

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

**MARK SCHEME for the October/November 2009 question paper  
for the guidance of teachers**

**0453 DEVELOPMENT STUDIES**

**0453/01**

Paper 1, maximum raw mark 80

This mark scheme is published as an aid to teachers and candidates, 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, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

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

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- 1 (a) (i) The increasing organisation/integration of the economies of countries into international markets  
Reference to a worldwide organisation or movement of MNCs/trade/people etc. [1]
- (ii) Economic migrants [1]
- (iii) **Two** reasons:  
Aging populations/shortage of young workers  
Low population growth rates  
Countries have growing industries with increasing demand for labour  
Many people are not prepared to do low paid jobs  
The benefit system may mean people do not need to work etc. [2]
- (b) (i) **Two** problems:  
Language difficulties  
Loneliness/homesickness  
Adjustment to different methods of work/employment regulations  
Housing difficulties  
Cold/change of climate  
Adjustment to new culture/customs  
Unemployment  
Debt  
Lack of acceptance by host community/prejudice etc. [2]
- (ii) Benefits:  
Remittances  
Use of remittances to educate children/buy better quality food etc.  
Less mouths to feed  
Help for other members of the family wishing to migrate
- Problems:  
Loneliness/worry due to split families  
No-one to help with problems/farming/old people [3]  
1 mark reserved for benefits and problems
- (c) (i) USA [1]
- (ii) The flow of Chinese into USA [1]
- (iii) 1 mark for stating that migrants usually move to countries which are of a higher income level/from low to high income countries/from LEDCs to MEDCs/developing to developed etc.  
2 further marks for 2 examples which must be between countries of different levels of development and be shown on Fig. 2, either in text boxes or as migration flows.
- No credit for continents [3]

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**(d) Levels marking:**

**Level 1 (1 or 2 marks)**

Simple statements of push or pull factors with basic points made:

Unemployment in the home country  
 Lack of modern amenities  
 Political unrest  
 Religious/racial persecution  
 Better educational opportunities  
 Higher salaries

**Level 2 (3 or 4 marks)**

A sound attempt with points being developed or exemplified:

Unemployment means people cannot buy sufficient food to eat  
 Lack of clean water supplies leads to outbreaks of disease  
 Political unrest has resulted in many people from Afghanistan moving to Pakistan  
 A secondary education means that children will be better qualified to gain employment

**Level 3 (5 or 6 marks)**

Reference must clearly be made to international migration.

A comprehensive attempt with points being developed and exemplified.

In rural Mexico, educational facilities are poor. The young people therefore have few qualifications or skills and employment opportunities are few. They migrate into the USA where they find jobs as waiters and maids in hotels in large urban areas and some work picking fruit at harvest time. They can earn more in a few months than in a year in Mexico. Political unrest can cause people to leave their land and abandon their harvests as they fear for their safety. Subsistence farmers have little or no alternative source of income and so families are in danger of starving or becoming malnourished. The political situation in Zimbabwe has resulted in serious food shortages and many have migrated to Botswana in order to be able to survive.

[6]

**[Total: 20]**

- 2 (a) (i)** People who do not have an adequate income to provide them with basic needs/food/shelter etc  
 People who earn less than \$1 per day [1]
- (ii)** 1 mark – The total population will grow  
 1 mark for justification: high growth rate  
 60% of the population is 15 or below/very young. [2]
- (iii)** By earning more foreign currency:  
 By attracting foreign companies/multinationals to set up industries in tax-free zones  
 By taking advantage of the large supply of cheap labour to produce goods cheaply for export  
 By exporting electronics and clothing which are in high demand in the world market  
 By adding value to foodstuffs for export by processing  
 By increasing foreign currency from tourists etc.  
 Credit development [3]
- (iv)** A catastrophe/terrible event/serious damage/loss of life caused by conditions outside man's immediate control/by the environment/floods/earthquakes etc. Both 'natural' and 'disaster' must be explained for 1 mark. [1]

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- (b) (i) **Three** separate points:  
Houses/possessions destroyed  
Families bereaved/broken up/loss of life  
Infrastructure/transport/industry disrupted  
High costs of rebuilding  
Debt  
Harvests lost  
Lack of clean water supplies  
Breathing difficulties/named diseases  
Loss of species  
Disease etc.

