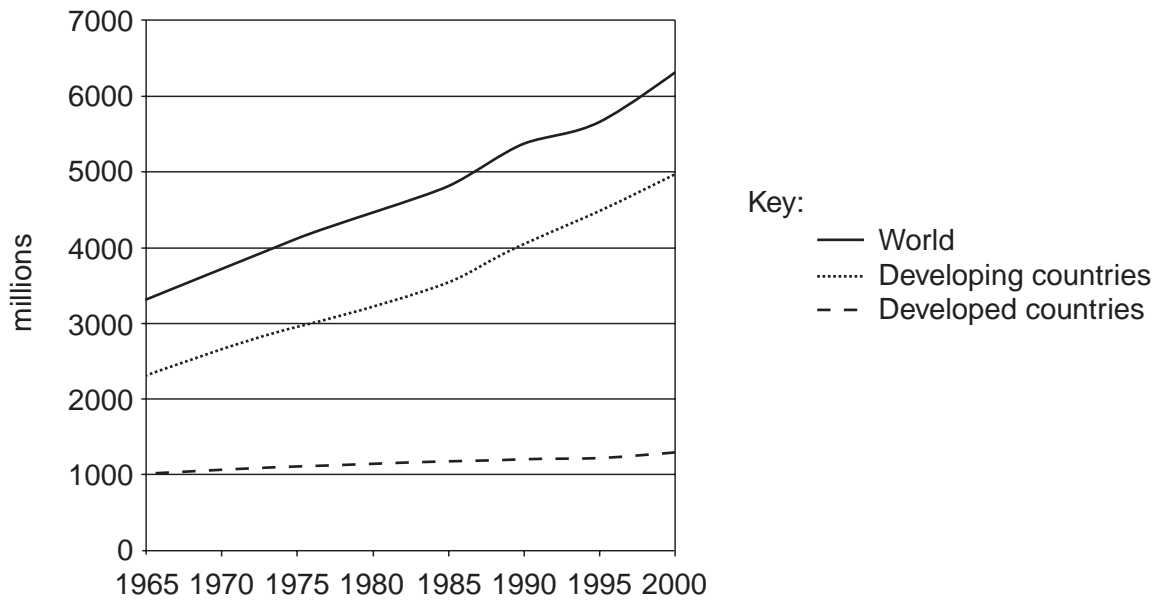


Fig. 1

- (i) What was the total population of the world in the year 2000? [1]
- (ii) By how many millions did the population of the developing countries grow between 1965 and the year 2000? [1]
- (iii) Using data from Fig.1 compare the growth of population between developed and developing countries. [2]
- (iv) Give **three** reasons for the changes in the population of the developing countries between 1965 and 2000. [3]

- (b) Fig. 2 shows the changes and predicted changes in the percentage of the population living in urban and rural areas in the developing countries.

