

DEVELOPMENT STUDIES

Paper 0453/01

Paper 1

General comments

Generally candidates had been thoroughly prepared for this examination and many answers were not only well expressed, but also contained considerable detail. However, a knowledge of case studies is often required for the last part of each question and this appeared to be lacking in the work from some Centres.

Too much reliance was put on the information given in the Figs. and this material was often just copied as an answer. Information given in the Figs. should always be used as a stimulus to suggest examples that have been studied in detail in the classroom.

Time management was generally good but several candidates failed to tackle the last part of some questions. It was as if they had thought they had finished answering the question and failed to check this was so. Considering the last part of each question is worth 6 marks, candidates should make sure that all parts of a question have been attempted before moving on to the next one.

Definitions of phrases and terms often posed some problems whereas these should be straightforward to answer.

The last part of each question is marked by levels marking. The less able candidates can usually score 1 or 2 marks in Level I by making simple statements. However, any number of simple statements are only worth 2 marks. More candidates now raise their response into Level II by developing or linking together ideas or giving appropriate examples. The majority of candidates, however, find it difficult to move from Level II to Level III. It is often necessary to draw in different issues that are linked together to gain the high marks for these sections. Interrelationships between economic, environmental, social and political processes are a key to this syllabus and the interaction of these can often be described in the last sections of questions.

To gain 5 or 6 marks in Level III, the answer must firstly be comprehensive. In other words, if candidates are asked to describe the ways governments and NGOs deal with disasters (as in **Question 2**), then an answer that considers only the work of NGOs is not comprehensive. Similarly, if the question asks for examples and they are not given, then again, the response is not comprehensive. In cases such as **Question 1 (d)**, if candidates wrote solely about employment, then again this answer would not be comprehensive even if the issue had been thoroughly explored. Secondly, ideas expressed must be fully developed and some examples of how this may be done are given in the following section.

Comments on specific questions

Question 1

- (a) (i) A wide variety of definitions of the term globalisation were given. Candidates who implied a trend towards closer interdependency among economies on a worldwide scale gained credit as did those who considered the spread of MNCs/ ideas/ lifestyles/ people etc. around the world.
- (ii) This was answered correctly by most candidates.
- (iii) The term 'labour shortage' was not understood by many candidates. It was considered to mean a 'lack of jobs'. Answers therefore tended to focus on mechanisation. Several candidates confused the term 'labour' and 'labourer'. They appreciated, however, that skilled people in high income countries do not wish to undertake low paid jobs as labourers. Many candidates copied phrases from Fig. 1, such as 'changes in demand for goods and services have created new work opportunities'. The information given in the question must be used as a stimulus for ideas. 'Countries with growing manufacturing and service industries have an increased demand for labour



which often cannot be met due to a small economically active population,' would have been worth 2 marks.

- (b) (i)** This was answered well by the majority of candidates. Problems faced by newly arrived international migrants were usually explained in sufficient detail to merit marks, but some candidates' answers were too brief. 'Accommodation and employment' does not indicate the problems. Some answers considered the problems for the country, such as overcrowding. This would have been worth credit if it had been related to the problems for the migrants of finding somewhere to live. Several excellent answers considered the issues of language and also problems caused by unfamiliarity with the transport system making it difficult to search for employment.
- (ii)** Some candidates failed to read the question properly and continued with their answer for part **(i)**. However, many candidates understood the benefits of remittances and gave details of their use. The problems given for those left at home included the difficulty women have in taking out loans or in making important decisions due to their lack of empowerment.
- (c) (i)** This was usually answered correctly.
- (ii)** 'The flow from Asia to North America' was not the correct answer as most of these flows are not illegal.
- (iii)** The question asked for the pattern of migration flows between countries of different levels of development, so it was not sufficient to say that most people move from countries of low economic development. Examples of continents to justify the answer were also not correct. Several candidates gave very valid reasons for the movement but this was not required.
- (d)** Many candidates concentrated their answers on employment issues and copied large sections off Fig. 2, including the examples given. This was a generalised question about international migration and candidates needed to extend their answers with their own examples to gain marks in the higher levels.

