

DEVELOPMENT STUDIES

Paper 0453/01

Paper 1

General comments

Many candidates fail to read the question correctly and tend to personalise answers e.g. questions which refer to the importance to a country are read as important to the individual. Others answered questions as set in previous papers rather than noting that they were on the same topic but from a new slant.

In several questions candidates are asked to define phrases or words that are shown in italics. It is important to explain what all the words mean.

Questions should be read very carefully. If, for example, candidates are asked to choose **two** goals, then they must choose two and not several.

No credit is given for statements lifted directly off the Figures. The stimulus material must be used to help generate the answer.

A fair number of candidates attempted all questions. This is against their best interests, as they need to concentrate their time and efforts on the questions they feel most competent to answer.

Many candidates are still not developing their answers fully. If candidates are asked to explain or describe, then a series of sentences are usually required to gain full marks. Just a list of words or phrases is not sufficient.

Comments on specific questions

Question 1

Reasonably well answered.

- (a) (i) Mostly correct.
- (ii) Many answered the question "What is the problem with using GNP as a measure of poverty?" rather than concentrating on the advantages of using US\$1 a day by referring to it showing the actual proportion of the population who are poor.
- (b) (i) Many defined primary education without referring to worldwide education or education for all children.
- (ii) Most correctly suggested percentage of children attending school or literacy rates.
- (c) (i) Most correctly defined equal rights of men and women.
- (ii) Many good answers. Weak answers referred to equal rights without saying to what rights should be given.
- (d) (i) Most answers referred to the conservation of resources. Many candidates have a clear idea of the meaning of sustainability - using resources in a careful way such that they meet present day needs but are also conserved for future generations.
- (ii) Many good answers here.

- (e) This question proved difficult for most candidates who described trade rather than an agreement. Some referred to abolishing duties and taxes between countries but could not give the answer to explain the idea of opening up larger markets, sharing expertise, providing an encouraging economic growth etc. An illustration was often helpful e.g. Botswana agree to import goods from South Africa with no import tariffs. In return South Africa agree to loan money to build a road in Botswana to transport these goods. This way both countries benefit.
- (f) Many answers showed only **one** link between the goals. There were some excellent answers showing a good understanding. For example, goals 3 and 4 – if gender equality is achieved, women will have access to education and will know the importance of eating a balanced diet. They are more likely to get jobs and so can pay for better health care which will reduce child mortality.

It is well developed answers such as these that candidates should be producing in the latter parts of questions, where more extended answers are required.

Question 2

This was not a popular question and candidates did not score well.

- (a) Hardly any candidates understood that a dam holds back the water in the river to create a lake.
- (b)(i) Many gained one mark for knowing that HEP was a clean form of energy or that it does not use fossil fuels, but failed to get a second mark for saying that coal-fired stations will not be as necessary.
- (ii) Many gained no marks for stating air pollution or water pollution without showing the cause to the pollution. Good answers referred to seepage of poisonous chemicals from industrial sites, build up of sulphur dioxide from rotting wood and vegetation, pollution from sewage or drowned rubbish dumps etc.
- (c) Obvious answers such as flood control and a wider/deeper lake being easier to navigate were often missed.
- (d) Few could get further than the people would lose their homes or land. Fig. 2 states that one of the disadvantages was the drowning of historical sites. Candidates could have developed this idea into the loss of family burial grounds or the loss of national cultural sites.
- (e) This was answered well by a few candidates who referred to loss of animal and plant life and destruction of habitats. Many candidates, however, do not understand the term 'ecological'.
- (f) Many answers referred to attracting tourists but too many copied phrases from Fig. 2.

Question 3

A popular question, with good candidates scoring well.

- (a) Mostly correct. Some wrongly suggested foreign debt and GNP. Many rich countries are highly in debt and the GNP on its own does not necessarily signify a poor country.
- (b)(i) Primary products or raw materials were correctly named by most candidates.
- (ii) It was not enough to say that imports were more than exports and many gained no marks by failing to refer to the **cost** of imports and the **income** from exports. A second mark could be gained for referring to the export of cheap primary products and the import of expensive capital goods.
- (iii) Better answers here with references to devaluing the currency, import quotas, exporting more processed goods etc. Some excellent answers dealt with export orientated industries including government incentives to industrial development and how the companies produce quality goods to meet demand in the global market.

