

# CONTENTS

---

<p style="text-align: center;"><b>Group II</b> <b>Humanities and Social Sciences</b></p>
--

<b>DEVELOPMENT STUDIES</b> .....	<b>2</b>
Paper 0453/01 Paper 1 .....	2
Paper 0453/02 Paper 2 .....	5
Paper 0453/04 Alternative to Coursework.....	8

# DEVELOPMENT STUDIES

---

Paper 0453/01

Paper 1

## General comments

Many Centres have obviously put a great amount of time and effort into preparing their candidates and they should be congratulated on the high calibre of answers produced. Many candidates are now extending their answers and not merely giving brief lists. A more thorough understanding of the issues and in depth knowledge of the subject matter are now being shown.

In general, however, more attention needs to be paid to key words which are usually 'command' words and set the scale for the answer. For example, 'give two types' requires less of an elaborated answer than one that asks to 'describe' or 'explain'.

Care must be taken not to repeat the same answer in different sections unless it cannot be avoided. It is always best to select other appropriate answers although they may be on a similar theme.

Candidates need to recognise a change of emphasis within a question. The early sections often relate to the stimulus given, usually in the form of a diagram or figure. The later sections move on from these to consider wider issues and the change of focus needs to be addressed.

The number of marks available for a section should always be used as a guide to the number of points needed. A list is rarely acceptable. Proper sentences with extended ideas are necessary except in what are clearly 'one word' answers.

All papers were correctly headed and in the majority of scripts the writing was clearly legible. It would be helpful if candidates left a small margin down the right hand side of each page for the marks of each sub-section to be entered. It would also help Examiners if the number of the questions answered were entered on the front of the first page.

Although rubric errors were fewer this year, some candidates still answered all six questions. More marks would be gained by concentrating on answering four than rushing six.

## Comments on specific questions

### Question 1

- (a)(i) Most candidates know what GNP stands for or they gave a correct definition of it. Several referred incorrectly to 'Growth...'
- (ii) Many candidates selected the correct statistics but failed to explain how they show Bangladesh is a developing country.
- (b) This question asked what the figures show about the health of the population. So a statement indicating that the health was poor was required initially. *Two* pieces of data then had to be *quoted* including the figures.
- (c)(i)(ii) These were well answered.
- (iii) There were many excellent answers in this section. Candidates clearly understand that if women become literate, then not only can they read about symptoms of diseases, but they are also more likely to understand the importance of a balanced diet and hygiene in the home. Some answers were very vague, however, such as 'they will know how to keep healthy'. Also some candidates confined their answer to what women would be able to read, such as pamphlets, instructions on medicine bottles and posters.

- (iv) Many answers here failed to emphasise the lack of *skilled* labour. Weak answers stated that there would not be enough educated people and that few people would get jobs.
- (d) Most candidates gave the trade deficit as one reason but failed to give a second. They quoted adult literacy and GNP from Fig. 1. As stated in the general comments above, it is necessary in the later parts of questions to consider the broader picture.
- (e) This was well answered although some gave brief lists, such as 'emergency aid such as food, clothing.' The better candidates described the need for doctors and medicines to help treat those suffering from water-borne diseases, and food because the crops would all have been destroyed. Long term projects such as hospitals were not appropriate.

## Question 2

- (a)(i) Candidates needed to give a definition here, not a list of different services.
- (ii) This was generally well answered although some stated 'houses' above the shops which was not acceptable as a named service.
- (b)(i) Answered correctly.
- (ii) Many candidates understand the differences between the formal and informal sectors in terms of payment of taxes, legality, regularity of income, etc. However, some answers could apply just as easily to both sectors and so could not be given credit here as the question asked for ways this man's work would *differ*. So answers such as 'he would have a small income', 'he is not highly skilled', 'he works long hours', 'the profit belongs to him' – were not worthy of credit.
- (c)(i) This was well answered but many candidates cannot spell 'outskirts'.
- (ii) This question asked for ways buildings and roads in shanty areas differed from those in the photograph. It was therefore not correct to give a description solely of those in the photograph. It was the statements of the shanty areas that gained the marks. In many instances only two differences were given whereas the mark allocation clearly indicated that four were necessary to gain full marks.
- (iii) Many candidates only scored one mark here by stating that it was cheaper and all they could afford. Some made valid attempts to extend this answer by suggesting that many of these people had jobs in the informal sector and so were not well paid, or else they could get no job at all as they had an insufficient education, etc.