'People migrate for better educational opportunities for their children' is an answer worth 1 mark in Level I. This idea can be developed in a number of ways to gain marks in Level II, such as by adding a pull factor; '*...so that they gain qualification/skills that will enable them to have well paid jobs*' or by adding a push factor; '*...because schooling in their rural area is only up to primary level and schools lack equipment and well qualified teachers*'. The issue of education can be developed further by giving examples of other values of education such as knowledge of ways to prevent disease and limit family size, or examples of a migration such as Chinese students going to study in British universities. On the issue of employment, several candidates explained the poverty in areas of Swaziland where job opportunities are very limited and jobs are poorly paid and how people migrate to the mines of South Africa. Many candidates gave good answers relating to problems caused by drought in the Sudan or of political unrest in Zimbabwe and the Congo. In each case, the problems caused for the people were well explained and the countries to which large numbers have migrated were given.

Just to say '*people move due to drought*' is only a simple statement worth a mark in Level I. Candidates should ask themselves the question 'why?' Answer: '*People move due to drought because their crops are ruined and they cannot feed their family.*' This statement is worth a mark in Level II.

Question 2

- (a) (i)** 'Below the poverty line' was not clearly defined. Many candidates repeated the word 'poverty' without explaining it. However, many understand it to mean an income of less than \$1 per day or an income insufficient to be able to meet one's basic needs.
- (ii)** Many candidates did not notice that the growth rate is 2.3% and consequently said that the population would decrease as the large number of natural disasters would kill many people. Candidates who did recognise that the population would grow justified this in a number of ways, either by the high growth rate or by the large % of young people or by the fact that so many people below the poverty line meant a lack of family planning due to poor educational standards and cost.



- (iii) This question differentiated between weaker candidates, who merely repeated the data given, and the more able candidates who produced good explanations. Knowledge of trade economics is good and several ideas, such as the multiplier effect, were well developed. For example, employment in electronics industries provides earnings that can be used for education to improve a family's standards of living which in turn creates demand for services and goods which leads to new industries that increase GDP. More employment would also mean more taxes paid to the government which would be available to pay off the debt. Candidates also understood that by developing clothing and electronic industries, imports of these goods would be reduced and so the balance of payments would improve. Most candidates appreciate the value of foreign currency from tourists. Many do not understand the term 'tax-free zones'. As the companies do not pay certain taxes, more investors are encouraged and businesses are attracted as their costs of production are lower and so more profit is made when more goods are exported. Few candidates appreciated that by processing the food, value was added to the primary product that usually gains little income from export.
- (iv) Candidates did not appreciate that both words in italics had to be defined to gain credit.
- (b)(i) This was usually answered well. Besides loss of homes, lives and possessions, candidates considered the effects of volcanic ash and gases on water supplies, crops, health etc.
- (ii) Few candidates scored well in this section as the majority failed to explain why the problems were likely to become worse. Many considered the effects of the problems such as deforestation, which causes flooding, and water pollution which causes health issues. However, the more able candidates focused on the changes that were likely to happen over the next few years. E.g. soil erosion would become worse as the population increased, leading to more pressure on the land to grow more crops. As the country industrialises, more factories will be built which will lead to an increase in water and air pollution. As the population grows and people earn more income from the developing industries, more people will be able to afford cars which will lead to an increase in air pollution. As the country attracts more tourists to bring in foreign exchange, there will be more scuba diving and coral reefs will be further degraded. The issue of deforestation could have been dealt with by giving examples of why the forests are being put under such increased pressure, such as space for expanding urban settlements, an increased demand for timber to export in order to help pay off debts etc. This could have been developed to gain further credit by describing how this will lead to an increase in soil erosion and flooding. Candidates who considered global warming also gained credit although there was much confusion with the hole in the ozone layer.
- (c) Most candidates could state the type of natural disaster and name the place where it happened but detailed knowledge of their chosen case study was lacking. There were few answers that were sufficiently comprehensive and developed to merit marks in Level III. To gain high marks, candidates needed to consider both the role of the government and NGOs in dealing with the impacts. '*The NGOs provided tents and blankets*' was worth a mark in Level I. To gain a mark in Level II it was necessary to develop this idea by stating, for example, that the wintry conditions with very low temperatures would mean that people would not survive without some form of shelter. Similarly, the fact that NGOs supplied fresh water (Level I) was done to prevent disease spreading in the temporary camps (Level II). This issue could have been further developed, depending on the disaster chosen, by explaining that flood waters had contaminated existing supplies, or earthquakes had ruptured water pipes, or details of water borne diseases could have been given (Level III). Some candidates were able to name relevant NGOs and knew details of the way they had helped.

