UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2006 question paper

0453 DEVELOPMENT STUDIES

0453/04   Paper 4 (Alternative to Coursework), maximum raw mark 35

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.

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

CIE is publishing the mark schemes for the October/November 2006 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

UNIVERSITY *of* **CAMBRIDGE**
International Examinations

1 (a) Fig. 3 (Interview which the student has carried out)/Fig. 4 (Photograph which the student has taken)

Accept reference either to Fig. number or description [1]

(b) Fig. 1 (table of statistics from the Internet)/Fig. 2 (Page from a textbook)
0 = internet; book; table

Accept reference either to Fig. number or description [1]

2 (a) (i) A sample where items are chosen by chance/or description (e.g. by putting names in a hat/sticking a pin in a map etc.) Even/equal change to be chosen/pick any country [1]

(ii) Methods such as systematic sampling (e.g. Choose every 10th country from a list) or quota/stratified sampling (e.g. Choose countries from each continent/north and south of Equator etc.). Justification as appropriate to sampling method chosen (e.g. it is more representative). Must refer to countries. 0 = definition/type

One mark for name or description of method and one for justification. [2]

(b) (i) Access to safe water/access to good sanitation. [1]

(ii) Levels marking.

4 marks   Information plotted accurately in such a way as to show relationship between the two sets of data (e.g. scatter graph, bar graph with both sets of data plotted etc.).

3 marks   As above with one weakness (e.g. two bar graphs drawn accurately, axes not labelled, some inaccuracy in plotting, poor selection of scale etc.).

2 marks   As above with 2 or more weaknesses from list above.

1 mark   An attempt at graphing the information using an inappropriate method (e.g. line graph, pie chart etc.). [4]

N.B. Full credit can be given for graphing the information whether answer given in **(i)** is correct or not.

(iii) One mark for simple statement
e.g. life expectancy is longer when there is a greater percentage with access to safe water/positive relationship.

Two marks if statement is developed, possibly by using figures, or exemplified.
e.g. generally life expectancy is longer when there is a greater percentage with access to safe water however when there are exceptions (e.g. in Romania life expectancy is greater than in Peru although a smaller percentage have access to safe water).

N.B. Full credit can be given for identifying relationship whether answer given in **(i)** is correct or not. [2]

3 (a) One mark for stating a simple difference in living standards e.g. some people live in expensive houses but others live in shanty towns.

Two marks if statement is developed or exemplified e.g. some people live in expensive houses with electricity and running water but others live in shanty towns where living conditions are unhealthy and there is no clean water and sanitation. *Must compare within cities and <u>not</u> countries. [2]

(b) Point marking with credit for appropriate ideas such as:

material may be dated/no longer used/outdated;
author could have included material in a biased way;
some information may not be relevant to the investigation/need to be selective;
need to avoid copying or material/plagiarism/copyright;
need to credit source etc. [2]

0 = accurate/correct info.

4 (a) (i) Information is first hand/the person interviewed can give precise details about his/her own living standards. [1]

0 = cannot read and write/find it easily/face to face/can explain questions

(ii) Ideas such as:
language barriers…use a translator;
people may not have time/be unwilling to answer questions…make it brief/simple;
people may be concerned over possibility of being robbed/think you have ulterior motives/not trust researcher…reassurance/gain their confidence;
suspicion of intrusive surveying…inform them privacy will be respected;
people may not tell the truth…back up answers by observation/interview enough people to reveal truth;
people may by offended by nature of some of the items being asked…avoid personal details/offensive questioning.

0 = shy; biased; time-consuming

Max 4 marks for potential problems/solutions, reserve of 2 marks for each. [6]

(b) Ideas such as:
Information from interviews can be written up in own words/to write a report;
Photographs can be annotated/labelled/given captions/used as proof/evidence in report;
Trends can be picked out from interviews/overview written up etc. [2]

0 = to draw a graph/chart from info.

5 Levels of response marking

<u>Level 1</u> (1 to 4 marks)

Simple statements which briefly describe in general terms (or just mention of a country name) how local people have taken part with others in small scale practical activities to improve their living standards.

(e.g. In Namibia they have worked together to get cleaner water to drink, and more water for the crops. The money was provided by donations but they needed more.)

N.B. Do not credit simple copy of examples in stem of question. Candidates can reach top of this level by making four simple statements.

<u>Level 2</u> (5 to 7 marks)

More developed statements which describe how local people in a specific named area have taken part with others in small scale practical activities to improve their living standards.

(e.g. In the area around Tsumeb in Namibia they have formed a cooperative to work together to dig wells to get cleaner water to drink. They are using sprinkler systems to irrigate their crops using money donated by Christian Aid, although this money proved insufficient so they have applied for government grants.)

N.B. Candidates can reach top of this level by making three developed statements.

<u>Level 3</u> (8 to 10 marks)

A comprehensive account which relates to a specific named area, includes more developed statements (level 2) and covers all three of the bullet points listed in the question (i.e. description of the activities, organisation/finance, practical problems/solutions). [10]