- (iv) Many candidates found it hard to explain that Zambia's debts were equal to over half of its income, but gained marks for stating the country does not earn enough and has not started building its infrastructure. Good candidates referred to the country becoming a democracy to meet the requirements of the G8 summit.
- (c) (i) Most could define a multi-party election.
- (ii) Almost every answer was correct.
- (iii) Candidates were almost all able to name two rights in a democracy.

Question 4

Another popular question. Good candidates gained high marks for this question.

- (a) (i) Some candidates failed to name two services and so lost the mark here. Many stated education was not available in rural areas, which is not usually correct. The absence of secondary schools or higher education was acceptable. Many candidates copied 'better chance of health care and education' directly off Fig. 4 which is not acceptable for an answer.
- (ii) 'Lack of opportunities of better paying jobs and no chance of improving standard of living' was a good answer.
- (b) Most gained the two marks here although many candidates gave reasons why the farmers were poor.
- (c) The problems for the family left behind on the farm are well understood.
- (d) Many failed to recognise that governments would spend money to supply services to industry and business and to attract foreign investment. Several candidates realised that the government money would benefit more people in the urban area and if there were good services provided then tourists would visit. Answers that just stated that 'more services are provided in urban areas' did not go far enough.
- (e) Most could get the full two marks.
- (f) Good answers referred to overcrowding and disease, congestion and transport problems and unemployment and crime. A few candidates lost marks for one word lists such as pollution, unemployment and shanties.

Question 5

A fairly popular question but generally not well done.

- (a) (i) (ii) and (iii) Mainly correctly answered.
- (b) This question asked why it is important for a country's development that all of its population have completed at least six years of schooling. Many answers referred to why it was important for an individual – answers such as you can get a job, you can go on to secondary school etc. gained no mark. Other weak answers stated that a higher literacy rate would make a country developed with no explanation of why a literate population would help with its development.
- (c) Plenty of reasons were put forward as to why children do not always complete six years of schooling.
- (d) Most could give two types of non-formal education.
- (e) Few knew the meaning of vocational training. Many believe it is training that one does in the vacation or else it is to do with speech/language teaching.

- (f) Again this question asked for the importance to a country in having a system of education that provides all the different types of education shown in Fig. 5B. Many answers concentrated on the personal impact rather than the importance to the country. Those candidates who realised that a variety of education types provided a range of skills for the country's industries and employment diversification of the economy gained good marks.

Question 6

Many poor answers to this question.

- (a) (i) (ii) and b(i) Good interpretation of the data in Fig. 6A and 6B
- (b) (ii) Candidates expected a question asking how employment in the three sectors changed and did not answer the question as set, which asked for changes in agriculture. Simple answers such as becomes more mechanised, uses more fertilisers, becomes more commercial were all that was needed.
- (c) Most gained two marks for two types of activity in the industrial sector.
- (d) (i) Some candidates could give an example but could not explain the concept of a service. One of the better definitions was 'a sector that provides skills and expertise to meet the needs of business and people, not physical products.'
- (ii) Almost all candidates could say that services increased and gained one mark. However they were unable to explain why the services increased, returning to personalised answers which gained no marks for saying people want to work in the services to get better salaries or do cleaner jobs or because they are educated. Good answers referred to industry requiring more power supplies, transport etc. or increasing prosperity creating demand for luxuries and quaternary services, higher education etc.
- (e) Most could gain at least two marks for referring to the links between the sectors although some did not give an example. There were many excellent answers here, showing a sound understanding of the importance of the sectors to each other.

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Paper 2

General comments

Once again it is pleasing to report a generally high standard was achieved in this paper with some Centres gaining very high marks. Most candidates had a strong command of both the subject and the English language having been taught to consider the number of marks on offer when writing their answer. A minority of candidates still fail to read the questions carefully enough especially when a specific choice had to be made and justified as in **Question 2(b)(iv)** or the questions only wanted a description and not an explanation. They prefer to write the knowledge they have rather than selecting material to fit the question set. This was particularly apparent in **Question 1(c)(iii)** where prepared answers about rural co-operatives which were irrelevant lost marks for weak candidates. Similarly some candidates had prepared answers about the attraction of cities and inserted them into **Question 2(b)(iii)** where the emphasis was on health problems in villages. Some Centres wrote long answers where one word or a very short sentence was required to gain full credit.

Almost all candidates completed the paper and centre and candidate numbers were correctly entered.

Comments on specific questions

Question 1

Question 1 scored more highly than Question 2 with many, but not all, candidates. It was important to keep to the question asked and develop sufficient points in accordance with the mark scheme.

