

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

**DEVELOPMENT STUDIES**

**0453/02**

Paper 2

October/November 2005

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

This document consists of **8** printed pages.



1 (a) Fig. 1 shows the percentage of the labour force employed in agriculture in selected countries.

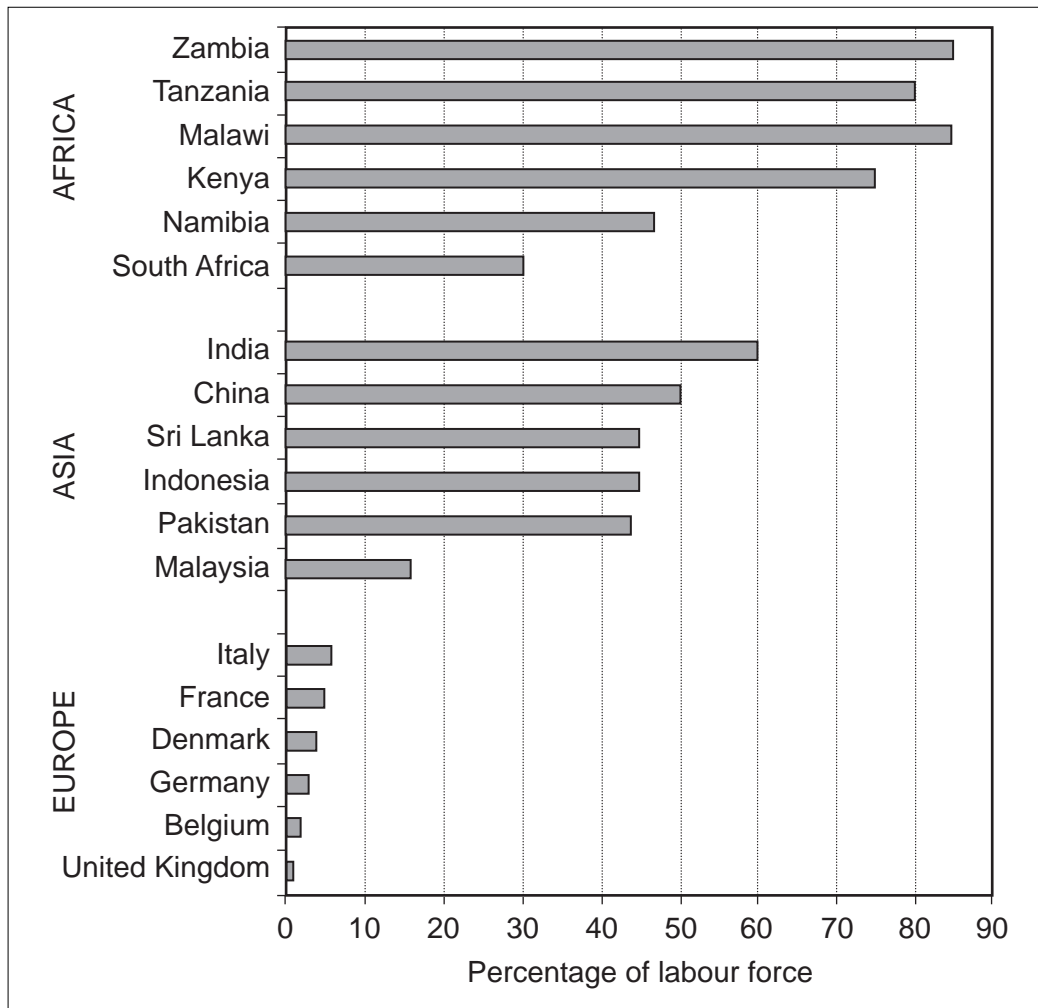


Fig. 1

- (i) Name **one** country where more than half of the labour force is dependent on agriculture. [1]
- (ii) What does Fig. 1 tell you about the living standards of most of the population of the country you have named in (i)? [1]
- (iii) In which continent are the countries with less than 10% of the labour force employed in farming? Name the **two** economic sectors in which the rest of the labour force is employed. [3]
- (iv) Describe how Fig. 1 helps you to understand the broad pattern of development in the world. [2]

(b) Figs 2A and 2B show two different types of farm.