[3]

- (ii) Storms and typhoons are likely to increase in number/intensity due to global warming  
Increased risk of flooding of the islands and coastline due to changes in sea level  
Man-made problems/water pollution will become worse due to a growing population  
Increased air pollution from growing industries  
Increased damage to coral reefs/wildlife due to increased pressure from tourists  
Further deforestation due to increased global demand for timber  
More soil erosion due to greater use of slopes due to increase in population  
Flooding will get worse due to further deforestation

Credit development of ideas of why the problems are likely to become worse.  
(E.g. there may be several reasons for deforestation and air pollution)

Also credit 1 mark if candidates know that the number of earthquakes and volcanic eruptions will continue because it is in an active area where the earth's plates meet. [4]

**(c) Levels marking:**

There is no credit for stating the type of disaster nor the place where it happened. If these are not stated, however, max Level 1.

**Level 1 (1 or 2 marks)**

Simple statements with basic points made  
Emergency services rescue people  
Food/blankets supplied  
Dead bodies are removed  
Early warning systems

**Level 2 (3 or 4 marks)**

A sound attempt with points being developed or exemplified.

Emergency services rescue people who may have been buried by falling buildings and take them to local health centres for treatment  
Dead bodies are removed quickly so as not to endanger human health  
Charities such as The Red Cross supply blankets  
Walls may be built to divert lava flows away from settlements  
Earthquake Awareness Days improve people's response to the danger

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**Level 3 (5 or 6 marks)**

A comprehensive attempt with points being developed. Reference must be made to both government and NGOs attempts to deal with the disaster.

Emergency services rescue people and take them to hospitals or temporary refuge centres where treatment and basic needs can be supplied. Depending on the scale of the disaster, governments may call for foreign aid. This may take the form of sniffer dogs to search for buried people and helicopters to reach remote areas cut off by landslides or mudflows. Governments provide money to help rebuild settlements or they may ask for a loan from the World Bank.

NGOs such as The Red Cross organise the supply of medical supplies such as bandages, food, blankets and shelter, often in the form of tents to those who become homeless. Charities may request money from the international community to help ease suffering after large scale disasters. They ensure water supplies in the refuge centres are clean so that diseases like cholera do not spread.

[6]

**[Total: 20]**

- 3 (a) (i)** Urbanisation – the increase in the proportion of the population living in cities. [1]
- (ii)** 3 [1]
- (iii)** 7 [1]
- (iv)** 1 mark for description of the health problem  
1 mark for explanation of how it is created  
(each line worth 2 marks)  
Rapid spread of disease due to overcrowding, unhygienic living conditions  
Spread of cholera, diarrhoea etc. due to lack of clean water/proper sanitation  
Lung diseases/named disease due to air pollution from factories/vehicles  
Insect borne diseases/named disease due to food waste/stagnant water etc. [4]
- (b) (i) Two reasons: Push and/or Pull:**  
Few job opportunities in rural areas  
The government is spending money on the city  
There are more opportunities for education  
Health facilities are better  
'Bright Lights' etc. [2]
- (ii)** 1 mark – work in the illegal/unregulated part of the economy/no taxes paid etc.  
1 mark – example e.g. selling in the market/shoe shining etc. [2]
- (iii)** Banks will not give loans if there is no guarantee of getting it repaid/security [1]
- (iv) Two reasons:**  
The great number of people/size of the problem  
Governments have other priorities – e.g. building infrastructure, developing industry etc.  
The young population means it is doubling every twenty or so years  
The more the government spends on the city the more people are attracted to it  
Etc. [2]

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**(c) Levels marking:**

**Level 1 (1 or 2 marks)**

Simple statements with basic points made:

*Government programmes:*

Bring in piped water

Build proper roadways

Install electricity supplies/street lighting

Build sewage drains

*Local organisations:*

Help each other to improve housing

Lay water-pipes/sewage pipes

Set up community facilities.

**Level 2 (3 or 4 marks)**

A sound attempt with points being developed or exemplified

*Government programmes to upgrade squatter settlement:*

Bring in piped water to reduce the risk of water borne diseases

Build proper roadways and paths making access for rubbish collection easier

Install electricity supplies to each household so food can be cooked easier

Install street lighting to reduce crime at night

*Local organisations:*

Provide the labour to build houses which will be more secure/have more rooms/drier

Provide the labour to dig ditches for piped services which will make homes more hygienic/improve people's health

Building projects setting up community facilities such as schools and health centres

Cooperatives set up small businesses so some people can get jobs

**Level 3 (5 or 6 marks)**

A comprehensive attempt with points being developed or exemplified.

