DEVELOPMENT STUDIES

| Paper 0453/01 |
| Paper 1 |

General comments

There were some Centres which achieved a high standard although there were a large number of weaker candidates who struggled to understand the requirements of the paper. Some candidates' command of English did nit help them in achieving good marks. Candidates need to be taught to read the questions carefully, and to answer the question actually being asked and not the question that they think or hope is being asked.

It is now generally understood that if a question asks for a description or an explanation, then a few words or even a list is not acceptable for credit. Concern must be expressed, however, that many candidates do not develop their answers sufficiently to gain marks as they assume they have written enough. It is sound examination technique to re-read the question after the answer has been written to ensure all aspects have been considered.

Comments on specific questions

Question 1

(a)   The majority of candidates know what the letters NGO stand for.

(b)   Too many candidates repeated the words of the question and stated that manure makes the soil more fertile, instead of referring to providing nutrients/minerals to the soil or increasing yields. Few stated that manure helps improve soil structure.

(c)   Most could give two reasons why the family's diet is improved. The value of milk in providing proteins and minerals was a common answer.

(d)   Few candidates understood the thrust of the question which asked for reasons why income is needed throughout the year. Candidates should have recognised that this would enable farmers to budget or plan expenditure more easily than if payment for crops sold, for example, came only once a year. Consequently most gained only one mark for referring to an example of a regular expense.

(e) (i)   Most candidates recognised the answer had to refer to the basic need – food. Some, however, stated basic needs that were not met by the scheme directly.

(ii)   Most gave two other needs correctly but some weaker candidates answered 'money' and did not specify a need.

(f) (i)   Almost every candidate knows the difference between a loan and a gift. There is some confusion, however, with the words 'borrow' and 'lend'.

(ii)   Candidates gave many suggestions here and most could gain at least three marks out of the four available. It was encouraging to see that candidates realised that an extended answer was required to gain full credit and answers detailed the problems of dependency and the conflicts these gifts may cause within the family as well as in the community. The more able candidates recognise that giving gifts of money to a family is not a sustainable practice in that standard of living is rarely improved over the long term.

Question 2

Many candidates lost marks on this question by failing to recognise that the emphasis of the questions was on health.

(a) Most candidates gained the one mark for referring to Agriculture Industry and Services or Primary, Secondary and Tertiary Services.

(b) (i) Candidates understand the characteristics of traditional farming.

(ii) Many answers referred just to crop failure due either to shortage of rainfall or from flooding. The fact that crop failure results in malnutrition which makes people more susceptible to disease was the sort of answer required. The link must be made to gain the mark as the question asked for the effect of changes in rainfall on the health of the farming community, not on crop production. Candidates who focussed on flooding causing the spread of waterborne diseases or malaria scored well here.

(c) (i) A lot of candidates referred to improvements resulting from the growth of industry but again the effect on health was often neglected in their answers and so they scored no marks. The link between modern industrial growth and an improvement in service provision was not made. Answers which just stated 'more hospitals are built' did not explain the role of industry in this in terms of an increase in government income. Similarly, 'people can buy medicine' was insufficient on its own. Candidates needed to state that jobs in industry provided income with which people could buy food, medicine etc.

(ii) Air pollution from smoke was commonly referred to and linked to resulting chest and breathing problems but many gained no mark as they just referred to the type of pollution and made no reference to the health problems it causes. Answers such as 'pollution causes diseases' was too vague to be worthy of credit. Other good answers referred to factory conditions causing industrial diseases.

(d) This was either well answered with reference to insect-borne diseases or answers went off at a tangent referring to environmental problems and loss of habitats.

(e) Some well explained government programmes referred to detailed improvements in service provision. There were many different ideas given here such as by providing electricity to homes, people would not have to use candles and so their lungs would not suffer from smoke inhalation. This sort of answer described fully the improvement in the service and linked this with the result in better health. However many poor answers failed to choose one service on the figure and wrote about all three and some candidates wrote vague answers about agricultural programmes.

Question 3

Many candidates lost marks here by failing to read the question carefully.

(a) The question asked about natural population growth. Answers referring to urban migration were therefore wrong. A few candidates correctly referred to the improved medical services in urban areas or to the fact the populations are young and therefore of reproductive age.

(b) (i) There were a number of good answers here. However, there was some misunderstanding with suggestions that governments are trying to attract migrants to urban areas by investment.

(ii) Many referred correctly to the presence of infrastructure, a large labour supply and market.