## Question 3

- (a)(i) This was correctly answered by most candidates.
- (ii) Most candidates are aware that plantation crops command low prices and that these prices fluctuate. They also understand how prone they are to disasters, either from the weather or from pests.
- (b)(i) Several candidates stated 'they started exporting textiles and clothing'. This was not answering the question which wanted to know how the export of plantation crops had changed.
- (ii) Answered correctly.
- (iii) Few candidates scored full marks here. Most answers concentrated on the fact that these were goods of higher value and that a more diversified pattern of exports is desirable.
- (c)(i) The majority of candidates do not know the term 'invisible exports'. The most common incorrect answer here was 'tertiary'.
- (ii) The advantages of a large tourist industry were well expressed. Many examples of jobs within the industry were given and it is this development of answers that is encouraging to see. The importance of bringing in foreign currency was also extended to state what the money could be used for. The fact that infrastructure is improved for the tourists, but the locals benefit from this, was also well described.

- (d)(i) Some candidates think free trade means to barter.
- (ii) Answers here tended to be rather generalised. E.g. 'It is possible to import and export more'. Some better candidates developed the idea that free trade enabled consumers to obtain a greater variety of goods.

#### Question 4

- (a)(i) Well answered except many candidates stated 'owned' instead of 'owed'.
- (ii)(iii) Well answered.
- (b) Answered correctly.
- (c) Many different projects were suggested here, including a water purification plant, an animal conservation scheme and a vocational training school.
- (d) Typical vague answers here that were not worthy of credit were 'the economy is weak', 'they owe a lot of money', 'they have used the money on development' and 'they have used it to pay the debt'. Some good answers suggested that the money that had been borrowed had been used for projects such as schools which did not generate money in the short term.
- (e)(i) Candidates are familiar with the aims of the SAP.
- (ii) This was also well answered with candidates stating that 'the government spend less money on roads which makes life more difficult' or 'they suffer when things like hospitals are reduced'. However, some candidates failed to see that the emphasis of the question was on the 'people' not the 'countries' and dealt with the problem of national debt.
- (f) Many stated that these countries cannot pay the debt, which was a valid answer. Those who then continued by saying 'it means they can't develop' – did not gain further credit as this sort of answer is too vague. A good explanation of how development is hindered was often worth a second mark. Some candidates obviously feel strongly about this issue. 'These nations are in serious need of help as they cannot afford to provide basic needs for their people let alone pay a debt back.'

#### Question 5

This question was not answered well and candidates who chose this one often gained considerably fewer marks than in their other questions.

- (a) Most scored the mark here.
- (b)(i) Some answers just referred to 'helping each other'.
- (ii) Often just one mark was gained here. Candidates know that costs are reduced due to bulk buying but are not familiar with the other benefits of belonging to a co-operative. 'Increased yields', with no indication of why and 'shared profits' were common answers, but not acceptable ones.
- (c) Some candidates obviously do not understand the term 'livestock' and answered in general terms often relating to crops. Some weak answers stated 'supply them with food'. However, there were some excellent ideas such as 'dips to protect the cattle from ticks' and 'the use of artificial feedstuffs to increase body weight'. An original idea was the holding of regular competitions which encouraged farmers to continue the good work in terms of improving livestock quality.
- (d) The question asked for reasons *why* projects are often designed to help *women* farmers. So descriptions of the projects themselves were not required. Several candidates recognised that the men had gone to the urban areas and so it was the women who were left to do the farming. There is also an awareness of the importance of the empowerment of women.
- (e) Most candidates do not know an example of a self-help programme and they do not understand what is meant by 'land reform'. Answers here usually dwelt on the idea of farmers being taught something, which did not answer the question.

Those who understood the term 'land reform' did give some good suggestions as to how it might assist in rural development. E.g. 'People are able to work on the production of crops on their own land. This provides employment and gives them self-reliance. There is therefore less migration to the cities opening up a way for investment in rural areas.'

