



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

CANDIDATE
NAME

CENTRE
NUMBER

--	--	--	--	--

CANDIDATE
NUMBER

--	--	--	--

DEVELOPMENT STUDIES

0453/02

Paper 2

October/November 2010

2 hours

Candidates answer on the Question Paper.

Additional Materials: Ruler

READ THESE INSTRUCTIONS FIRST

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.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** the questions.

You may not need all the answer lines for your answer.

You should read and study the sources **before** answering the questions.

Insert 1 contains Photographs A and B for Question 1.

Insert 2 contains Figs. 5A, 5B, 6, 7 and 8 for Question 3.

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 **13** printed pages, **3** blank pages and **2** Inserts.



- 1 (a) Study Fig. 1, which shows the production process.

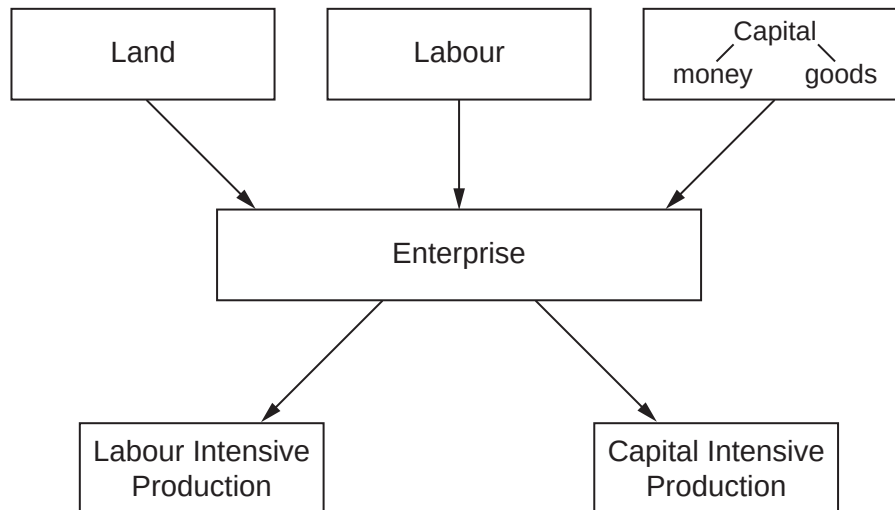


Fig. 1

- (i) Using Fig. 1 identify the **three** factors of production.

.....
 [1]

- (ii) Give **two** types of *land* resources used in production.

.....

 [2]

- (iii) Give **two** examples of *capital goods* used in production.

.....

 [2]

- (iv) What is meant by *enterprise* in the production process?

.....
 [1]

(b) Study Photographs A and B (Insert 1).

Photograph A shows *labour intensive* production in a textile factory in North Korea.

Photograph B shows *capital intensive* production in a car assembly plant in China.

- (i)** Using evidence from the photographs only, describe **two** main differences between *labour intensive* and *capital intensive* production.

.....

.....

.....

..... [2]

- (ii)** Both factories shown in Photographs A and B achieve economies of scale. What is meant by *economies of scale*?

.....

..... [1]

- (iii)** Explain **three** ways by which large firms, such as those shown in Photographs A and B, can achieve economies of scale.

.....

.....

.....

.....

.....

..... [3]

- (iv)** Imagine that you are carrying out research, by observation, in the factory shown in Photograph A. Give **four** observations which you would make about this factory.

.....

.....

.....

.....

.....

.....

.....

..... [4]

[Total: 16 marks]

- 2 (a) In many places in the world children are economically active (working for money). This can be in factories, on farms or by providing services. Study Fig. 2, which shows the number of economically active children in the world (in millions).