Reference must be made to the efforts of both governments and local people.

Answers at this level may refer to actual examples of specific programmes where the government works together with local organisations to improve conditions.

A government programme may involve providing breeze-blocks which the local community then uses to build their own houses which will be protected from bad weather conditions and less at risk from crime. Materials may be provided free or the government may give low interest loans to the dwellers of the squatter settlements. This working together creates a strong community spirit and people continue to help each other in different ways and organise sport and entertainment for the children. The local people dig ditches for the government to install piped water and sewage drains which reduce the risk of infection. Clean water may be supplied to each household or through taps at regular intervals along the street.

Small craft industries, such as basket making, may be run as women's cooperatives. This empowers women and enables them to earn an income which they can use to provide better quality food for their family. Many set up their own shops, such as in Rocinha in Rio de Janeiro. Local people can install water tanks on their roofs to collect rainwater which they can use for washing clothes which improves hygiene.

[6]

**[Total: 20]**

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- 4 (a) (i) Walking [1]
- (ii) Description making **two** points:  
 Work was mostly done using hand tools/hoes  
 Work was mostly done by the family/women  
 Most of the products of the farm were for subsistence/not sold  
 Small piece of land  
 Poor quality land/low yield  
 Animals provide manure etc. [2]
- (iii) **Three** points implying change:  
 General use of carts/bikes in 2006 whereas before people walked  
 Each household now has a water pump but in 1986 water was from a communal well  
 All children go to primary school in 2006  
 There is now a modern health centre  
 Children are now inoculated etc.  
  
 No credit for farming methods [3]
- (b) **Three** points:  
 No good road to village  
 Not connected to electricity supplies  
 No modern farm equipment  
 Latrines are only just being built – no sewage services  
 Most children do not go to secondary school  
 High infant and maternal mortality rates  
 The men still migrate in order to earn enough money [3]
- (c) (i) **Three** points:  
 Women do not have motorbikes or mopeds like men do  
 Women still farm with hoes while men now have oxen  
 It is mainly the men who migrate to urban areas  
 Dependence on men for income  
 High maternal mortality rate [3]
- (ii) **Two** ways:  
 Women have more time to earn money  
 Women have formed a co-operative to help them earn more money  
 Through the co-operative women own land (a field and a hectare of trees)  
 The existence of the co-operative will give them more say in village and family affairs  
 All girls are now educated [2]

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**(d) Levels marking:**

**Level 1 (1 or 2 marks)**

Simple statements with basic links made:

Poverty means people are unable to buy good food

Isolation means people have no political power

A poor harvest will mean farmers become weak

Low education levels mean people cannot earn much money

**Level 2 (3 or 4 marks)**

A sound attempt with points being developed or exemplified

Poverty is linked to poor health because people do not get enough nutritious food and this will make them weak and unable to work hard

People have no political power because they are long distances from the large urban centres and so cannot influence governments to help them

Poor communications make it difficult to take goods to market except in small amounts and hence they will earn very little

**Level 3 (5 or 6 marks)**

A comprehensive attempt with points being developed or exemplified, with a real attempt to interlink several of the factors. Good answers may refer to a cycle of poverty.

Poor people cannot afford to buy nutritious food and they become malnourished and weak and easily catch diseases. Clinics are often lacking in rural areas and health centres may not be accessible due to poor roads or lack of transport and so illnesses go untreated. People are therefore unable to work and are trapped in the cycle of poverty. Farmers will not be able to harvest their crops, and those with other employment will not receive an income to buy food for their family. Families are often large as education levels are low and many children are needed to work on the land. This means there are many mouths to feed and there is not enough to go round.

Poor communications make it difficult to take goods to market except in small amounts and hence people will earn very little. Harvests may be affected by drought or disease and with no income it is not possible to use irrigation methods or buy pesticides to increase production. The uncertainty of a good steady income means people will have no economic power to change their dependence on subsistence farming or to take advantage of new opportunities. They may be too far from centres with agricultural advisers and so do not learn farming techniques or acquire new skills which would help to improve their yields.

[6]

**[Total: 20]**