The role of governments could have been developed in relation to the methods of rescuing people trapped and of taking them to receive treatment. Explanations as to how they overcame the problems they faced in terms of access to difficult terrain, lack of helicopters etc. could have been given.

Question 3

- (a) (i) Candidates usually gave the definition of rural to urban migration. Urbanisation is more a process of urban growth resulting from this movement.
- (ii) This was answered correctly by most candidates.
- (iii) The majority of candidates gave the answer of 4 instead of 7. They failed to add those cities with over 10 million people.
- (iv) There were some excellent answers given in this section. Candidates were able to link poor environmental conditions in the slums with specific health problems. Some responses were very detailed and considered such issues as the problem of no electricity which means people use candles and paraffin lamps that cause smoke within the dwellings and this leads to respiratory diseases.
- (b) (i) Correct reasons were usually given for why people prefer to live in Caracas. Vague statements such as, '*to lead better lives*' or '*to get a better standard of living*', require detail to gain credit.
- (ii) Candidates were not asked to give a characteristic of work in the informal sector and so answers such as '*people are self-employed*' or '*the work requires little skill*' were not worth credit as these statements can apply to many jobs in the formal sector also. Most candidates could, however, give an example of an informal sector job.
- (iii) There was generally a sound understanding shown of the need for banks etc. to have some 'security' if they are to offer loans. Explanations were given as to how the bank could take the person's land/asset if they failed to pay back the debt. Several candidates were familiar with the concept of 'collateral'.
- (iv) Many candidates did not understand the need to address the problems for the Venezuelan government in dealing with rapid urban growth. Good answers focused on the sheer size of the problem with 3 million people arriving in one city in a short space of time. The lack of planning was discussed as was the fact that so many of these people are unemployed and so the government has difficulty providing benefits for these people as well as trying to improve the infrastructure.
- (c) Most candidates were able to achieve marks in Level I but to gain further marks it was necessary to explain, for example, why bringing in piped water to the squatter settlements would improve living conditions there, i.e. the risk of water borne diseases would be reduced and the areas would become more hygienic. This idea could have been further developed into a Level III response by explaining that if people were healthier they could do more work and earn more income that they could use to improve their dwellings. Able candidates showed an understanding of community projects that required some input from both the government and local people such as campaigns to reduce rubbish in the streets. Communities could set up litter picking groups and hold meetings where advice on recycling could be given. The government should supply bins and organise regular rubbish collections as well as teaching the importance of hygiene in schools and local clinics. Conditions would be improved as there would be less flies because rubbish would no longer be dumped everywhere, and insect borne diseases would be reduced. The areas would also be visually improved.

Question 4

- (a) (i) This was correctly answered by the majority of candidates.
- (ii) Most candidates were able to give two characteristics of traditional farming.
- (iii) To gain credit for this section it was necessary to show how the standard of living had improved between 1986 and 2006. So it was not sufficient to state that people use bikes or households have water pumps without stating the earlier means of transport or water supply. Many candidates merely copied the information found in Fig. 7, although it is important to use the material given to develop answers. For example, some candidates stated that there is a new dirt road. This hardly shows how standards of living had improved, but candidates who used this information to explain that now people could travel to town more easily and so take advantage of the services provided



there, gained credit. More able candidates linked ideas such as the new road enabled people to go to Garango where they could access the Internet due to the introduction of electricity in the town.

- (b) Again there was much copying of Fig. 7 by many candidates. Some candidates used the information that there was no good road to the village in order to explain that it was still difficult to get goods to market fresh, and so income from selling crops etc. was low. Many candidates used the information that men migrated to look for work, which they would be unlikely to do if the rural areas did not suffer from poverty.
- (c) (i) It was necessary in this section to show that women in 2006 experience gender inequality and so there needed to be some form of reference to the men's situation. For example, just to state that the women still do most of the farming with hoes does not imply gender inequality unless it is known that the men now have oxen to help them. Similarly, the women's use of donkey carts needs to be contrasted with the fact that men have motorbikes.
- (ii) The question did not ask what the changes have been but how they have helped to give women more power. How has the setting up of a women's cooperative given them more power? Some candidates developed this idea well by explaining that it enabled them to set up a business together and so earn their own income which in turn would help to raise their social status and influence in the community. The prestige that goes with owning land would mean that their voices would be heard and by uniting together, they would have a stronger voice. Access to the Internet is the change that has happened, but it is not sufficient for credit on its own unless the idea is developed by stating that women were more knowledgeable as a result and were more likely to understand political issues. The improvement in women's health as a result of the modern health centre needed to be explained in terms of the fact that healthier women were more productive at work and so they could earn more money.
- (d) The less able candidates were able to make basic links between the factors given and so scored marks in Level I but they failed to develop any link beyond the simple statement. However, there were some excellent answers with ideas extended beyond Fig. 8 to include the cycle of poverty and the difficulty of breaking the links. There were many ways this question could be tackled but it was necessary to develop ideas fully to gain marks in Level III. For example, the element of 'education' could have been developed as follows: Governments often neglect the rural areas as more voters live in urban areas, which often means the provision of schools is limited and poor communications mean it is difficult for rural children to access schools in towns. Low levels of education then result and with the lack of family planning advice, families tend to be large. Without education, obtaining a good job is unlikely and so income is low and it is impossible to give all the family a balanced diet and so malnutrition results.