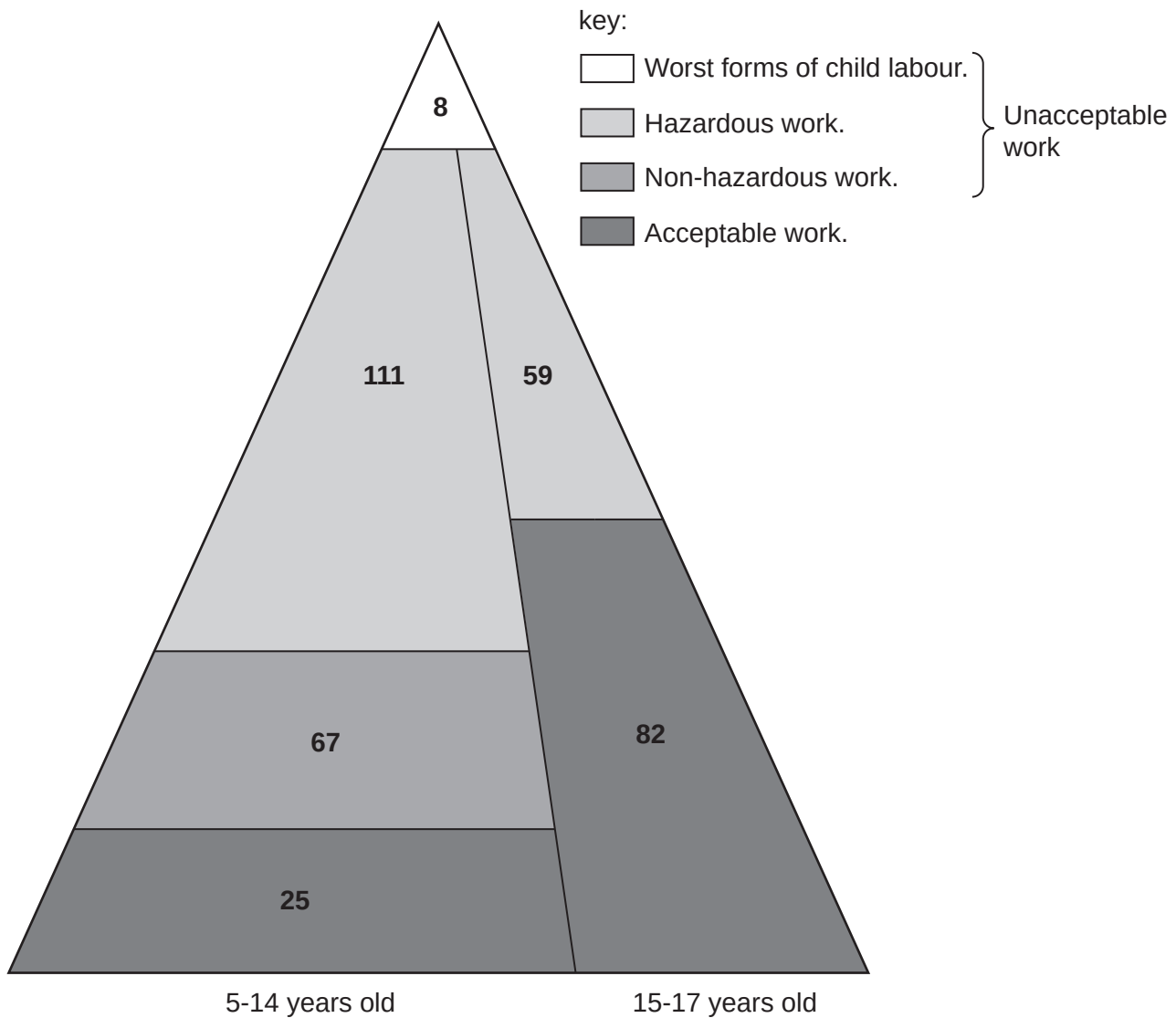


Fig. 2

- (i) How many million children aged 5 to 14 are doing hazardous work?

.....[1]

- (ii) In total, how many million children are doing work which is unacceptable?

.....[1]

- (b) Study Fig. 3, which shows the numbers of economically active children in different regions in 2000 and 2007.