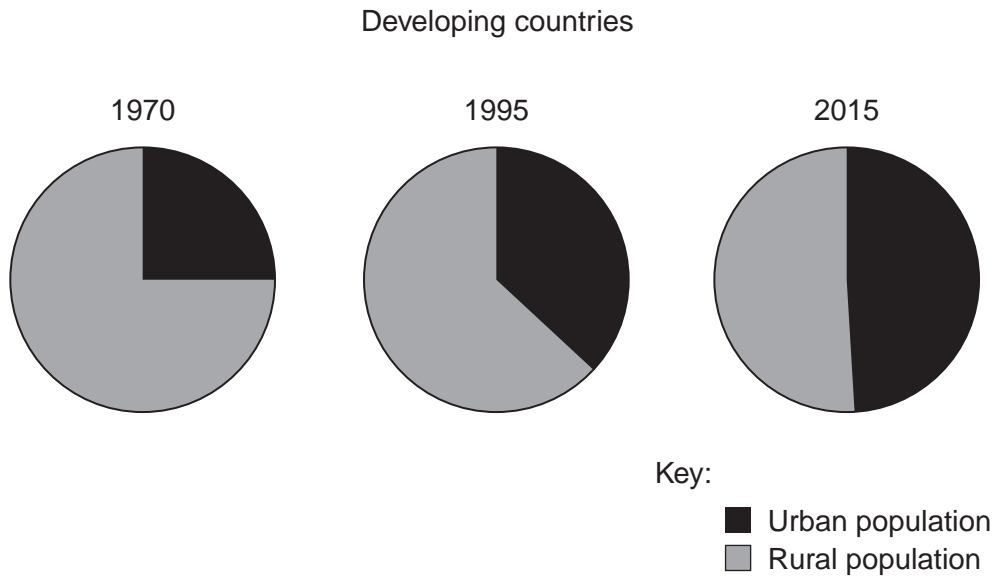


Fig. 2

- (i) What percentage of the population of the developing countries was urban in 1970? [1]
- (ii) By what date will almost half of the population of the developing countries be living in cities? [1]
- (iii) What is the name given to this process of change? [1]
- (iv) Using data from Fig. 2 describe the changes in the proportion of the population living in cities. [3]
- (v) Suggest some of the reasons why, in developing countries, urban areas are attracting people from rural areas. [3]

- (c) Study Fig. 3A which shows the population of the world's largest cities in 1995 and predicted populations for 2015. Their locations are shown on a world map, Fig. 3B.

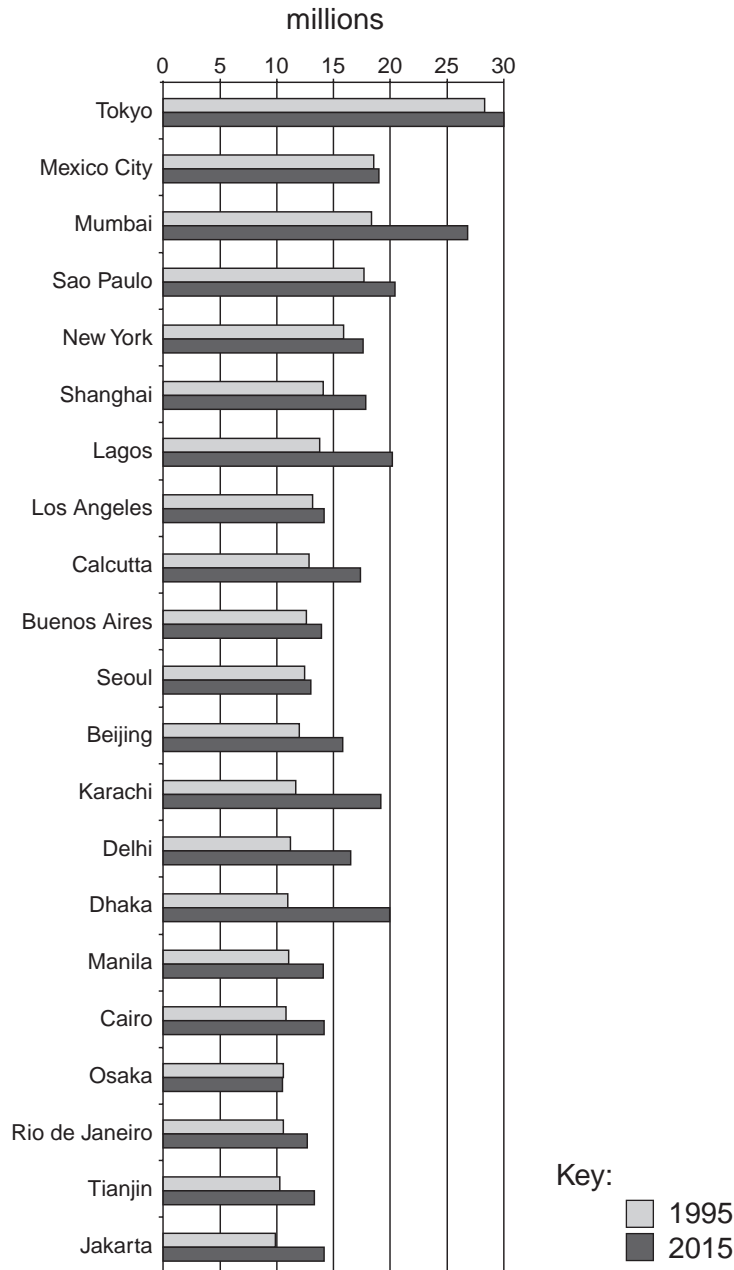


Fig. 3A

- (i) Which city had the greatest population in 1995? [1]
- (ii) Which continent had the greatest number of the world's largest cities in 1995? [1]
- (iii) Which city in the developing world is expected to be the largest in the year 2015? [1]
- (iv) Which city had a population of about 11 million in 1995 but is expected to reach 20 million by 2015? [1]
- (v) Name **two** cities that are not expected to grow very much between 1995 and 2015. [2]

