

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

**DEVELOPMENT STUDIES**

**0453/04**

Paper 4 Alternative to Coursework

October/November 2006

INSERT

**1 hour 30 minutes**

**READ THESE INSTRUCTIONS FIRST**

This Insert contains Figures 1, 2, 3 and 4.

This document consists of **4** printed pages.



**Fig. 1 A table of development indicators obtained from the Internet.**

Country	Life expectancy (years)	Access to safe water (%)	Access to good sanitation (%)	Population under 15 years (%)	Women in parliament (%)
Algeria	73	89	92	32	6
Bangladesh	62	97	48	37	2
Bolivia	65	83	70	38	19
Cuba	77	91	98	19	36
Ghana	56	73	72	39	9
India	64	84	28	32	9
Nepal	59	88	28	40	6
Norway	79	100	100	19	36
Peru	69	80	71	33	18
Romania	71	58	53	16	11
Sudan	58	75	62	39	10
Thailand	71	84	96	25	9
Uganda	45	52	79	50	25
Uruguay	76	98	94	24	12
Vietnam	70	77	47	38	27

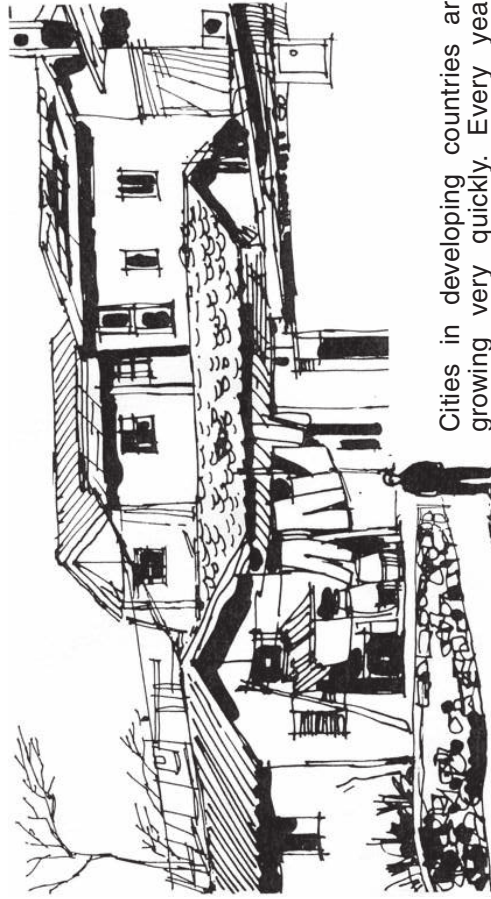
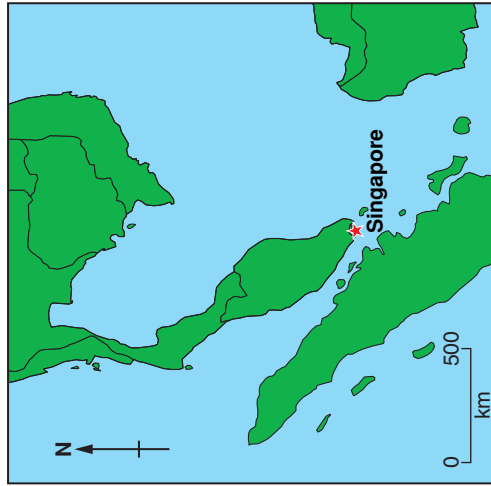
# Cities of hope...

Fig. 2 A page from a school textbook published in 1985.

# ...and despair

**S**ingapore in south-east Asia looks like a very rich city. Big cars, expensive shops and luxury houses show that there is money to be made.

There are nearly twice as many factories, jobs and hospitals as there were ten years ago. So it is not surprising that the number of people living in Singapore rose from 2.0 million in 1970 to 2.4 million in 1980. Many of the extra people came from poor country areas where there was little hope of a better life.



Cities in developing countries are growing very quickly. Every year, millions of people move from country areas to start a new life in the cities.

Most cannot afford to buy or rent a house. Even regular factory workers may find they cannot afford to do this.

So they build their own home out of whatever materials they can find. Scrap metal, wood and rags are some examples. Areas where there are thousands of homes like these are called **shanty towns**.

The shanty towns can take up over half the total city space. There is usually no water supply or sewerage. Disease is a big problem. There are few jobs.

In time, shanty town districts are improved. But the problem is getting bigger day by day. Most people remain as poor as they were in the beginning.



**Fig. 3 An interview which the student has carried out.**

Student: Good morning, I am doing some research as part of my Development Studies course.

Mr Mukasa: Hello.

Student: Do you mind if I ask you about your home and work?

Mr Mukasa: It is OK but I do not speak much English.

Student: Did you build your own home?

Mr Mukasa: Yes.

Student: Who lives with you?

Mr Mukasa: My wife and children.

Student: How do you get water?

Mr Mukasa: From the river.

Student: What work do you do?

Mr Mukasa: I make sandals.

Student: How do you make them?

Mr Mukasa: I cut them from old car tyres.

Student: How much money do you make?

Mr Mukasa: Not much.

Student: Do your children go to school?

Mr Mukasa: No, I cannot afford it.

Student: Thank you for your help.



**Fig. 4 A photograph which the student has taken.**