

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

**MARK SCHEME for the October/November 2010 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.

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Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
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- 1 (a) (i) Allow 40 to 50 MILLION TONNES [1]
- (ii) Allow US\$151 to 165 [1]
- (iii) B. It more than doubled. [1]
- (iv) Total world rice production and the world price of rice are both increasing.
There is a positive relationship. [1]
- (b) (i) People who earn less than US\$2 per day
People who cannot meet their basic needs
People who are below the poverty line. [1]
- (ii) **Three** of following: (List = 1 mark)
Hybrid seeds
Fertilisers
Pesticides/insecticides/herbicides/chemicals
Machinery/modern tools/e.g.
Irrigation
GM crops
Modern storage facilities
Increased yields/better quality
High cost/capital intensive
Increased level of skill
Faster/more efficient. [3]
- (iii) **One** reason:
Growing population
Rising living standards. [1]
- (iv) Describe **three** different examples of competition:
Labour moving to work in cities, industry and services
Water needed for growing cities/population/industry
Rice production needs large quantities of water
Rice production is labour intensive
Water is needed for irrigation of other crops. [3]
- (v) **Two** examples explained:
Price for rice has fallen due to increased supply/other crops make a bigger profit
Change in demand
Change in government policy
Other crops less prone to damage from adverse weather conditions/pests
Changes in land ownership
People now recognise the importance of a balanced diet. [2]

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(c) Levels marking:

Level 1 (1 or 2 marks)

Simple statements with **basic points** made which must explain effects:

Global warming may result in drought so rice fails to grow.
 Global warming may raise sea levels, drowning some rice growing areas.
 Floods may wash away the rice crops.
 Earthquakes destroy irrigation systems.

Level 2 (3 or 4 marks)

A sound attempt with points **being developed** or exemplified:

Global warming may change weather patterns/cause unpredictable conditions so that there is drought and rice requires a great deal of water.
 Global warming may raise sea levels, drowning low-lying river basins /large coastal areas of Bangladesh where rice is grown.
 Floods may wash away the rice crop and loss of soil/nutrients means poor quality crops.
 Earthquakes may destroy dams/irrigation systems and transport links to and from the fields may be broken.

Level 3 (5 or 6 marks)

A **comprehensive attempt** with points being developed and exemplified:

Global warming may cause unpredictable weather conditions, such as very heavy rainstorms, which cause floods that wash away rice crops being grown in large quantities in low-lying coastal areas/Bangladesh/India. Nutrients in the soil are also removed, which makes it difficult to grow good quality crops with high yields. The flood waters also bring diseases which make the farmers ill so they cannot work efficiently.
 Natural disasters like earthquakes may destroy the infrastructure upon which rice production depends. Many of the dams which supply water for the irrigation systems may be damaged and rice depends on a large quantity of water in order to grow. Rice is labour-intensive and many workers may have lost their lives or be unable to access the rice fields due to disruption in the communication system. [6]

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- 2 (a) (i) All children have basic schooling.
All children receive primary education.
All children receive numeracy and literacy teaching. [1]
- (ii) Ghana [1]
- (iii) Morocco [1]
- (b) (i) **One** of:
Equal treatment of/opportunities for boys and girls/men and women/or example
No discrimination of women. [1]
- (ii) Venezuela [1]
- (iii) No country reached target for goal 2.
Only one country reached target for goal 3.
Any relevant statement about a country for either goal. [3]
- (c) (i) **Two** reasons:
Pregnancy/early marriage
Cultural attitudes regard girls as less important/boys seen as more economically important/discrimination
Traditional role of girls to look after family/home/have children
Cost of education. [2]
- (ii) **Four** reasons because:
Educated women will help to educate their children
Educated women/parents will understand the importance of good hygiene and disease prevention
Educated women/parents will understand the importance of a balanced diet
So that women are not dependent on men
Knowledge of family planning to reduce birth rate
Allows women to get jobs to help support the family
Both can make decisions/share ideas/responsibilities
Education is an equal right. [4]

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
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(d) Levels marking:

Level 1 (1 or 2 marks)

Simple statements with **basic points**:

- Make it compulsory for all boys and girls to go to school.
- Make education free/low cost so families can send both boys and girls to school.
- Encourage girls to go to university.
- Give women equal rights before the law.
- Help women to start businesses.
- Introduce cooperatives for women.
- Have more women in parliament.

Level 2 (3 or 4 marks)

A sound attempt with points being **developed** or exemplified:

- Encourage girls to go to university by providing free places and scholarships.
- Giving women equal rights before the law, to own land/ to borrow money etc.
- Provide women with loans and advice on how to start businesses.
- Have more women in parliament with women in the cabinet and in positions of power.

Level 3 (5 or 6 marks)

A **comprehensive** attempt with points being developed or exemplified:

Laws to allow women to vote as an equal right would enable their views to be heard. Women should be encouraged to enter parliament with a quota system to ensure a certain number of women were elected. The government should set an example by appointing women as ministers and these women holding important positions could act as role models for others. Issues relating to women and the family would then be considered at the highest level. Governments should help women to set up cooperatives and provide them with loans. They would then be able to share ideas and set up/improve their businesses. They could be trained in new skills such as how to budget and achieve more independence through being able to earn more income/own their own land etc. [6]

[Total: 20]