### Question 6

- (a)(i) Although most gave the expected answer of 'goods', some referred to the main city in a country.
- (ii) Most candidates scored full marks easily here.
- (iii) The question asks for a description. So 'loans and grants' is not sufficient for full marks.
- (b)(i)(ii) Well answered.
- (c) Candidates often either scored three marks here or none depending on whether they understood the term 'infrastructure.' Many thought it referred to the buildings. Communications is a vague term but several answers referred to the importance of telephones to keep in touch with support services and suppliers. To give an example of a developed idea: '....telephones can be used to get repair men out so when machinery needs fixing there isn't a delay as output needs to keep flowing with no interruption.'
- (d) This was well answered.
- (e) Many misinterpreted this part of the question. Reasons were given why it is difficult to start to *produce* manufactured goods, such as they don't have skilled manpower, they don't have the capital to set the business up.

Some answers showed appreciation of the difficulties, such as 'as they are entering the market for the first time they will be unknown and people prefer to buy goods from countries they know.'

Paper 0453/02

Paper 2

### General comments

There was a large range in type and size of Centre but overall standards were high with many Centres entering a large number of high calibre candidates. Those candidates had a breadth and depth of knowledge which allowed them to answer questions in great detail often writing one side for a short 3 or 4 mark part question. They had a strong command of the concepts and skills, applying them correctly and exemplifying with considerable detail. At the other end of the spectrum the weaker candidates often failed to read the exact wording of the question and include sufficient points for the mark allocated to the question. New Centres entering candidates for this subject should clearly teach the necessity of making three different points if three marks have been allocated to the question.

All but a very small minority finished the Paper and did not find difficulty in reading or writing in English. Many of the stronger candidates had an excellent command of English and used specialised words to good effect.

### Comments on specific questions

#### Question 1

Although there was little difference between the two questions this question probably scored more highly than **Question 2**. Most candidates had a good knowledge and empathy with women's issues in developing countries and used this knowledge to good effect.

- (a)(i)** Mostly correct, although a few tried to write out the noughts and got confused over the numbers. 560 million was a common correct answer.
- (ii)** Mostly correct with good interpretation of the figures. Most candidates compared the figures either by calculating that there were 240 million more adult females who are illiterate than men or by quoting other figures. Either use of figures was quite satisfactory. A minority of candidates quoted all the figures rather than restricting themselves to illiteracy which was all that was required.
- (iii)** A simple answer that 'more girls do not go to school' was all that was needed but some candidates gave long explanations that were not necessary for 1 mark.
- (iv)** Many good detailed answers were given covering a range of points from girls being homemakers, early pregnancy, preference to boys, etc. The weaker candidates tended to write in detail but only referring to a girl's role in running the household. The question asks for reasons and so different points were needed.
- (b)(i)** Mostly correct with good use of figures for Nepal and the Maldives. A minority of candidates concentrated on the anomalies rather than finding the relationship which was clearly generally negative.
- (ii)** There was some confusion with this answer. Many answered correctly with points about finance, either government or family (credit was only given for one of these), and traditional societies where girls are not considered worth educating. However a substantial number misread the question as why a country has a low GNP if it has low female literacy. Thus the answers related to lack of employment power and low wages for women lowering GNP. Candidates must take care to read the exact wording of a question.
- (iii)** Pakistan was the only accepted answer.
- (iv)** Once again it was important to put in three points here and stronger candidates had no difficulty giving a range of answers ranging from adult literacy, to compulsory education, to free education and school for girls. Weaker candidates had a limited range of answers or made vague comments like 'get girls to go to school' with no indication how this might be achieved.
- (c)(i)** Most achieved one mark usually covering the safety issue of not leaving children on the street or unattended. Some added 'so that women can work' but the question was worded to imply they were working mothers leaving their children so one of the possible second points was to earn money rather than work. A minority of candidates did not appreciate the fact that this was a shanty town in great poverty so the mothers would not leave their children to benefit from extra leisure time!
- (ii)** It is pleasing to note that most candidates wrote in their own words and did not copy phrases or sentences from the stimulus material. Freedom from relying on husbands, along with having help from others and learning new skills were the common answers.
- (iii)** This question was not answered well by many candidates. The question focused on living conditions being improved by the group. The health centre was mentioned in Fig. 3 and thus not an additional scheme. Points looked for in this section were relating to water supply, sanitation, house building, clean up programmes, etc. Some detail about how the women's group would achieve this change was also required. Many gave a list of possible improvements and only scored one mark for this.
- (d)(i)** Females was the correct answer given by most although some candidates failed to read the word gender in the question and thus gave other occupations as an answer.
- (ii)** Most made the point that qualifications were needed for professional jobs and some developed the idea of the need to communicate clearly or deal with other professional people. Giving detail of the actual professions was not required.
- (iii)** The aspect of prejudice towards women was given by most candidates but some candidates were able to develop the concepts of women not owning land and having to obtain permission from their husband. Many wrote about the reluctance of banks to loan money to women. The aspect of women being paid low wages was not a relevant answer although it appeared in many scripts as the question implied acquiring a capital sum to start a business.