- (a) (i) Correctly answered "more".
- (ii) Most scored at least two marks for an answer referring to lack of education and prejudice against women in the formal sector. Some answers went into too much detail about home life deviating from the question which was about working in the informal sector. Few linked home life to the need for part-time work or to fit in with the family.
- (iii) Mostly correct but jobs such as cleaning or working as a maid needed clarification that they were in the formal sector by adding in factories or in hotels etc.
- (iv) Most answers defined "at the bottom end of the labour force" in their own words referring to pay, seniority or the type of work.
- (v) Some candidates related each point they made to wages and scored full marks. Weaker candidates copied out three phrases from the passage and did not explain why these points were related to low wages and thus scored no marks. Candidates should be told not to copy parts of the figures as such answers are invariably penalised.
- (b) (i) Correctly answered "70"
- (ii) Correctly answered "Mexico and Malaysia".
- (iii) Correctly answered "Mexico, 20 " by almost every candidate.
- (iv) Mostly correctly answered as increasing. Some failed to understand the two sets of figures or to appreciate that this question referred to all the countries shown in Fig. 2.

- (v) Well answered, with clear points made on education and reduction of prejudice by the media. Many candidates understood the graph. Some candidates wrote a long paragraph but only made one point about equality and prejudice. The question asked for **two reasons**, so two had to be given.
- (c)(i) Mostly candidates could define a co-operative.
- (ii) This question required careful reading of Fig. 3 and many candidates lost marks through their inability to do this and their desire to write generally about co-operatives. The ideas required here were the need to learn new skills, build up capital and to build the factory.
- (iii) This question particularly attracted general answers about farming co-operatives. The question was worded using 'the co-operative' so was specific to this one. Thus working conditions, earning levels and lack of manager could be found in the material along with general points such as gaining independence, profit sharing etc. Those candidates who wrote about farmers' co-operatives usually lost all three marks in this section.
- (iv) Most scored some marks here frequently from using such terms as book-keeping and accounts, marketing and sewing.
- (v) This question was often very well answered with ideas of gaining self-confidence, a better standard of living and letting others see their capabilities. Frequently weak candidates lost marks by not developing sufficient strands in their answer.
- (d)(i) Correctly answered "India" by almost every candidate.
- (ii) Correctly answered "Germany" by almost every candidate.
- (iii) Most scored some marks but often not all three as there was a tendency to dwell too much on gender equality repeating points made in (c)(v) and thus not give **three** reasons. When democracy was mentioned, candidates often failed to make the point that half the population are women or that women need fair representation. Points usually just referred to 'being democratic' but since the question specifically asked about democratic governments this need to be elaborated.

Question 2

A lower scoring question except with very strong candidates who scored seven or eight marks for (c)(v).

- (a)(i) Correctly answered "Africa".
- (ii) Correctly answered \$5000, unless the \$ sign was omitted. Candidates must be told to read graphs accurately and to show the appropriate value sign otherwise they gain no marks.
- (iii) Correctly answered by almost every candidate; either "Germany" or "United Kingdom" was the answer.
- (iv) Mostly correct although some failed to give the relationship between GDP per head and infant mortality rates, but defined the terms instead.
- (v) Most gave a description country by country quoting detailed figures to show the decline in the infant mortality rate and gained a full four marks. A minority of candidates considered the wrong continent particularly Africa. Other weak candidates gained only one mark for just stating "they decreased".
- In part **B** most scored highly for general points such as improvements in health education and better health care facilities.
- (vi) Mostly answers correctly stated that the infant mortality in African countries has gone up. This was all that was required to gain the one mark although some candidates wrote at length analysing the data from the three African countries in Fig. 5B. Candidates need to be told that a question carrying only one mark does not require a lengthy explanation, whereas those carrying three or marks do.