(iii) Many candidates gained no marks here – most had no idea of the work of NGOs. Several suggestions included airports, hospitals and major roads, which are the responsibility of governments.

(c) A number of candidates do not know what primary occupations are and referred to work where people are unskilled. Some stated that they were jobs in the primary sector but this did not explain what the term 'primary' means.

(d)   Many ideas were given here on pull factors but many candidates lost marks because the question called for descriptions and examples. Lists such as better jobs, better education and bright lights gained little credit.

Question 4

This question and **Question 5** were the most popular questions.

(a) (i)   Some confusion was shown here about infant mortality rates – it is the number of infants that die not the number that live.

(ii)   Most gained the one mark for stating it is the total annual income of a country – the best answers referred to income from both inside and outside the country. There was some confusion over GNP per head which was not required in the question.

(b) (i)   This question asked for an explanation of why the statistics were chosen. Many candidates chose the correct statistics but did not explain why they showed rapid development. 'Adult literacy is high' does not include an explanation. Candidates who continued by stating that this shows that levels of education are of a good standard, gained the mark.

(ii)   Again as with (b)(i) there was usually no explanation – a lot of street children and high unemployment was not a sufficient answer.

(c)   More than half the answers gave the terms 'executive, legislature and judiciary' correctly. Several answers, however, considered the characteristics of a democracy.

(d)   The sources of the pollution were well stated and many candidates gave excellent, well developed answers about how the pollution could be reduced. The ways to encourage people to use their cars less was well understood. Weaker candidates gained no marks for saying close the factories or move them away from the city or rivers, use less cars, dump the waste somewhere else, use machines that make no noise etc. Some candidates considered the causes of pollution in detail and its effects which was not required.

Question 5

A popular question.

(a)   Most candidates can describe the meaning of the term multinational company.

(b) (i)   This was correctly answered.

(ii)   Only a few candidates referred to increased purchasing power or demand. It was not enough to say that Asia is developing. The best answers considered the fact that Asia has several NICs which means that industrialisation is providing jobs, which means people's income is increasing which has led to a greater demand for such goods.

(iii)   Correctly answered.

(c) (i)   Only a handful of candidates know the word 'Globalisation'. Many answers stated 'International trade'.

(ii)   Many candidates gained two marks for referring to quality, cost, reliability or the liking for brand names.

(d)   This question was about the advantages to a MNC. Many answers lost all four marks because they referred to the advantages to the country.

(e)   Many candidates gained four marks here with plenty of good answers referring to profits taken out of the country, exploitation of labour and natural resources, pollution of the environment etc.

Question 6

It was noticeable that many candidates from schools in rural areas were able to answer this question well.

(a)   Most candidates could gain two marks for reasons why poor farmers often have low quality land referring to over cultivation, lack of money to buy good land etc.

(b)   Most could give a reason why an unreliable water supply affects a poor farmer.

(c)   Most candidates understand the concept of poor yields.

(d)   Many answers correctly referred to malnutrition and the effect on productivity. Other answers referred to children being susceptible to disease and being unable to concentrate at school.

(e) (i)   Many candidates repeated the statement that there were no jobs in a rural area apart from farming, but failed to say why. A good answer would refer to the lack of infrastructure in rural areas which results in no factories being built. Most answers referred to lack of skills to undertake other types of employment, but few gained a second mark.

(ii)   Most candidates gained both marks.

(iii)   Some marks were lost here by listing ideas, e.g. cooperatives, irrigation schemes, road building, without a description which was asked for in the question. Statements such as 'loans to improve farming' were too vague to be worth credit. Candidates who wrote that the loans were low interest ones or stated what the loans were actually used for, gained the mark. Some excellent answers covered integrated schemes that generally improve standards of living overall. These included schemes to support cooperatives to enable farmers to buy seeds in bulk, to supply piped water for improving health and boreholes for irrigation and to provide better local schools.

DEVELOPMENT STUDIES

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Paper 0453/02

Paper 2

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General comments

Once again it is pleasing to report that a generally high standard was achieved by some Centres, with a few candidates gaining very high marks. However a large number of weaker candidates in some Centres struggled with the topics of trade and the environment, and it was clear that they did not have an understanding of the issues of globalisation and climatic change. In these Centres candidates sometimes had a weaker command of English and struggled to interpret the questions and then to write a clear precise answer. Candidates need to pay more attention to reading the questions carefully. They should identify the key words so that their answers are directed to answering the question posed. They should also read their answers through to ensure that they make sense.