- (iv) The majority of answers focused on the problem of women's issues being ignored and the lack of 'voice' in running the country's affairs if there are few women in government. This was supported by the concept of rule by men for men and thus there being no change in the position of women. Only the stronger candidates developed the points sufficiently for three marks but most achieved some credit. Weaker candidates tended to deviate from the question and write about the position of working women in general rather than women in government. This usually gained no credit and candidates must take care to read the exact wording of questions carefully.
- (v) There was a very large range of possible answers here and most candidates gained some credit. Vague answers tended to repeat the need for equality without qualifying the equality as to what aspect it would be related to (i.e. pay, ability to vote, rights before the law). Some just concentrated on women in government and others mentioned training. Training (education) was specifically mentioned as not to be included and the question referred to the position of women in general although concentrating on how governments could help.

## Question 2

There was a more variable response to this question and this reflected candidates knowledge of air pollution and global warming. Many had a clear detailed knowledge but others had limited facts and made inaccurate statements. The depth of teaching of this section of the syllabus appeared to vary between Centres. This may have been due to the material being reinforced through other subjects such as Science in some Centres.

- (a)(i) Correct – all could name a fossil fuel.
- (ii) The word required here was renewable/non-fossil/alternative/perpetual, etc. but not natural resources. Fossil fuels are natural resources and are not man-made in their raw form.
- (iii) Most candidates gained credit for statement referring to the resources running out and their need for use by future generations. Fewer candidates referred to the aspects of air pollution, increases in CO<sub>2</sub> or the environmental impacts of extraction.
- (iv) There were some excellent responses outlining alternative methods of generating electricity and fuelling cars along with price rises and using other forms of transport. Many of these answers contained far more detail than the mark scheme allowed for crediting. However weaker candidates tended to consider conservation as storage and described tanks, warehouses, etc. in which the fuel could be kept often only gaining credit for mentioning less should be used.
- (b)(i) The answer of fossil fuel burning was made by most candidates.
- (ii) There was excellent knowledge of the process of photosynthesis and many also mentioned burning wood to create increases in CO<sub>2</sub>. Two ways were clearly required for this question so candidates who wrote in great detail on the process of photosynthesis could only gain one mark.
- (c)(i) The answer was 1.5 although any answers between 1.3 and 1.9 gained credit. Those failing to achieve this usually quoted developing world countries instead of developed.
- (ii) Many candidates gave lengthy detailed descriptions of the changes and these were usually accurate. However marks were frequently lost by incorrect use of the figures. Developed and developing countries were confused and figures were not quoted in billion tonnes. To save writing out billion metric tonnes each time it was acceptable to write it once and then shorten to bmt for other figures. Where candidates chose to calculate changes these needed to be accurate to gain credit.
- (iii) Most candidates wrote at length but only the stronger candidates included a variety of points to obtain the 5 marks available in this section. Good answers mentioned both developed and developing world emissions. For the developed world not only did answers include previous industrialisation and cutting down on emissions but also concepts such as deindustrialisation/changing to tertiary based industries. Developing world points were more obvious to candidates such as industrialisation, deforestation, population growth, etc. Weaker candidates often scored poorly due to the use of vague terms such as 'they are developing/developed'.

- (d)(i) The answer was global warming. Not all candidates realised such a simple answer was required.
- (ii) Most candidates mentioned the melting of polar ice, although a small minority considered thermal heating and resultant expansion of sea water. Weaker candidates tended to deviate to write about more rain causing rising sea levels.
- (iii) In this question and parts (iv) and (v) no credit was given for copying phrases from Fig 8. This question asked specifically about a rise in sea level and was looking for an answer focusing on flooding and drowning of different types of area. The rise in sea level will be gradual and permanent, thus answers referring to drowning people gained no credit in this question as they might drown as a result of more tropical storms but would move as sea levels rose.
- (iv) Although the question asked why food production would decrease as a result of increases in carbon dioxide, this last phrase could be substituted with the words global warming. Strong candidates had no difficulty in mentioning the potential loss of fertile lowland by drowning and the influence of climate change such as hotter, wetter, drier, etc. Weak candidates often thought that increase in CO<sub>2</sub> would lead to direct poisoning of crops or an inability of animals to breath.