This illustrates how to use the information given to help extend an answer. 'Poor food' and 'ill health' are given in Fig. 8. These words should trigger thoughts about what has been taught about these issues.

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Paper 2

General comments

This is the second paper to be taken by candidates following the revision of the syllabus. It discriminated well as there was a considerable diversity in performance between Centres and between candidates within those Centres. Able and well prepared candidates were able to access high marks, and the least able could achieve some success on several of the more structured, resource-based questions. Most candidates were able to attempt all tasks, weaker answers generally being the result of a lack of knowledge and understanding of the content, though sometimes candidates who were weak linguistically misunderstood the requirements of a number of questions. A few candidates struggled to finish the paper, whilst significantly more did not perform well on **Question 3**, as their answers to the latter parts seemed rushed and superficial. This gave the impression that time management was a problem. Candidates do not need to write out the questions or incorporate the question wording into their answers. They should focus directly on the task and not include irrelevant details about the topic in general. Not only is it important to pay attention to the wording of the questions, but also it is important to pay attention to the mark allocations in brackets after them. There is no need to write a paragraph when only one mark is being awarded, or write a side of detail when only two or three marks are being given to the answer. However, the latter parts of questions, typically worth five or more marks, require a detailed approach, with extended writing, not a brief or bulleted list.

Comments on specific questions

Question 1

Almost all candidates gained marks for the first few parts of this question, so on the whole performance was higher on this question than the others. However, there were too many parts where candidates should have taken more care over reading the question asked, as many marks were lost by deviating from it.

- (a) (i) Mostly correct, though a few candidates named continents.
- (ii) Mostly correct.
- (b) (i) Mostly correct.
- (ii) Most candidates could state that GDP was 'Gross Domestic Product' for one mark, and many could gain the second mark by giving a precise definition.
- (iii) Whilst most candidates observed the positive relationship between GDP and energy use, very few went on to point out that there was an exception, or to name the exception as 'Uganda'. The command 'to what extent' required the candidates to evaluate the strength of the relationship for the full two marks to be awarded.
- (iv) This question discriminated well and there were some sound answers. Candidates most commonly stated that GDP did not show the wealth variation within a country. Others referred to the non-inclusion of the informal economy and/or the fact that GDP does not directly measure elements of development such as health or education.

- (c) (i) Very few candidates identified aspects of development such as justice and freedom, which are almost impossible to measure. However, many candidates mentioned 'human rights', as part (ii) indicated that it is possible to measure this aspect of development.
- (ii) Although many candidates referred to human rights in this question (e.g. the right to vote) they simply stated that it was important that all people should have these rights, but did not refer to how this could be measured, so no credit could be awarded. Thus it required, for example, 'the numbers/% having a vote' and not just 'having a vote'. Marks were generally limited in this question, though there were a small number of outstanding answers, where candidates had carefully read the question.
- (d) (i) Generally this was well answered and most candidates made direct comparisons. Some concentrated on the wheelbarrow and apparatus, rather than the more general points about the 'formal/informal sector', primary/tertiary (some thought teaching was secondary), salary levels etc. Full marks could be achieved with three simple comparative sentences thus saving time.
- (ii) This required a longer answer, and some excellent ones were seen, however many candidates focused on giving long explanations of the 'low' end of the scale when the question was concentrating on 'change'. The changes were required (e.g. 'primary sector decreases' and then some explanation of why the change occurred). Many candidates spent a long time reading off and quoting statistics without any attempt to interpret them.

