

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

0453/02

Paper 2, 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
	IGCSE – October/November 2010	0453	02

1 (a) (i) Land, Labour, Capital (or money and goods)

All 3 needed for 1 mark [1]

(ii) 'Land' resources such as:

Soil
Forests/trees
Coal
Oil
Farmland/fields/land to grow things on
Fish
Minerals or metals, or examples
A mine
Water
Animals or examples
Rock
Copper from underground

2 at 1 mark [2]

(iii) Capital goods such as:

Machinery (or example from factory)
Vehicles (or example of transport)
Computers
Tractors (or other example of agricultural machine) etc
Raw materials/components/examples of these
Buildings
Tools or examples

2 at 1 mark [2]

(iv) Enterprise organises/joins/combines/brings together/directs the other factors of production to produce the good or service/enterprise is required to get production moving. [1]

(b) (i) Definitions:

Capital intensive uses more machines
Labour intensive uses lots of workers
Capital intensive uses complex machines but labour intensive uses simple machines/technology [2]

(ii) Economies of scale occur when the unit cost of production is reduced as a result of producing large quantities/the more they produce the cheaper each item becomes. [1]

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2010	0453	02

- (iii) Ideas such as:
- Buying raw materials in bulk
 - Saving transport cost by moving large loads
 - Increasing the specialisation of workforce
 - Enabling division of labour
 - Obtaining lower interest charges/having access to a greater range of financial instruments
 - Spreading cost of advertising over a greater range of output
 - Reducing development costs per unit
 - By using machinery/being more capital intensive etc

3 at 1 mark

[3]

- (iv) Accept any valid observations, positive or negative.
- Ideas such as:
- People are sewing/making clothes/knitting
 - People are sitting at machines/using machines/simple/intensive technology
 - It is modern
 - Machines do not have guards/people do not have gloves etc
 - People have uniforms
 - People are close together/lots of workers/large labour force
 - People are wearing hats
 - There is natural light
 - They are female
 - Using division of labour/working as a team/specialising
 - Manual work/jobs by hand
 - Employ local people/oriental/Korean
 - Working at a big table

4 at 1 mark

[4]

[Total: 16]

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2010	0453	02

- 2 (a) (i) 111 [1]
(ii) 245 [1]
- (b) (i) Decreases/went down [1]
(ii) A Sub-Saharan Africa
B Asia and Pacific
C Latin America and Caribbean
3 at 1 mark [3]
- (c) (i) Ghana [1]
(ii) Inverse/negative relationship/countries with lower % going to school have higher % working (1)
e.g. Brazil 7% working 97% attending school/has highest attending school and lowest working (1)
Sudan 19% working 64% attending school (1) [3]
(iii) Any 8 countries have been selected/no criteria have been used in selection/names have been drawn out of a hat/uses random number tables/not picked in an arranged manner etc [1]
(iv) A named method or description is acceptable.
e.g. systematic (e.g. every nth on list)
stratified (e.g. 2 from each continent)/quota sample
2nd mark for explanation
e.g. systematic would eliminate the risk of bias; stratified would give a fair geographical spread etc.
2 at 1 mark [2]
- (d) Agriculture: weeding/watering crops/scaring birds/planting/harvesting/clearing land, ploughing
Manufacturing: operating machinery/carrying raw materials or products/sweeping floor/cleaning equipment
Services: shoe-shining/prostitution/selling fruits/stacking shelves/car washing/car guarding/specific delivery
3 at 1 mark [3]

[Total: 16]

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2010	0453	02

3 (a) (i) Fig. 7 (questionnaire)/Fig. 8 (interview)

2 at 1 mark [2]

(ii) Fig. 5A/5B (Table of statistics from Internet) /Fig. 6 (Extract from journal)

2 at 1 mark [2]

(b) (i) **Levels marking:**

Level 1 (1 mark)

An attempt to draw a graph.

Level 2 (2 to 3 marks)

Information plotted using appropriate graph (bar/divided bar/pie chart) with up to two errors (e.g. axes not labelled or drawn accurately, minor plotting errors).

Level 3 (4 marks)

Information plotted graphically using an appropriate graph (pie or divided rectangle or bar) with no obvious inaccuracies in plotting or graph construction. [4]

(ii) **Levels marking:**

Level 1 (1 to 2 marks)

Simple description (no statistics).

(E.g. more children work at 12 years and over than under 12, more male children work than female children etc)

Level 2 (3 to 4 marks)

Description supported by statistical evidence from tables.

Level 3 (5 marks)

Full conclusion supported by interpretation from tables.

(E.g. around 4 times as many children of 12 years old work than children of 11 years old, about twice as many male children at 14 years old work as female children etc.)