**Paper 0453/04**

**Alternative to Coursework**

**General comments**

As always there was considerable variation between Centres and 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, or all, 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, and taught the skills required for this Paper comprehensively by involving candidates in research tasks in and around the school to enhance their understanding of the techniques involved in carrying out a research enquiry. Candidates from such Centres were able to show skills and understanding which, if they were given the opportunity, would enable them to complete their own coursework research with confidence and competence. Unfortunately, even otherwise well-prepared candidates still struggle with some of the terminology used: for example, 'present' and 'methods' caused problems for otherwise strong candidates. Many 'off target' answers were the result, sometimes, of complete misunderstandings of the requirements of the tasks.

In spite of this, most candidates showed an appreciation of at least some of the issues involved and many were able to show some understanding of issues relating to the provision of medical care in a developing country, even though they knew little about carrying out a research enquiry.

The focus of the Paper was on research into health care and centred largely on choosing a representative sample and carrying out interviews and observation. Clearly those candidates who have been directly involved with such exercises are likely to be more successful than those who have not. As has been stated in previous reports on this component simple research work undertaken in school or the community involving planning, sampling, data collection, presentation and analysis should form an integral practical aspect of the preparation for this examination. No doubt those candidates who had carried out exercises, even within the classroom, on choosing a representative sample would have been able to approach section **Question 1 (b)(ii)** from a position of strength. More so those who had experience of interviewing, along with its many practical problems, who would have been able to write through experience in **1 (d)**.

This examination followed the format which has now become well established. Initially candidates were asked questions on data collected in the village community of Nkano in the Kasungu District of Malawi. This involved questions testing knowledge of basic research techniques such as interviewing, observation and sampling, along with questions which involved the presentation and analysis of data collected. Candidates were then asked to consider how the level of medical care could be improved in the Kasungu District.



Almost all candidates were able to finish in the time allowed, even those who spent considerable time and care presenting data in the form of graphs in **Question 2**. It is noticeable, however, that candidates do not always pay attention to the mark allocation of questions when they write their answers. Clearly a question such as **4 (b)**, which is worth five marks, merits more time being spent on it than one such as **4 (a)**, which is worth one mark, yet there were candidates who wrote longer (and usually incorrect) answers for **4 (a)**.

Bearing this in mind, candidates would be well advised to pay attention to the wording of the question, along with its mark allocation, before writing their answers.

### Comments on specific questions

#### Question 1

- (a) This question was designed to test candidates' knowledge of basic terminology. The variation from Centre to Centre was very obvious and it is surprising that some Centres are not ensuring that their candidates learn the meanings of basic words which, not only are an important part of a research study, but also have been required in many previous 'Alternative to Coursework' examinations.
- (i) To define 'interview' it was necessary to indicate questions being asked 'face to face' or individual oral contact. Many candidates gave vague definitions which could easily apply to questionnaires, simply indicating that in interviews 'questions are asked'. Candidates must ensure that they are aware of the clear difference between an interview and a questionnaire. Also many referred to 'discussions or conversations between two people' without giving the reason. Some described the purpose of interviews when seeking employment.
- (ii) Many candidates were able to correctly indicate that observation involves 'looking' in order to find out. Others simply repeated the word "observe" without showing that they understood what it meant.
- (iii) Given the guidance in the example described in **Figure 1** it was disappointing that there were many candidates who did not understand what a sample was, though others had learnt that it was 'a small amount, selected so that it is representative of the whole population'.
- (b)(i) Here the significance of the highlighting of the word 'sample' was not understood by a large number of candidates who suggested why interviewing and observation were suitable methods to use to carry out a survey on the health of people in a village in a developing country. Whilst those who understood the requirement of the question and were familiar with the word 'sample' were able to comment on the impracticality of interviewing all villagers (thus the obvious need to select a sample to save time or cost), there were many poor attempts. Many candidates focused on the aims of the study rather than why a sample was used – many answers, for example, simply stated 'to find out about the health of the people'.
- (ii) Good answers here seemed to indicate that candidates had actually been involved in choosing representative samples for themselves, perhaps within the context of the classroom or wider school environment. Sadly many candidates were unsuccessful, either because they did not know what a sample was, or because they did not recognise the need for the sample to be representative and simply referred to choosing households where 'people were ill'. The question asked for a description of two ways in which a sample could have been chosen although the words random, systematic and stratified would have gained marks. Really impressive candidates showed their understanding of sampling techniques by describing how such sample types could be chosen within the village.
- (c) There were some very good responses here, with many candidates recognising the need for local students to help, either as interpreters or as guides. Others correctly commented on the fact that the involvement of local students may result in local people being less suspicious and more likely to respond than if they were being approached by complete strangers. Some simply said that they needed help because it was a big survey and/or lifted information from **Figure 1** rather than answering the question.