- (b) (i)** Mostly correctly answered 69 000 000, although some did not calculate 69% of 100 000 000 and thus scored no mark. In this answer candidates were not penalised for leaving out the unit since the question indicated that the answer was in US\$.
- (ii)** **A** Careful reading and interpretation of the data was required here to realise that the answer was malnutrition, as there was no food programme in the project aims. Many candidates failed to realise this.
- B** Scored better although weak candidates often mentioned poverty, which is not a health problem.
- (iii)** Well answered by most. A few candidates did not write about villages but concentrated on why conditions are better in towns which gained no credit.
- (iv)** Most candidates chose two of the bulleted aims listed in Fig. 6. For those who did not there was no credit. Having chosen two aims the tendency was for too little to be written to gain two marks. In addition, if the food and water testing option was chosen, few realised that this would remove water-borne diseases such as cholera and they mentioned only malnutrition. The laboratories were not going to provide food, only test it. Those who wrote about training health care workers often wrote about this solving the unemployment problem in villages whilst the answer called for issues related to health.
- (c) (i)** Most candidates could put the concept of a health hazard into their own words.
- (ii)** Mostly correctly answered "Americas"
- (iii)** Many misread this question and put Eastern Mediterranean, as there the change was from around 700 to 1000 but the question asked for an increase overall of 700 which was the Western Pacific.
- (iv)** Mostly candidates could interpret the graph and state that there is a low consumption of cigarettes in African countries and gained a second point for reference to African countries having fewer smoking-related diseases.
- (v)** There were 8 marks here and so a very detailed answer was needed. Candidates needed to choose which programme they had more knowledge to write about. A few wrote about all three although they were asked for two programmes. Many good points were made, but usually not enough of them, so most scored 4 out of 8 with strong candidates getting 6 or 7. However, a few wrote well to make enough points to score all 8 marks.

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Paper 0453/04
Alternative to Coursework

General comments

As always, there was considerable variation between Centres and between individual candidates in response to this examination. Indeed, the examination discriminated very well, with the full range of marks being achieved by candidates. Whilst many successful candidates were able to tackle most parts with confidence, there were others who failed to meet the requirements of all but the most simple questions. There was clear evidence that some Centres had been able to act on comments made in previous examination reports; they had taught the skills required for this paper by skilfully involving candidates in research tasks in and around the school to enhance their understanding of the techniques involved in carrying out a research enquiry. This was illustrated by a small number of very high quality scripts, with well thought out and perceptive answers which suggested that, had those candidates been able to complete their own coursework, they would have done so with confidence and competence. At the other end of the scale, weaker candidates produced lists of undeveloped ideas with no contextualisation to the required circumstances, sometimes struggling with the subject specific terminology and command words used. Some candidates make the error of answering a question they expect to be asked rather than what is actually being asked. It is vital that they read the questions carefully to make sure they are answering the question as set. Candidates from many centres did, however, respond 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.

Almost all candidates were able to finish in the time allowed. There were many excellent responses, well written and developed, though the brevity and superficial nature of answers from weaker candidates suggested that they had finished with far too much time to spare.

Comments on specific questions

Question 1

- (a) The two examples of primary data were Figs. 3 and 4, the interview and the photograph. Most, though not all, candidates identified these correctly.
- (b) This was also generally well answered, with Figs. 1 and 2, the table of development indicators from the Internet and the extract from the school textbook, being the examples of secondary data.

Question 2

- (a) (i) This relatively simple question caused problems for a large number of candidates, who found a 'random sample' difficult to define without using the word 'random' or something similar. When defining words or phrases candidates must use other words, in this case reference to the fact that the sample was chosen 'by chance' or 'with no order' was appropriate. Some candidates successfully conveyed the meaning of the term by exemplifying a method of choosing a random sample such as 'putting names into a hat and drawing some out'. In addition many candidates did not understand. Some referred wrongly to using a quota or stratified sampling method such as selecting an even balance of people of countries at different levels of development, or a systematic sample such as every tenth country from an alphabetical list.
- (ii) For this question candidates could use either a systematic or stratified sample. Well prepared candidates often chose a stratified sample, justifying their choice by reference to the fact that their method would provide a representative sample, from different continents, with countries at different levels of development. Given the content of the previous question it was surprising that some weak candidates described a random sample here.

- (b) (i) Most candidates could successfully identify either access to safe water or good sanitation as a good indicator of differences in living standards between countries. Clearly those who chose the wrong country were unfamiliar with the idea of development indicators, or had simply not understood the question.
- (ii) 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 a relationship between the two data sets. The ideal graph would have been a scatter graph, though it was possible to earn full marks by the use of a bar graph, where bars representing both of the data sets for each country were placed adjacent to each other. Most frequent errors made by candidates who chose the correct type of graph included the failure to choose an appropriate scale or to label the axis to indicate clearly what the bars or crosses represented, or indeed what units they were in. A significant number of weak candidates only plotted one set of data (usually on a bar graph), whilst others used an inappropriate graph, typically a line graph.
- (iii) Most candidates who had graphed their chosen development indicators were able to recognise the general relationship which exists between them, at least in simple terms. They gained both marks if their statement was developed by either referring to the strength of the relationship, or exemplified by using figures relating to at least two countries.

e.g. generally life expectancy is longer when there is a greater percentage with access to safe water. However, there are exceptions, e.g. in Romania life expectancy is greater than in Peru although a smaller percentage have access to safe water.

