

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

**DEVELOPMENT STUDIES**

**0453/04**

Paper 4 Alternative to Coursework

October/November 2006

**1 hour 30 minutes**

Additional Materials: Answer Booklet/Paper  
Graph paper  
Ruler

**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.  
You may use a soft pencil for any diagrams, graphs or rough working.  
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** questions.

The Insert contains Figures 1, 2, 3 and 4.

At the end of the examination, fasten all your work securely together.

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

This document consists of **3** printed pages, **1** blank page and **1** Insert.



- 1 A student is carrying out an investigation about differences in quality of life and living standards, as part of a Development Studies course. Study Figs 1, 2, 3 and 4 (Insert) which are four sources of information which the student wants to use.

Give **one** example of a source of information, shown by Figs 1 to 4, which is:

(a) primary data [1]

(b) secondary data. [1]

- 2 Look again at Fig. 1.

(a) The student selected fifteen countries at random to use in this table.

(i) What is a 'random sample'? [1]

(ii) Suggest a different method that can be used to select a sample of countries. Explain why you chose this method. [2]

(b) The student wants to see if there is a relationship between life expectancy and living standards.

(i) Identify **one** development indicator, used in Fig. 1, which you think is a good indicator of differences in living standards between countries. [1]

(ii) Draw **one** graph to show the relationship between life expectancy and your chosen indicator. [4]

(iii) What conclusions can you draw from the statistics about the general relationship between life expectancy and the indicator you have chosen? Use figures in your answer. [2]

- 3 Look again at Fig. 2.

The student wants to use this source of information to show that there are differences in living standards within a small country.

(a) Using your own words, describe briefly the differences in living standards within cities. [2]

(b) Give **two** reasons why care must be taken when using information from textbooks in research work. [2]

4 Look again at Figs 3 and 4.

(a) Mr Mukasa is one of ten people the student has interviewed about living standards (Fig. 3). A photograph of Mr Mukasa was also taken outside his home (Fig. 4).

(i) Why was an interview a useful method for the student to use to collect information about living standards in the local area? [1]

(ii) Describe the difficulties which the student might have experienced when interviewing local people, like Mr Mukasa, about their living standards. For each difficulty suggest how it might have been overcome. [6]

(b) How could Figs 3 and 4 be used by the student when presenting the findings of the research enquiry? [2]

5 In many developing countries local people have taken part, with others, in small-scale practical activities to improve their living standards.

Examples include:

- improving water supplies and/or sanitation,
- increasing production of food and/or local craft items,
- improving services like health care and/or education.

Write an account of a small-scale activity which you have taken part in or which you know about. Make sure you:

- name the area,
- describe fully what the local people did to improve their lives,
- describe how the work was organised and financed,
- describe any practical problems which the people faced and how they solved them. [10]

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*Copyright Acknowledgements:*

Question 3                      Fig. 2 © F. Martin & A. Whittle; *Poverty and Progress*; Nelson Thornes; 1985.  
Question 4                      Fig. 4; Steve Sibley © UCLES.

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