Fig. 2A

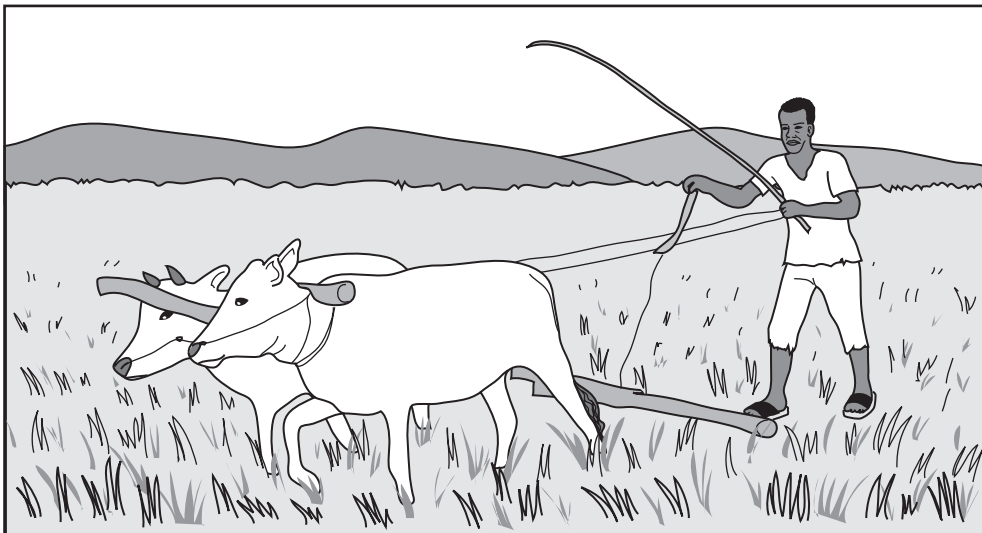


Fig. 2B

- (i) Name the types of farming seen in Figs 2A and 2B. [2]
- (ii) Give **three** ways in which the type of farming shown in Fig. 2A differs from that shown in Fig. 2B. [3]
- (iii) Suggest **three** reasons why the farmer in Fig. 2B is likely to have difficulty in marketing crops. [3]
- (iv) Co-operatives help farmers market their goods. In what other ways would co-operatives help farmers like the one in Fig. 2B to improve their income? [3]

(c) Fig. 3 shows details of the Green Revolution method of farming.

The Green Revolution		
	Advantages	Disadvantages
New seeds	Higher yields	Must be purchased each year
Fertilisers	Higher yields	Must be purchased each year
Pesticides	Kill pests	Need special equipment
Modern machinery	More efficient	Unemployment
Monoculture	Bigger crop	Soil exhaustion
Need credit	More profit	Debt
Irrigation	Regular water supply/ double crop	Cost and organisation

**Fig. 3**

- (i) What is meant by the *Green Revolution*? [1]
- (ii) Name **one** type of modern machinery used by farmers growing the new seeds. [1]
- (iii) Give **three** reasons why farmers using Green Revolution methods may need credit. [3]
- (iv) Why might unemployment increase in an area where farmers adopt the Green Revolution? [1]
- (v) Describe *environmental* problems that may result from using Green Revolution methods. [3]

(d) Fig. 4 describes the life of a poor farmer in South America.

*Manuel is a poor farmer living in North East Brazil. He has a wife and six children. His eldest son has left home and is working in the nearby city. Manuel rents two and a half hectares of rather infertile land from a local landlord and grows sugar cane as a cash crop as well as most of his own food. He is a share-cropper and has to pay part of his cash crop as rent to the landlord. When he had a bad harvest last year he was not able to pay his debts and had to borrow money. Now he will have to pay even more to his landlord next year. To make extra money he and his wife work for other farmers. Sometimes the family goes hungry and has only one meal a day. He has no money to send his children to secondary school.*

**Fig. 4**

- (i) Give **one** reason why poor farmers may get a poor harvest. [1]
- (ii) Suggest **one** way in which Manuel's eldest son might help the family. [1]
- (iii) How will having only one meal a day affect Manuel and his family's ability to work hard? [2]
- (iv) Explain why Manuel and his family are trapped in a vicious circle of poverty. [4]

[Total: 35 marks]

2 (a) Study Fig. 5.