Question 2

- (a) (i) Mostly correct, impressive definitions from candidates, although some failed to define the word 'child', for example by referring to an age.
- (ii) Many defined the idea of conservation rather than sustainability. The key to the definition of sustainability is to refer to using the environment now (not just preserving it but using it) as well as ensuring that it will be available for future use.
- (iii) There were two parts to this question, the first being equality between males and females and the other to do with giving women encouragement to participate in roles formally occupied by men. Again, there were many good attempts at both parts, though some candidates just defined one element.
- (b) A lot of time was wasted here by candidates writing long accounts of the changes and percentages instead of just referring to the likelihood of the goal being achieved in the different parts of the world shown, as the question asked. The question was only worth 3 marks which would have indicated to candidates that a fairly brief answer was required. Many candidates got so involved in the detail that they failed to comment on the goal being reached at all.
- (c) (i) Most candidates wrote clear answers and had used the information given. A minority wrote from their knowledge instead of the **Fig. 6** and thus lost marks as the question states 'Using only information from **Fig. 6**'. Again, detail was not required and many candidates wrote far too much, thus wasting their time.
- (ii) Many good points were made here, and there were some excellent, and well rehearsed, responses scoring full marks. Some weaker candidates dwelt too much on the family and improving health, nutrition etc. to the exclusion of a wider variety of points, such as their ability to earn for themselves and/or having the chance to contribute to political affairs. Some candidates wrote phrases such as '50% of the nation are women' and 'if you educate a woman you educate a nation'. Such statements need some elaboration for credit to be awarded.
- (d) (i) Some good choices and points were made, with A and C being the most common. Those answers which were fully developed were able to gain full marks, whichever choices were made, though some options lent themselves to development better than others. Weaker candidates tended to not develop sufficient points, and their answers were simplistic and low scoring, yet most gained some credit.
- (ii) Again most candidates were able to make at least one relevant point, though for many candidates more development was required.

Question 3

This question was the weakest attempted by candidates and in some cases they ran out of time, partly because of the time spent on graphing, but largely because they had spent too much time on earlier questions. This was exacerbated by a lack of knowledge from many candidates on aspects of this part of the syllabus, and a poor understanding of the various techniques used in a research project. This is best taught by involving candidates in investigative tasks in and around the school to enhance their understanding of the techniques involved in undertaking the various stages of a research enquiry, not by a textbook approach.

- (a) (i) Few candidates knew the purpose of a pilot study, in this case to test or try out the questionnaire.
- (ii) Some candidates were aware of a sampling method which could have been used, random sampling for example, but many referred to interviewing, having not understood that this question was about an alternative method of choosing the villages in the sample, not an alternative methodology.
- (iii) Again the question referred to sampling method, in this case to select candidates. An advantage for example is that it is quick/easy, whilst a disadvantage is that it will not be representative of all age groups. Many candidates wrote about the advantages and disadvantages of using questionnaires with candidates, which is not what was being asked.
- (b) (i) Most candidates scored well on this question and could draw the required graph, a bar graph being the most appropriate choice. Time should not be wasted on careful shading when a simple scheme will suffice, however candidates need to ensure that keys and axes are labelled.
- (ii) This differentiated well, and most candidates were to some extent able to draw appropriate conclusions in terms of the likely increase in literacy which will occur in these circumstances. Statistics were required for full marks, though statistics alone needed some interpretation. (e.g. 'more books are read by candidates in a village with a library')
- (c) (i) This was a demanding question that required an extended answer. Answers which merely repeated the sequence with an odd word added, such as doing interviews, gained very little credit. The majority of candidates scored under half marks as they did not develop their answer to be specific to the topic chosen. For example, if looking at change in literacy over 10 years (candidate C) then a line graph would be an appropriate method for plotting literacy % against time. Most just said they would 'draw a graph' without thinking of the data they would have collected. Few had a sampling system, and many accounts of how the data would be collected were very vague. Few candidates even referred to how they would analyse the data, report the conclusions or evaluate their study. Candidates need to be taught and practise this aspect of the specification, preferably by carrying out the type of studies indicated in **Fig. 10**.
- (ii) Some candidates scored well on this question, though the brevity of some answers was surprising, given the large mark allocation. Possibly for some candidates time was an issue. Candidates should be aware that they need to look at all the questions before they begin writing, so as to plan their time management to answer all questions, especially those which are worth high marks towards the end of the paper.

