

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the October/November 2006 question paper

0453 DEVELOPMENT STUDIES

0453/01 Paper 1, maximum raw mark 60

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 instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began.

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.

The grade thresholds for various grades are published in the report on the examination for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses.

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Page 2	Mark Scheme	Syllabus	Paper
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- 1 (a) (i) Gross National Product *allow* Production [1]
- (ii) Because it shows the actual proportion / percentage of the population that is poor
OR it is not an average. 1 MARK [1]
- (b) (i) Education for **all** children / everyone / worldwide [1]
- (ii) % of children attending school
literacy rates 1 MARK [1]
- (c) (i) Equal rights / treatment for males / men and females / women [1]
- (ii) **Three** ways:
Laws to enforce equality
Quotas for women to enter jobs / professions / parliament etc.
Changes in cultural attitudes
Equal rights to ownership of land
Means of making life easier for women etc.
Equal right to education
Give women the right to vote
Government support for equal opportunities 3 MARKS [3]
- (d) (i) Conservation of resources / not damaging environment / meeting our needs
without preventing future generations meeting theirs. [1]
- (ii) **Two DIFFERENT** types of programmes:
Laws to prevent cutting down of trees / to make sure trees are replanted
Quotas for fishing etc.
Promotion of measures to prevent soil erosion
Creation of National Parks / Forest Reserves
Education on energy conservation / importance of biodiversity etc.
Provision of alternative energy supplies
Control of pollution etc. 2 MARKS [2]
- (e) Explanation of how a trade agreement helps to encourage global partnerships for
development:
Sharing expertise and research
Abolish duties and taxes between countries
Loosen border controls
Provide loans
Encouragement of economic growth etc. 2 MARKS [2]
- NO mark for just a description of trade rather than a trade agreement.
NO mark for a named agreement, e.g. SADC, unless explained.
- (f) Any **two** goals 1 to 6 and their *links described*
e.g. Goal 1 and Goal 4....reduction in poverty will mean people can afford better food,
medical care and more hygienic living conditions. This will mean children will be
healthier and so less will die. 2 MARKS [2]

[Total: 15 marks]

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- 2 (a) By holding back the river / storing the water behind it [1]
- (b) (i) **Two** points:
 Coal fired stations will not be necessary when there is HEP.
 HEP is cleaner / coal involves burning fossil fuels 2 MARKS [2]
- (ii) **Two** types of pollution:
 Seepage of poisonous chemicals from industrial sites
 Pollution from drowned rubbish dumps
 Build up of gases from rotting wood and vegetation
 Pollution from rotting drowned animals.
 Release of sewage
 NO mark for just air pollution, water pollution etc. 2 MARKS [2]
- (c) **Two** reasons:
 Water levels will be controlled / flood control
 Rapids and obstructions in the river will be removed
 Lake will be wider / deeper / shorter than river and easier to navigate
 Locks will be built round the dam. 2 MARKS [2]
- (d) **Three** reasons:
 They will lose their land
 They will lose their homes
 They will lose important cultural sites / ancestors burial grounds etc.
 Communities will be broken up
 The new houses may be expensive
 They may not want to move to / live in a town
 They may have to learn a new job
 They are concerned over environmental damage
 Concern over health problems caused by water pollution. 3 MARKS [3]
- NO mark for direct copy off Fig. 2. e.g. drowning historical sites etc.
- (e) **Three** kinds of ecological damage: (MAX 1 for list)
 Loss of / destruction of fish / aquatic life / birds / animals / plants
 Loss of / destruction of habitats
 Damage to food chains
 Disruption of ecosystems / changes in local climate
 Developed idea of water pollution downstream 3 MARKS [3]
- (f) **Two** points:
A physical feat: because it shows that China has expert builders / engineers / technology etc. to undertake a huge architectural feat
A human planning feat because it involves moving 2 million people
A world sized marvel because it shows that China is able to undertake the largest project in the world which will be an attraction for tourists
 Project will bring industrial development
 Use of renewable energy supply 2 MARKS [2]

[Total: 15 marks]