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- 3 (a) (i) 50 [1]
- (ii) *Either Bangladesh or Indonesia or Morocco.* [1]
- (iii) **Two** of following:
 As country develops the percentage of people employed in agriculture decreases.
 As country develops the percentage of people employed in industry increases.
 As country develops the percentage of people employed in services increases.
This may be expressed in terms of the situation at different stages of development. [2]
- (iv) **Three** of the following:
 Industrialisation occurs
 Agriculture becomes mechanised
 Higher wages in secondary and tertiary sectors
 New industries require development of services such as transport
 Increased demand for services from society
 Increase in skills through education. [3]
- (b) (i) Services
 Activities that provide needs and wants that cannot be seen or touched
 Activities that help people to produce/exchange goods
 Activities that help improve people's lives. [1]
- (ii) Credit description of how a service changes as a country develops.
 E.g. from traditional education outside on culture by family members; to schools with books and trained teachers; to the use of computers with access to the Internet etc.
This may be expressed in comparative terms such as 'more trained teachers' etc.
- (iii) A mixed economy [1]
- (iv) The advantages of
- Either** private ownership:
 Competition leads to variety, greater choice
 Competition leads to greater efficiency/higher quality goods
 It encourages entrepreneurship
 Prices determined by market forces
 Greater profits/profit to shareholders
 Privacy/owner makes decision/no government interference
 Improves supply
- Or** of public ownership:
 Government can decide on priorities
 Government can plan and control development
 Government can ensure equal provision for all/services for the benefit of the people
 Provision of low-cost/free services. [2]

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(c) An example of a **manufacturing** industry:

This may vary from country to country, e.g. some examples may be processing of raw materials/assembly of parts etc.

If the industry chosen is not manufacturing, or the choice is not clear – max 3.

Levels marking:

Level 1 (1 or 2 marks)

Simple statements with **basic points** made:

A furniture factory receives raw material/wood from the primary sector.

Electricity is needed to run the machinery.

Tables/chairs are sold locally/exported.

The goods are advertised in different media.

Transport services are used to distribute the outputs.

Level 2 (3 or 4 marks)

A sound attempt with points being **developed** or exemplified:

Locally-grown or imported timber is delivered by road or rail to the furniture factory.

It uses machines and computers which will need power supplies to run.

Tables/chairs are sold locally in shopping malls or exported to gain foreign exchange.

Advertisements in newspapers or the Internet help to promote the brand.

Level 3 (5 or 6 marks)

A **comprehensive** attempt with points being developed or exemplified:

A furniture factory may receive its raw materials/wood from the primary sector in the local area or from imports. The inputs will arrive by means of road, rail or sea transport and are delivered to the factory. The service sector also supplies electricity for the machinery and computers as well as water for the different processes. The skills provided by the workers will have been learnt from education and training departments that require teachers also from the tertiary sector of the economy. Marketing of the product may require promoting the brand on the Internet or printing advertisements in local newspapers. The finished products are then distributed to furniture warehouses/shops or they are exported and earn foreign exchange. [6]

[Total: 20]

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- 4 (a) (i) Africa [1]
- (ii) The countries are too poor/their debts are greater than their income so they get more and more into debt/they have a negative balance of trade. [1]
- (iii) No/not yet [1]
- (iv) **Two** points
 With corruption:
 The money lent will go to individuals/government officials/personal benefit/wrong hands
 Money is used for something else/ not for the purpose the aid was given
 Favoured people get given the work. [2]
- (v) **Two** features:
 Everyone has a vote
 Equality before the law/equal rights/independent judiciary/fair trial
 Freedom of speech/association/movement/religion/human rights
 Free and fair elections
 Regular elections
 Right to form your own political party
 Of the people, by the people, for the people/potential authority lies with the people. [2]
- (b) (i) World bank/IMF/United Nations (agencies such as UNICEF) etc. [1]
- (ii) *No mark for just stating an emergency*
 1 mark – natural disaster/man-made disaster/earthquake/volcanic eruption/tsunami/hurricane/pollution incident/war etc;
 1 mark – shelters/emergency food/experts at rescuing people/helicopters/medicines/water purification plants/doctors etc. [2]
- (iii) 1 mark – aid that comes with conditions/strings attached or example of goods supplied by lender

2 marks for disadvantages:
 The supplies may not be the cheapest/best/most suitable
 The receiver may think it should be spent on other needs
 It creates a dependency relationship
 Supplier may wish to exploit resources
 Supplier may wish to change the way the country is run. [3]
- (iv) **One** type of technical aid:
 Medical experts/engineers/military or police trainers/electronics experts/computers/machinery etc. [1]

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(c) *If project is not an aid project or is not described clearly – MAX L2 (3 marks)*

Levels marking:

Level 1 (1 or 2 marks)

Simple statements with **basic points** made:

An aid project to set up a clinic in a rural area.
 Mothers will be taught basic hygiene.
 Mothers will learn how to prevent disease.
 Vaccinations for children will be available.
 Mothers will learn the importance of a balanced diet.

Level 2 (3 or 4 marks)

A sound attempt with points being **developed** or exemplified:

Mothers taught basic hygiene, such as washing hands before preparing food, will help to prevent diseases in the home.
 A balanced diet will mean children grow up to be stronger and the IMR will fall.
 Children who are healthy will not miss so much school and so will be better educated.
 Crop production will increase as the farmers will be healthier, which will help the local economy.

Level 3 (5 or 6 marks)

A **comprehensive** attempt with points being developed or exemplified.

A clinic could be provided by an NGO with Mother and Child Classes. Lessons in hygiene will help ensure that water-borne diseases do not spread and parents and children would be encouraged to keep their homes and neighbourhoods clean. By giving the family a balanced diet, the family will be stronger and more work can be done both at school and on the farm and in local jobs. If the children are properly educated, they will learn skills that will enable them to get jobs and contribute to the economy. They will also be able to improve their own standard of living by using their income to pay for better food and services. [6]

[Total: 20]