Candidates should practise graphical interpretation which is an important skill in this subject. Some candidates are content to give a rough answer to reading a figure from a graph, rather than looking for the accurate answer.

There was little difference between the numbers of marks awarded for the two questions.

Comments on specific questions

Section A

Question 1

It was important to keep to the question asked. All too often candidates reverted to questions they had been asked in the past or did not refer to the exact wording of the question and thus lost many marks. Candidates did make an effort to develop sufficient points in accordance the number of marks demanded by the question but frequently these were not relevant.

(a)(i) Many candidates did not mention that the balance was of the value of imports and exports and gained no mark. Using the word 'amount' could have referred to weight rather than money.

(ii) Many correctly referred to as an unfavourable or negative balance of trade.

(iii) Most gave the correct answer primary product or raw materials. Some candidates did not gain a mark for referring to items such as fruit, crops etc.

(iv) This answer was looking for the idea of low value primary products being exported and high value manufactured goods being imported. This was often vague and again the word 'value' or similar was missing.

(b)(i) Exports and Tourism were well explained as ways of earning foreign currency. But most answers suggested 'loans' which are not earnings of foreign currency but its use. A few candidates failed to explain and gained no mark.

(ii) Most candidates understood the concept of a loan, but many did not develop their answer with an example or with a further point such as the need to keep on borrowing. Some strong candidates gave some excellent examples relevant to their own country.

(iii) Although some points were made here it was rare for there to be enough to result in all 4 marks being awarded. Ways in which governments could encourage their citizens to earn foreign currency were often developed, but opportunities to gain the full four marks were often lost. Ideas such as training to be a tourist guide, learning to advertise on the Internet, training for hotel jobs and taking up grants for the craft industry were developed by strong candidates. Weaker candidates failed to gain credit and tended to write from the government point of view and ignore the thrust of the question, which was about the citizens earning foreign currency.

(c)(i) Mostly correctly answered as Sub-Saharan Africa. Just Africa gained no mark.

(ii) Various answers were given here but the answer was 27. (18+9)

(iii) This question, which asked for the difficulties of indebted countries creating economic growth and reducing poverty, met with great difficulty and many weaker candidates reverted to writing about debt and the reasons for debt. A simple one mark was given for 'most of their money goes to servicing the debt'. Good answers referred to the need for money to develop infrastructure and industry etc. taking priority over education, health services etc.

(d) This question required reading and interpretation skills as well as empathy with the situation of Esther and her family. Many candidates found this difficult and some appeared to lack a sound grasp of English which was needed here.

(i) The idea here was one of the unemployed miners having no money and thus not spending in the shops etc. Some merely copied out sentences from Fig. 4A.

(ii) This was looking to Fig. 4A for points such as 'removing import taxes' or 'opening up trade to the outside world'. The term globalisation would have been a good answer.

(iii) This answer looked for the effects of cuts on public spending on the lives of poor people in Zambia. Points could be taken from both Figs. 4A and 4B here and many candidates scored three easy marks by writing about the cost of healthcare, education and the poor roads. Some failed to understand the term 'public spending'.

(iv) This question asked for the effects on either Esther's parents and their farm or Esther's sister and her family. Those who chose one option correctly and then wrote about their situation usually scored well. Many failed to choose one of the scenarios and just wrote generally which was not the question. In answering the question relevant material had to be selected from the two Figures.

(e)(i) Mostly correctly answered $5.7 billion and candidates remembered to write the word billion and put the $ sign.

(ii) Mostly correctly answered $3.0 billion.

(iii) Most selected Nicaragua but failed to develop their answer sufficiently for 4 marks. Accurate data was needed along with the idea of mounting debt rather just not paying it back. Those who wrote Ghana gained some credit because it had the highest debt, but Nicaragua's debt was more than three times its GNP, clearly a worse situation than that of Ghana.

Question 2

(a)(i) Relatively few candidates knew the term 'sustainable development'

(ii) Most candidates could identify 'three ways' that people benefit from using natural resources such as water, food and using wood. However many lost the other three marks because they did not realise that the second part of the question required an explanation of how the resource becomes used up. Answers should have referred to ideas such as 'deforestation' 'the soil losing fertility', 'fossil fuels are non-renewable' etc.

(iii) Words could be copied from the last paragraph of Fig. 6 for this. "The loss of plant/animal/ complex ecosystems; the inability to rid the world of poverty/ hunger/ disease were acceptable answers. A minority of weak candidates read Fig. 6 as showing resource systems improving not as ending up with greater problems and gained no marks.