N.B. No mark for simple repetition of figures without interpretation. [5]

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2010	0453	02

- (c) (i) Ideas such as:
 Material may be dated
 Author could have been selective in material included/included material in a biased way/be inaccurate/personal views/opinions
 Some information may not be relevant to the investigation/researcher needs to be selective etc
- 2 at 1 mark [2]
- (ii) Ideas such as:
 Low wages can be paid to them/higher profits can be made
 They can make them work long hours
 They have nimble fingers/work quickly
 They will not complain/join a Trade Union
 Small children can get under machines/do not take up much space
- 3 at 1 mark [3]
- (iii) **Levels marking:**
- Level 1 (1 to 2 marks)
 Simple statements which describe social and/or economic impacts.
 (E.g. children are exploited, children are in danger of injury, prevents children from going to school etc)
- Level 2 (3 to 4 marks)
 More specific or developed statements which describe social **or** economic impacts.
 (E.g. concern from international organisations over exploitation of children; children are abused in the workplace by being made to work in dangerous conditions; working in unsafe conditions against children's human rights; prevents universal primary education, which is one of Millennium Development Goals; an uneducated population is likely to hinder development etc)
- Level 3 (5 to 6 marks)
 A comprehensive answer which describes social **and** economic impacts. [6]
- (d) (i) Ideas such as:
 To test out the questions
 To see if wording is correct/needs to be amended
 To see if questions can be understood by respondents
 To check whether questions are ambiguous etc
- 2 at 1 mark or development [2]

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2010	0453	02

(ii) No mark for 'yes' or 'no'. Marks to be allocated for reasoning.

Could argue that it is well designed as it:

- is quick/easy to complete/easy to understand/short questionnaire
- does not require extended written responses/short answers/multiple choice answers
- doesn't require much personal information
- collects background information
- is well focussed/collects relevant information/to the point/gets all the information they need
- well organised.

Could argue that it is badly designed as it:

- asks personal questions (e.g. age)
- asks questions which could be deemed irrelevant/about parents
- doesn't state purpose/hypothesis
- lacks opportunity for detailed response/reasoning
- asks limited information about respondent (e.g. nothing on socio-economic status etc)
- should be offered with translation into local language
- may be difficult for respondents to understand complex wording (e.g. occupation/relationship/precautions) etc.

Candidates can score up to three marks on justification of 'yes' or 'no' or it is possible to score 2 + 1 by giving a balanced response.

3 at 1 mark or development [3]

(e) (i) Ideas such as:

Information can be obtained from those children directly involved/first hand/face to face
 Can interview children who can provide detailed information
 Flexibility in questions being asked/can respond to a remark made by the child with a further question/get clarification
 Interviews can be carried out with those children who are unable to read and write/not educated
 Information obtained instantly/do not have to wait for return of questionnaires etc
 Puts child at ease

2 at one mark or development [2]

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2010	0453	02

- (ii) Ideas such as:
- People have limited knowledge/give wrong information
 - People could have made remarks which are biased/tell lies/give unreliable answers
 - Statements from different interviewees may be conflicting
 - People may want to protect their jobs/positions/afraid of implications
 - Some information may not be relevant to the investigation/need to be selective
 - People may not be able to read the questions/understand the questions/uneducated people may not be able to write answers/uneducated people will not understand English/will only speak local language
 - People may not answer honestly
 - People may not have time to complete questionnaire/interview etc
 - People may refuse/not co-operate
 - Fear of hostility/violence/robbery
 - Lack of trust/people suspicious of interviewer
 - Takes a lot of time
 - Expensive to interviewer/interviewee wants to be paid

4 at 1 mark [4]

- (iii) Ideas such as:
- (language barriers) ... use a translator
 - (people may not have time/busy/working) ... come back when they have finished work/arrange an appointment
 - (people may be unwilling to answer questions) ... offer financial inducements
 - (people may be concerned over possibility of being robbed/think you have ulterior motives/not trust researcher) ... reassurance/gain their confidence/put at ease
 - (suspicion of intrusive surveying) ... inform them privacy will be respected/inform them of the purpose of the research
 - (people may not tell the truth) ... back up answers by observation/interview enough people to reveal truth
 - (people may be offended by nature of some of the items being asked) ... avoid personal details/offensive questioning

4 at 1 mark [4]

[Total: 39]

4 Levels marking:

Level 1 (1/2/3 marks)

One method only evaluated

Level 2 (4/5/6 marks)

Two methods only evaluated

Level 3 (7/8/9 marks)

An evaluation of each method [9]

[Total: 9]

Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2010	0453	02

Assessment Objectives Grid

Questions	1	2	3	4	Total
A Knowledge and Understanding	10	3	9		22
B Analysis and evaluation	2	10	5	9	26
C Investigation and Decision Making	4	3	25		32