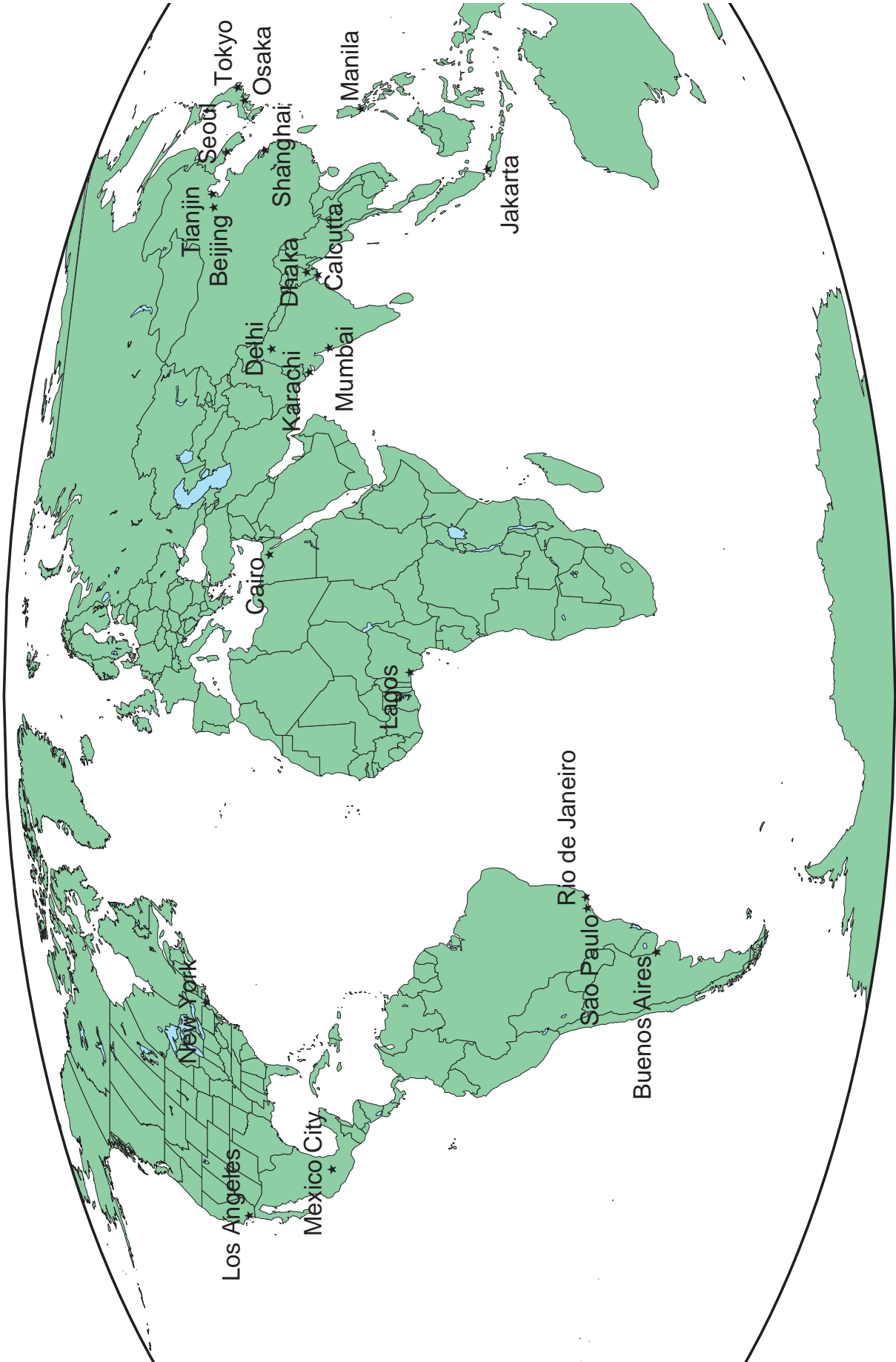


Fig. 3B

(d) Study Fig. 4 which describes the living conditions of a family in Kampala.