Page 4	Mark Scheme	Syllabus	Paper
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- 3 (a) **Two** indicators from Fig. 3: (Credit first two if list)
- % earning less than US\$1 a day
 - Adult literacy
 - Life expectancy
 - Infant Mortality
 - Main exports are primary products
 - NOT % HIV POSITIVE NOT FOREIGN DEBT NOT GNP
- [2]
- (b) (i) Primary products / raw materials. [1]
- (ii) The **cost** of imports exceeds the income from exports.
It imports expensive capital goods and exports primary products which are of lower value. 2 MARKS [2]
- (iii) **Three** ways:
- Import quotas / tariffs
 - Develop more import substitution industries
 - Export more processed goods
 - Develop export orientated industries / diversification of exports
 - Devalue its currency.
 - Encourage tourism
 - Import quotas / tariffs could be worth 2 if both well developed. 3 MARKS [3]
 - NO mark for import less / export more
- (iv) **Three** reasons:
- Country is poor / doesn't earn enough to pay debt back
 - Its debts were equal to over half its annual income / huge
 - It had to pay so much interest on its large foreign debt
 - To allow Zambia to pay for investment in infrastructure
 - To free Zambia from dependence on developed countries
 - To free Zambia from spiralling / increasing debt
 - Allow 'for humanitarian reasons' 3 MARKS [3]
- NO credit for reference to development with no explanation
- (c) (i) An election in which there is more than one party. [1]
- (ii) The people. [1]
- (iii) **Two** rights:
- Equality before the law
 - Freedom of association
 - Right to fair trial
 - Free press / free speech
 - Right to vote
 - Freedom of religion
 - Right to education 2 MARKS [2]

[Total: 15marks]

Page 6	Mark Scheme	Syllabus	Paper
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- 5 (a) (i) **One** country:
- | | | | |
|--------------|-------------|------------------|--------------|
| Bangladesh | Congo | Lesotho | South Africa |
| Benin | Dominica | Madagascar | Swaziland |
| Burkina Faso | El Salvador | Mauritania | |
| Cambodia | Ethiopia | Mozambique | |
| Cameroon | Guatemala | Niger | |
| Chad | India | Papua New Guinea | |
| Columbia | Laos | Senegal | [1] |
- (ii) 90 - 100 [1]
- (iii) Africa [1]
- (b) **Three** reasons:
- So that there is a literate and numerate / educated population
 - In order to build a modern society
 - So that everyone can understand what is happening / can communicate
 - So that women as well as men are educated
 - To improve the health of the nation.
 - Educated people understand need for small families
 - To ensure a skilled population / attract investment 3 MARKS [3]
- (c) **Three** different reasons:
- Poverty / can't afford it / can't afford uniform etc.
 - Children sent out to earn money
 - Needed to help at home / on farm / look after sick etc.
 - Early marriage / pregnancy
 - Girls not sent to school because of prejudice / cultural reasons etc.
 - Absence of local school / school too far away
 - Affected by war / refugees
 - Allow good description of childhood diseases. 3 MARKS [3]
- (d) **Two** types: (ACCEPT examples)
- | | |
|---|-----------------------|
| Literacy / numeracy classes / evening classes | Traditional education |
| NAMCOL / distance learning | Media/internet |
| Agricultural extension (Operation Hunger) | Learning circles |
| Health Education (Child to Child) etc. | 2 MARKS [2] |
- (e) Training for specific work / jobs / craftwork / skills
NO mark for example 1 MARK [1]
- (f) Explanation making **three** points:
- In order to have a variety of skills in the country
 - Not to have to bring in foreign experts / to pay expatriates
 - To keep services and industries running efficiently
 - To provide education for those who have missed out / cannot afford certain type
 - To use everyone's talents.
 - To promote moral values as well as skills 3 MARKS [3]

[Total: 15 marks]

Page 7	Mark Scheme	Syllabus	Paper
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- 6 (a) (i) 18 700 *Allow 18 500 to 18 900* [1]
- (ii) **\$US** 2360 *Allow **US\$** 2000 - 2400 Allow if \$ sign, not necessarily \$US or US\$* [1]
- (b) (i) Kenya. [1]
- (ii) **Two** points. Agriculture:
 Employs fewer people / becomes more mechanised / uses more machinery
 Uses more chemical fertilisers / pesticides
 Uses hybrid seeds / yields increase
 Becomes more commercial / more cash crops
 Better quality produce. 2 MARKS [2]
- (c) **Two** types: (Allow examples)
 Manufacturing
 Mining
 Construction
 Energy production 2 MARKS [2]
- (d) (i) Activities meeting needs that can't be seen or touched / businesses that meet the public needs 1 MARK
 An example e.g. electricity supply, retailing, transport etc. 1 MARK [2]
- (ii) The proportion employed in the services increases 1 MARK
Two reasons for these changes:
 Increasing trade requires more transport
 Increasing industry requires more power supplies etc.
 Increasing prosperity creates greater demand for luxuries, quaternary services etc.
 Higher education provides the skills required
 Greater profit generated by service sector 2 MARKS [3]
- NO mark for higher salaries
- (e) Examples such as fruit growing, car industry, taxi driver etc.
 NO mark for example. 2 MAX if no specific example. CREDIT is for the inter-links between sectors:
 Each activity requires things from each sector in order to function:
 from primary / **agriculture** - food for the people, and / or raw materials
 from secondary / **industry** - machinery to process raw materials, package food etc.
 from tertiary / **services** - transport, marketing services, power supplies etc. 3 MARKS [3]

[Total: 15 marks]