For
Examiner's
Use

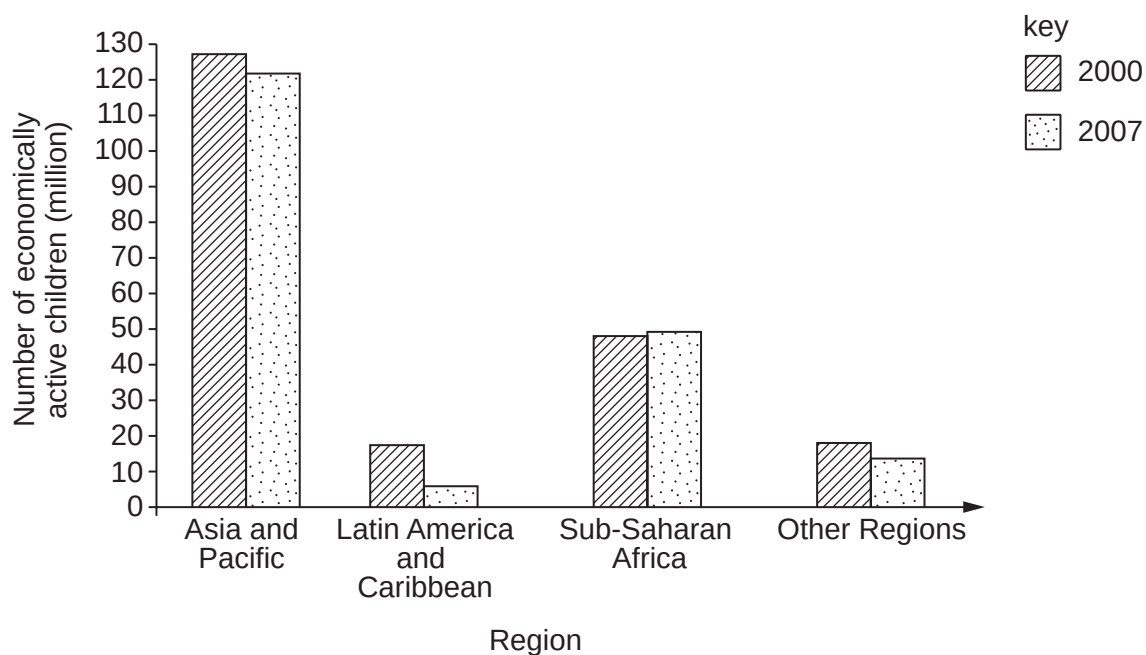


Fig. 3

- (i) Describe the change in the total number of economically active children in the world between 2000 and 2007.

.....
 [1]

- (ii) Identify the regions, named in Fig. 3, in which the following changes occurred between 2000 and 2007.

A In this region the number of economically active children increased slightly.

.....

B This region, with over 60% of the world's child workers, showed a decrease of five million economically active children.

.....

C The number of economically active children decreased the most in this region.

..... [3]

- (c) Study Fig. 4, which shows information about children aged between 7 and 14 in eight countries.