Life in a city in a developing country.

“Isma is 35 years old, married with six children and lives in Kampala the capital city of Uganda. He walks to work where he collects and carries things for a shop keeper. Half his wages go on feeding his family. He has to rent his two rooms for which he has to pay another quarter of his income. Everything else, including the cost of buying water, fuel for cooking and his childrens’ schooling comes out of what is left. His wife helps out by selling cooked food in the local market. When food prices go up they have to cut down on vegetables and eat only the starchy staple diet ‘matoke’ with a sauce made from beans”.

Fig. 4

- (i) How much of Isma's salary is left after paying for food and rent? [1]
- (ii) What evidence is there from Fig. 4 to show that Isma lives in a poor part of the city? [2]
- (iii) Give **three** reasons why eating only the staple diet may affect the health of the family? [3]
- (iv) In which sector of the economy does Isma's wife work? [1]
- (v) Explain why Isma's wife has to earn money. [2]
- (vi) Explain why Isma and his family will find it very difficult to improve their standard of living. [4]

[35 marks]

- 2 (a) Fig. 5 shows some United Nations statistics for selected countries in the year 2000.

| | Adult Literacy rate % | Infant Mortality Rate per 1000 births |
|-----------------------------|-----------------------|---------------------------------------|
| Developed Countries | | |
| France | 99 | 5 |
| Japan | 99 | 3 |
| Developing Countries | | |
| Brazil | 85 | 38 |
| Peru | 90 | 37 |
| Botswana | 78 | 67 |
| Zambia | 78 | 80 |
| Nigeria | 64 | 79 |
| India | 58 | 65 |

Fig. 5

- (i) What is meant by *adult literacy*? [1]
- (ii) Which country has the lowest infant mortality rate? [1]
- (iii) What is the general relationship between adult literacy and infant mortality rates? Justify your answer using data from Fig. 5. [4]
- (iv) Suggest **three** reasons for this relationship. [3]

- (b) Study Fig. 6 which describes three education projects.

Three education projects in developing countries

Distance learning

Adults who have left school without qualifications can study to gain school certificate and university entrance. Students pay fees and buy the course materials. They send their work by post to tutors who mark and return it. At the end of the course they sit examinations.

Television lessons

School pupils follow lessons which are broadcast by the Ministry of Education on the national television network. Science, maths and language lessons are particularly important and more school students are able to follow these subjects to gain their school certificate.

National Apprenticeship Courses

These are run as evening classes and students study practical subjects. Particularly important are courses for the building and engineering industries. The students are paid to work in the day alongside skilled workers who help with their training. After three years the students' practical work is examined and if it is judged of good standard they gain a nationally accepted qualification.

Fig. 6

- (i) Suggest **two** reasons why many adults have no qualifications. [2]
- (ii) Explain why "distance learning" is a particularly useful way of gaining qualifications in developing countries. [2]
- (iii) Suggest **two** reasons why television lessons enable many more school students to gain their school certificate than if they only had classroom lessons. [2]
- (iv) Give **two** reasons why television lessons have disadvantages in some countries. [2]
- (v) Suggest **one** *practical* subject which would be suited to a national apprenticeship course. [1]
- (vi) Give **three** advantages of national apprenticeship courses. [3]

- (c) Fig. 7 shows differences in the percentage of children in primary and secondary education in industrialised, developing and the least developed countries.