- (d) It was surprising that some candidates who had correctly commented on how using local students would solve various problems in (c) then listed them as practical difficulties which would still be faced in (d). Thus 'language difficulties', 'getting lost' and 'suspicion of intrusive outside surveying' were not acceptable responses here. Nevertheless many Centres had prepared candidates well here and there was a good understanding shown of the many difficulties which would be inherent in such a survey.

A minority of candidates did not read the question properly, detailing problems of health care from **Figure 1** rather than practical problems involved in the data collection.

## Question 2

Parts (a) and (b) were concerned with the presentation of the data collected whilst part (c) involved some simple analysis of it.

- (a)(i) Most candidates were able to interpret the pie chart and identify that 'unprotected wells' was the main source of water supply. Incorrect answers were generally a result of misreading the question, for example some stated how the information had been obtained (observation, interview), others listed all methods of water supply rather than the main one.

(ii)(iii) There were surprisingly large numbers of candidates who did not recognise the basic technique used in **Figure 3**, a pie chart and thus were unable to comment on why it was a suitable method of presentation. As in part (i) many answered wrongly as they misread the question and did not understand '.....to present the information'. This is surprising as the presentation of data is an essential stage in carrying out a research enquiry.

- (b) A huge variety of presentation methods were used, including tally charts and tables of information, which were not acceptable. Bar graphs, pie charts and divided rectangles were all acceptable techniques although some attempted line graphs which clearly are not suited for the data collected, these being more appropriate to show changes in continuous values over a period of time. Attempts at the graphs varied from being poorly constructed and grossly inaccurate to those of the highest quality. Common errors on bar graphs were a failure to construct a proper scale and label the axis, and on pie charts grossly inaccurate division of the segments.

Large numbers of candidates again did not read and act fully on the clear question rubric which required two different types of graphs to be drawn to show information about each of pit latrines and rubbish disposal. Some analysed the information rather than presenting it and many only drew one graph, thus marks were lost unnecessarily on this question.

- (c) Most candidates picked up marks here and many were able to, not only quote evidence from **Figure 2**, but also impressively develop their ideas by explaining fully how the diseases would be spread by using unprotected water sources, poor sanitation or unhygienic methods of waste disposal.

## Question 3

Many candidates scored quite well on this question, though some failed to focus on the fact that they had the opportunity to interview the doctor about the health of people in Nkano, whilst others wrote questions which were too vague to elicit a clear and informative response e.g.) 'how do you cope?'.

Those who copied questions from **Figure 2** about latrines, sewage disposal and water provision missed the point of the question. Others failed to realise that there was only one doctor in the hospital as indicated in **Figure 1** and asked 'How many doctors do you have?' Nevertheless many asked perceptive and useful questions such as :

How many people visit the hospital (daily/weekly/monthly) ?

What are the ages/gender of people coming ?

What diseases/symptoms do people commonly have?

How are they caused?

What is the death rate/infant mortality rate ?

How many nurses do you have?

#### Question 4

- (a) It was surprising how many candidates found it difficult to answer this question and discussed training, education, etc. rather than concentrating on “carers”. Despite the instruction ‘use your own words’ there were still some candidates who simply copied out a part of the extract.
- (b) There were many well thought out answers here and many candidates scored high marks by reference to ideas such as the need for more nurses, doctors and support staff, education/training, particularly at a basic level, more drugs/medicines, hospitals/clinics, immunisation, family planning etc. Some candidates lost marks by over concentrating on one aspect (e.g. health education) rather than giving a variety of different ideas.

Some, however, focused on improvements in general living standards, clean water, housing, schooling, etc. rather than on matters relating to medical care, whilst others were content with vague or polemic expressions, citing government slogans rather than making specific recommendations.