For
Examiner's
Use

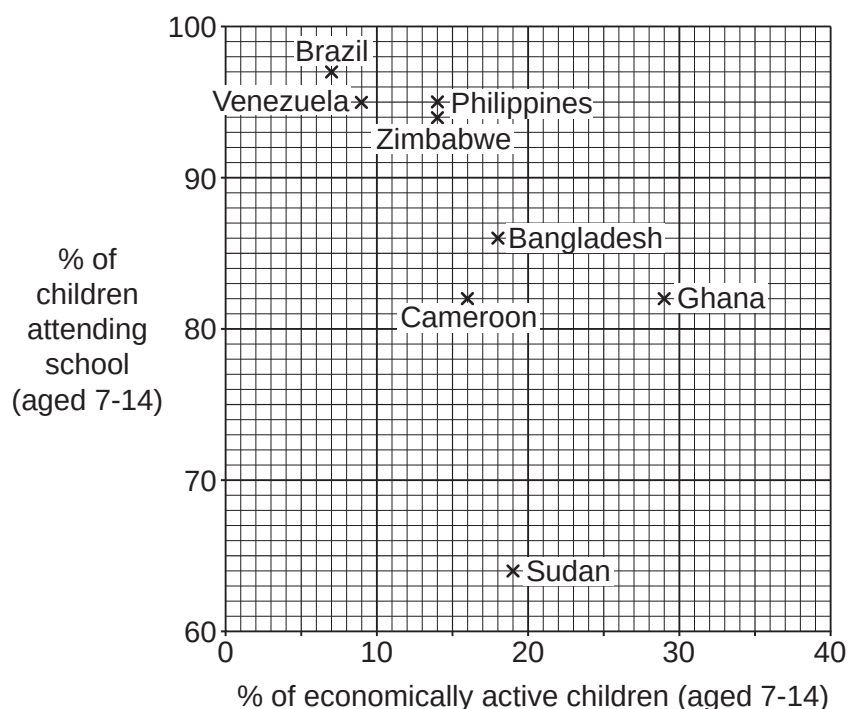


Fig. 4

- (i) Name the country, labelled on Fig. 4, which has the highest percentage of children who are economically active.

.....[1]

- (ii) Describe the general relationship between the percentage of children who are economically active and the percentage attending school. You should refer to examples and use figures in your answer.

.....

[3]

- (iii) Eight countries have been chosen at random from all the countries in the world to use in this graph. What is a *random sample*?

.....
[1]

- (iv) Suggest a different sampling method that can be used to select eight countries. Explain why you chose this method.

For
Examiner's
Use

Method

 [2]

- (d) Give **one** different example of a job which a child, aged 7 to 14, may do in each of the following:

- agriculture [3]
- manufacturing industry
- providing services.

[Total: 16 marks]

- 3** A student is carrying out a research investigation about child labour in Bangladesh, as part of a Development Studies course. Study Figs 5A, 5B, 6, 7 and 8 (Insert 2) which are four sources of information which the student wants to use.

(a) For each of the following give **two** examples of sources of information, shown by Figs 5A to 8, which are:

(i) primary data
.....[2]

(ii) secondary data
.....[2]

- [4]

- [5]

(c) Look again at Fig. 6.

- (i) Give **two** reasons why information from previous research investigations may not always be reliable.

.....

.....

.....

..... [2]

- (ii) Suggest **three** reasons why some employers use children in their workplaces.

.....

.....

.....

.....

.....

..... [3]

- (iii) Describe the social and economic impacts of using child labour on a country such as Bangladesh.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [6]

(d) Look again at Fig. 7.

- (i) Explain why it is important to carry out a pilot study before using a questionnaire.

.....

.....

.....

..... [2]

- (ii) Do you think the questionnaire is well designed? Give reasons for your answer.

.....

.....

.....

.....

.....

..... [3]

(e) Look again at Fig. 8.

- (i) Explain why an interview was a useful method to obtain information from a child like Yasmin.

.....

.....

.....

..... [2]

- (ii) Describe **four** difficulties which a researcher might have in using interviews and/or questionnaires.

.....

.....

.....

.....

.....

.....

.....

..... [4]

[4]

© UCLES 2010

- ## Method A

Method B

Method C

For each of the methods, A, B and C in Fig. 9, evaluate how successful they are likely to be in reducing the number of children working. In your evaluation you will need to explain the advantages and disadvantages of each of the methods of reducing child labour.

.....[9]

0453/02/O/N/10

BLANK PAGE

Copyright Acknowledgements:

Photograph A	© http://cache.daylife.com/imageserve/083L95x1c5gNL/610x.jpg
Photograph B	© http://cache.daylife.com/imageserve/01xL7Afg51gaW/610x.jpg
Figure 2	© http://upload.wikimedia.org/wikipedia/commons/thumb/d/de/child_labour.svg/599px-child_labour.svg.png
Figure 3 & Figure 7	© http://www.bracuniversity.ac.bd/journal/contents/412007/shafiquil%20Kalam.pdf
Figure 5	© http://www.ucw-project.org/cgi-bin/acw/survey
Figure 6	© http://library.fes.de/pdf-files/net2quelle/01310.pdf

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.