Question 3

- (a) Most candidates used their own words, and some wrote excellent descriptions of the differences in living standards within cities, usually comparing the richer parts with squatter settlements. Again those answers which were detailed gained the full two marks, whilst those consisting of brief simple statements (e.g. 'some live in expensive houses whilst others live in squatter settlements') gained just the one mark. As the question focused on differences 'within' cities those accounts contrasting living standards between urban and rural areas, or contrasting life in cities at different levels of development were not relevant.
- (b) Most candidates answered this well. Many were able to comment on the problems which would result from using printed data which is out of date, and issues such as the need to take care using materials which could be biased or inaccurate were well expressed. Other candidates raised the potential problems of plagiarism, and the need to credit sources such as textbooks if used.

Question 4

- (a) (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.
- (b) This question was anticipated by many candidates, though it did differentiate well. To obtain the full marks it was necessary to explain at least three difficulties, and for each one suggest how it could be overcome. Those who failed to gain many marks usually wrote a brief list such as "transport, cost, language, time". These answers needed to be explained or developed to show **how or why** these things were problems. A selection of relevant difficulties and potential solutions are shown in the table below:

Difficulty	Solution
Language barriers/the people were not able to speak in English.	Take an interpreter.
The people may not have time/they may be busy/working in the fields.	Come back when they have finished their work/arrange an appointment.
People may be unwilling to answer questions.	Offer small financial inducements or gifts.
People may not trust the researcher.	Inform them of the purpose of the research/try to gain their confidence by being polite and chatting to them first.
People may be suspicious of intrusive surveying.	Inform them that their privacy will be respected
People may not tell the truth.	Back up answers by observation/interview enough people to reveal the truth.
People may be offended by the nature of some of the questions being asked.	Avoid personal details/offensive questioning.

- (b) Many candidates were unsure what was required here and a significant number did not attempt an answer. The two marks were allocated for appropriate suggestions for how each of Figs. 3 and 4 could be presented in the enquiry. Fig. 3 could have been presented as a written report or in a table, with trends or highlights being picked out as appropriate. Many candidates suggested graphing the interview, surely not a possibility with a single interview. Fig. 4 could have been inserted into the report as evidence to back up written comments, better still it could have been annotated fully with descriptive comments, however few candidates suggested this.

Question 5

Candidates scored the full range of marks on this question. Most were able to identify an activity where people have worked together to improve quality of life and describe it to some extent. It was clear that some candidates were relating personal experiences, and the level of detail included in such accounts was impressive. Examples which were most effective were those which were named and located (usually a village or squatter settlement), small-scale and focused on something specific and achievable (e.g. digging a well, clearing an area of litter, establishing an irrigation system). Examples which did not work well were those which listed a large number of schemes within a country, and described them in brief, simple terms.

The levels of response mark scheme which follows indicates how the question was marked.

Level 1 (1 – 4 marks)

Simple statements which briefly describe in general terms (or just mention of a country name) how local people have taken part with others in small scale practical activities to improve their living standards.

(e.g. In Namibia they have worked together to get cleaner water to drink, and more water for the crops. The money was provided by donations but they needed more.)

NB Do not credit simple copy of examples in stem of question. Candidates can reach top of this level by making four simple statements.

Level 2 (5 to 7 marks)

More developed statements which describe how local people in a specific named area have taken part with others in small scale practical activities to improve their living standards.

(e.g. In the area around Tsumeb in Namibia they have formed a co-operative to work together to dig wells to get cleaner water to drink. They are using sprinkler systems to irrigate their crops using money donated by Christian Aid, although this money proved insufficient so they have applied for government grants at low rates of interest.)

NB Candidates can reach top of this level by making three developed statements.

Level 3 (8 to 10 marks)

A comprehensive account which relates to a specific named area, includes more developed statements (Level 2) which cover all three of the bullet points listed in the question (i.e. description of the activity, organisation/finance, practical problems /solutions).

Teachers need to be familiar with this type of mark scheme, which will increasingly be used to mark questions which require extended writing. Candidates should be encouraged to develop or elaborate the points which they make as fully as possible, rather than leaving them as simple statements which will never achieve beyond Level 1.