(b) Many candidates did not understand this graph or realise how the two vertical axes differed. Thus impossible answers about temperatures being below $0^{\circ}C$ were common place among weaker candidates.

   (i) Accurate reading of the graph proved very difficult for many candidates. Acceptable answers were between 14.55°C and 14.65°C.

   (ii) 1977 or 1978 were the correct answers. Again weak candidates could not read the graph.

   (iii) 0.6°C was the correct answer.

   (iv) There were many good responses here dividing the time into 3 sections – up to 1937 when temperatures were below average, 1938 – 1979 when they fluctuated and then from 1980 when they were above average. A substantial number of candidates confused the dates and only looked at the section from 1990 instead of 1900.

(c)(i) Almost all candidates correctly answered Asia.

   (ii) Mostly correctly answered North America.

   (iii) This question asked for the difference between the CO^2 emissions from Europe and those of South America. There was much confusion here; descriptions were often too short and made no sense. It is important to write in good English and thus a reference to emissions was needed in the answer. Most candidates gave the obvious reason for Europe's emissions being greater from industrialisation than from land use, because of its being very industrialised. Many could not explain the reason why the greater amount of South America's emissions are from land use changes. Good answers referred to the need in South America to clear the land for agriculture and the logging and clearing of the Amazonian forest.

(d)(i) Most correctly answered Argentina.

   (ii) Most candidates recognised the positive relationship between GNP and CO^2 emissions but did not gain the second mark by supporting their answer with data.

   (iii) The strongest candidates made sound points on ways of cutting emissions by changes to transport, using other types of fuel etc. but weaker candidates tended to forget that this question referred to the industrialised countries which are not practising deforestation. Other errant ideas were 'moving industry to the rural area' or 'reducing the number of industries'.

(e)(i) This graph confused many candidates although it was straightforward to read as '12.5 million hectares'. A minority forgot the 'million' and so lost credit.

   (ii) Most scored some marks here, which should have been relatively straightforward, since Fig. 10B gave many ideas on why it is very difficult for developing countries to reduce deforestation.

   (iii) Strong candidates could gain good marks on this question, which asked for ways to conserve the tropical forest. A wide variety of answers included replanting, creating national parks, providing alternative fuel sources, issuing permits, creating laws and imposing fines etc. Weaker candidates concentrated on tree planting schemes but were not able to develop their answer to gain the full four marks.

DEVELOPMENT STUDIES

> **Paper 0453/4**
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> **Alternative to Coursework**

General comments

The construction of the paper clearly gave able candidates the opportunity to access high marks, whilst allowing the least able to achieve success on several questions. There was inevitably considerable diversity in performance between Centres and individual candidates. However many candidates were able to tackle all parts with confidence, and there was much evidence that Centres had prepared candidates well, by teaching the skills required for this paper. This is best done not by a textbook approach, but by involving candidates in investigative tasks in and around the school to enhance their understanding of the techniques involved in carrying out a research enquiry. Candidates from such Centres responded in an appropriate way to the majority of tasks, weaker answers generally being the result of a lack of understanding and/or a failure to develop answers rather than a complete misunderstanding of the requirements of the questions.

Comments on specific questions

Question 1

(a) (i) Almost all candidates identified the number killed by dengue fever correctly.

(ii) A number of candidates did not pick up both marks as they restricted themselves to one simple statement. Indeed reference to mosquitoes alone was insufficient, it is the fact that they bite people which transmits dengue fever. Successful development of the answer involved referring to the presence of stagnant water, as a result of heavy rainfall or poor drainage which encourages mosquitoes to breed in an area.

(b) (i) Many candidates were able to answer this effectively, by referring to the map showing different areas and locations (i.e. showing the information spatially), unlike a graph. Vague answers, which simply stated that the map was 'clearer' or 'easier to use' than a graph, were not worthy of credit.

(ii) Most candidates successfully interpreted the data plotted on the choropleth map, identifying Sulawesi as being the island with the higher figures (per 1000) of people with dengue fever, backing this up with statistics. Some weak candidates reversed their answers, whilst in contrast perceptive candidates noticed that, whilst Sulawesi had generally higher figures, there were some parts of the island with lower levels of dengue fever than parts of Sumatra.