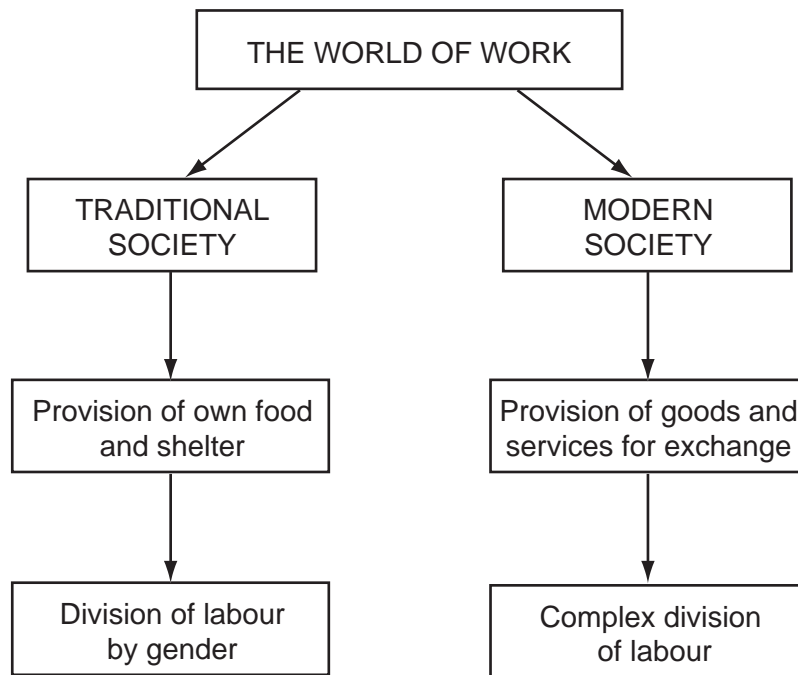


Fig. 5

- (i) Give **one** example of a traditional society. [1]
- (ii) Who provides the labour in a traditional society? [1]
- (iii) Division of labour by gender may occur in a traditional society. Give **two** other examples of the division of labour. [2]
- (iv) Explain why the easy exchange of goods and services is essential in a modern society. [2]
- (v) Complex division of labour allows for specialisation. Give **three** advantages of specialisation. [3]

- (b) Study Fig. 6 which shows a large modern factory in a developing country making jeans for export.