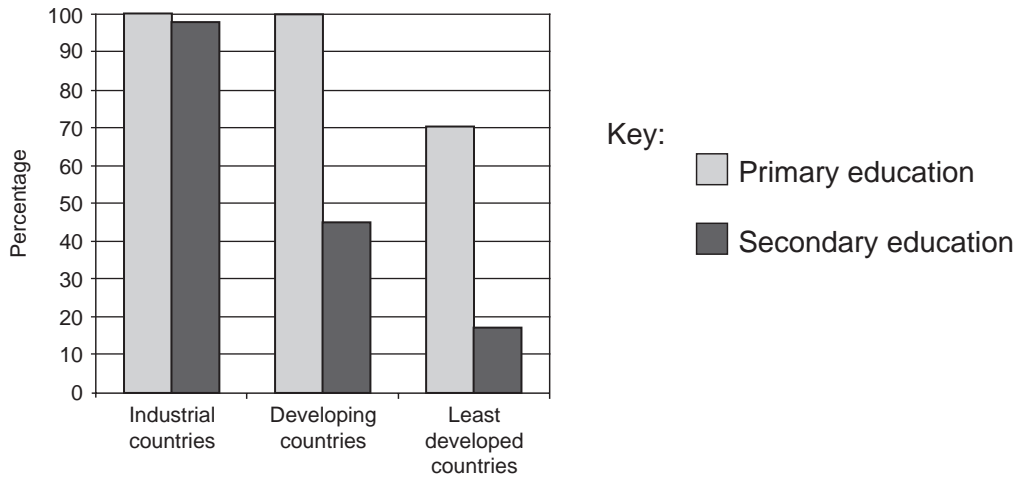


Fig. 7

(Developing countries in Fig. 7 does not include the least developed countries.)

- (i) In which types of country do all the children go to primary school? [2]
- (ii) What proportion of the children in the least developed countries receives a secondary education? [1]
- (iii) Suggest **two** reasons why there are so few secondary schools in the least developed countries. [2]
- (iv) How will the lack of secondary education in the least developed countries affect the development of those countries? [3]

- (d) Fig. 8 shows the number of girls per 100 boys in secondary schools and in universities in selected countries.

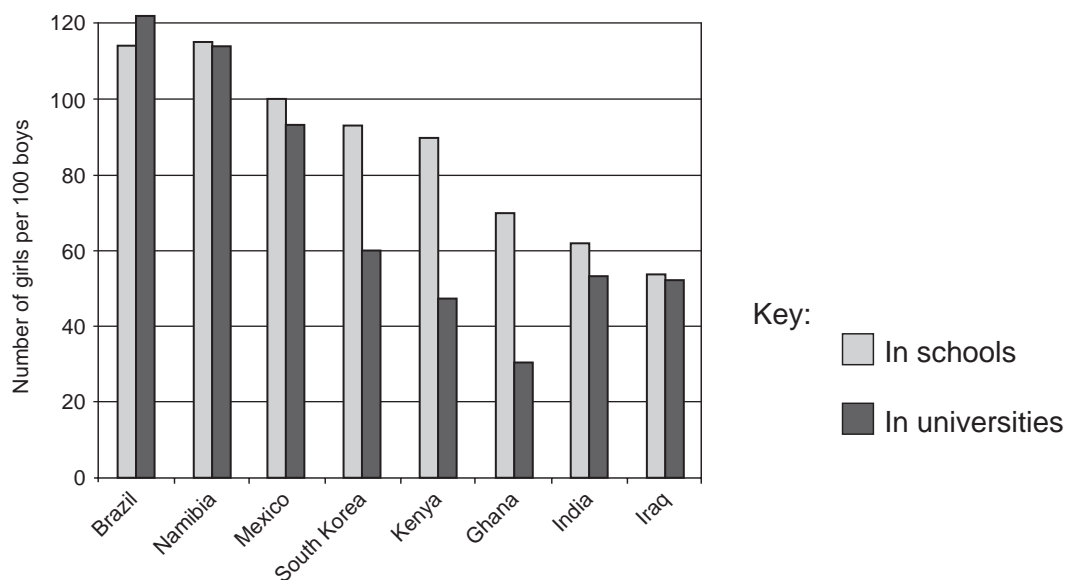


Fig. 8

- (i) Name **one** country in which there are more girls than boys both in schools and in universities. [1]
- (ii) How many girls are there in school in Ghana for every 100 boys? [1]
- (iii) Describe the differences in the educational opportunities for girls in Namibia and Ghana. [2]
- (iv) Give **two** reasons why girls often get less opportunities for education in some developing countries. [2]

[35 marks]

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