(c) (i) As always with this type of question full differentiation was achieved. To achieve full marks candidates needed to graph the information such that it showed change over the time period. The ideal graph would have been a line graph, though it was possible to earn high marks by the use of a bar graph, providing it was drawn accurately. Plotting was generally accurate, the most frequent errors being the failure to choose an appropriate scale or to label the axes clearly.

(ii) Many candidates were well prepared to make comparisons of the plotted data, but many did not make any statements relating to the overall trend (e.g. an increasing, but fluctuating pattern).

(d) (i) Many candidates were able to make a relevant comment on the value of using an interview. Some focused on the first hand nature of the evidence being obtained, whilst others correctly explained that it would be appropriate to use with illiterate people who would not be able to complete a questionnaire. Weaker answers which did not score the mark included vague reference to 'accurate data' without explaining why this is the case. The following extract from the mark scheme identifies possible ideas:

- information can be obtained from those people directly involved/first hand/face to face;
- can interview experts/professionals who can provide detailed information;
- flexibility in questions being asked/can respond to a remark made by the interviewee with a further question/get clarification/can explain questions to respondents;
- Interviews can be carried out with those people who are unable to read and write;
- Information obtained instantly/do not have to wait for return of questionnaires etc.

(ii) The majority of candidates scored at least one mark by mentioning the issue of truthfulness of responses. Candidates who were prepared to extend their responses did so by suggesting reasons why interviewees might give answers which were not truthful, or introduced other pertinent ideas, such as taking care to ensure that all data from the interviews was relevant, or commented on the difficulty of interpreting conflicting evidence from interviews such as those shown in Fig. 4.

(iii) Some candidates did not read the question carefully and outlined the 'route to enquiry', as seen in previous examination papers, rather than focusing on how to prepare and conduct an interview. Ideas required are covered by the following extract from the marking scheme, and any four different ideas earned maximum marks:

- Prepare questions in advance;
- Arrange interview time/place beforehand/arrange meeting/arrange place to interview;
- Speak clearly;
- Approach politely/say please and thankyou/be friendly;
- Dress smartly;
- Make notes/tape conversation;
- Gain trust/be reassuring/assure confidentiality;
- Don't ask personal/insensitive questions/questions in a biased way;
- Probe/ask follow up questions;
- Arrive on time;
- Have a translator/interpreter (if necessary);
- Take gifts;
- Explain purpose of interview/identify self;
- Select sample/identify respondents;
- Sequence questions in appropriate way;
- Seek permission to interview;
- Get pen/paper/tape recorder;
- Listen carefully to responses;
- Take a companion for safety;
- Do a pilot survey.

Question 2

(a) (i) This differentiated well. There were some excellent answers which focused on how posters were a good method of improving awareness of health issues, ranging from reference to the eye catching nature of posters and their suitability for people who are illiterate, to an explanation of the suitability of a clinic for their display.

(ii) Many candidates understood this task well, and produced some impressive designs which scored full marks. The posters were not marked on their artistic merits, but on what was included within them. The following extract from the mark scheme indicates how the four marks were allocated.

- Purpose indicated/ie reduce dengue fever (1 mark);
- Advice about draining and/or covering pools (1 mark);
- Reference to elimination of mosquito (1 mark);
- Visual effectiveness (expect some pictorial representation rather than words only)

(1 mark)

(iii) Simplistic answers referred to little other than people's ignorance or laziness although many candidates realised that, as three marks were available, more was required than this. Ideas such as lack of finance or skills were effectively developed by some candidates, whilst others focused on the fact that many people would not read newspapers, listen to radios or see posters. There does seem to be a well engrained suspicion of authority, even at this level.

(b)   This proved to be a good discriminating question. There were many perceptive answers, though it is worth noting that, in order to score full marks, candidates needed to refer to both organisation and finance. The following extract from the mark scheme outlines possible suggestions:

Organisation – ideas such as;
- Set a place/time to meet;
- Local representatives meets health agency representatives;
- Fully brief people about the task/their roles;
- community involvement/cooperative;
- people work in teams/groups;
- select a leader;
- use of unemployed people/request volunteers;
- grass roots organisation;
- chief/elders ask people to participate;
- bring in experts/professionals for advice etc.

Finance – ideas such as:
- taxation;
- sprays/chemicals provided by government/NGO/World Bank grants/loans;
- or donations from aid organisations/charities;
- community finance/pool money together;
- use of money earned from selling crafts;
- loans from banks/credit companies;
- volunteer labour/Health Agency pay workers etc.