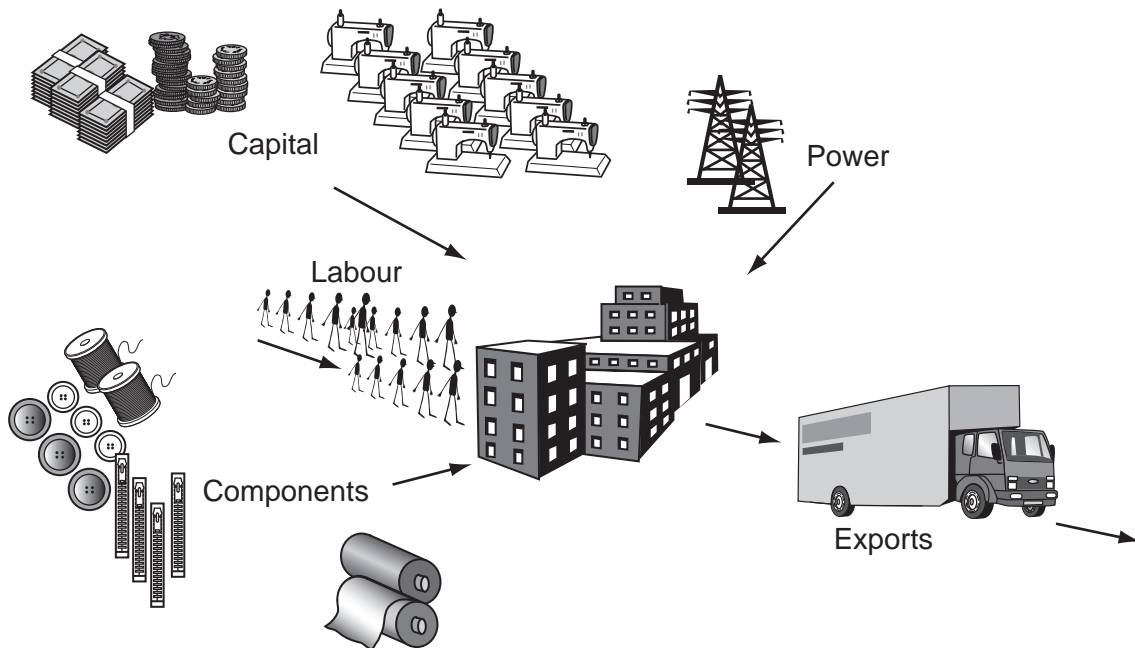


Fig. 6

- (i) What **two** types of capital are shown in Fig. 6? [2]
- (ii) Name **two** of the inputs shown in Fig. 6 which are components which will be made into the finished product. [2]
- (iii) Suggest **two** specialised forms of labour involved in a large modern factory such as that shown in Fig. 6. [2]
- (iv) Name **two** services being used by the factory shown in Fig. 6. [2]
- (v) Suggest **three** reasons why this type of factory is often found in newly industrialising countries. [3]

- (c) Fig. 7 shows details about some countries experiencing fast economic growth, and the countries to which they export industrial goods.

Country	Annual % increase in industrial production	Types of industrial production	Countries to which the industrial goods are exported
China	13.5	iron & steel, machinery, textiles, clothing, chemicals, vehicles	United States 20% Hong Kong 17.5% Japan 16.9% European Union 11% South Korea 4.7% Singapore 2.0% Rest of the world 27.9%
South Africa	7.0	vehicles, metals, machinery, textiles, chemicals, food	European Union 33% United States 20% Japan 6% Rest of the world 41%
South Korea	6.5	electronics, vehicles, chemicals, ships, steel, textiles, clothing	United States 20.7% China 12% Japan 11% Hong Kong 6.3% Taiwan 3.9% Rest of the world 46.1%
Indonesia	3.5	textiles, clothing, chemicals, food	Japan 23.4% United States 13.8% Singapore 10.7% South Korea 7% China 4.5% Rest of the world 40.6%
India	4.7	textiles, chemicals, food, steel, vehicles, chemicals, software	United States 20.9% European Union 12.8% Japan 4% Rest of the world 62.3%

**Fig. 7**

- (i) Which of the countries listed in column one of Fig. 7 is **not** in the continent of Asia? [1]
- (ii) Which **two** products are produced by all the countries listed? [2]
- (iii) What does Fig. 7 show about the United States and its trade? [1]
- (iv) What type of country imports large amounts of these industrial goods? [1]

- (d) Fig. 8 shows the world's largest multinational (transnational) companies compared with the GNP of selected countries.

Company	Home country	Annual income (millions US\$)	GNP of selected countries (millions US\$)
Wal-mart	United States	219 800	Greece 201 000
ExxonMobil	United States	191 600	Hong Kong 180 000
General Motors	United States	178 000	Algeria 177 000
Ford Motor	United States	162 400	Chile 153 000
DaimlerChrysler	Germany	149 600	Venezuela 146 000
RoyalDutch/Shell	Netherlands/ United Kingdom	149 100	Norway 143 000
BP	United Kingdom	148 000	Peru 132 000
Mitsubishi	Japan	126 700	Israel 122 000
General Electric	United States	125 900	Nigeria 105 000

**Fig. 8**

- (i) Explain what is meant by a multinational (transnational) company. [1]
- (ii) In Fig. 8, which is the largest multinational company originating outside the United States? [1]
- (iii) Which multinational company has more than twice the income of Nigeria? [1]
- (iv) Using data from Fig. 8, explain what this table tells you about the economic power of multinational companies compared with many countries. [3]
- (v) Suggest **four** disadvantages for a developing country when multinational companies set up businesses there. [4]

[Total: 35 marks]

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