

DEVELOPMENT STUDIES

Paper 0453/01
Paper 1

Key messages

- For the long response questions candidate responses successfully linked the income from people having jobs and their ability to pay for children's education with a greater tax revenue for the government which means it can build more schools. Candidate responses also identified the continuing of the process into the next generation in terms of ability to get better jobs and escape the vicious cycle of poverty. However, there were fewer examples of Level 3 responses fully focused on the question across all the long response answers.
- The word 'affected' was used very frequently in several responses, but it was not qualified in terms of how something was affected, for example, in **Question 4(a)(ii)** 'biodiversity is affected'. The effect could be positive or negative, as it is not clear how biodiversity is affected.
- Candidate responses to topics such as debt relief, organic farming, acid rain and corruption often showed a limited understanding or misinterpreted the topic, resulting in either very brief or overlong responses with very limited creditworthy content.

General comments

Some of the candidate responses in the **Question 2** focused on hydroponics in **2(a)(i)** and carried this throughout the rest of the responses. The term was often used as synonymous with modern farming techniques (**2(c)**), sustainable farming (**2(d)(ii)**) and organic farming (**2(d)**).

Candidates should be encouraged to develop their understanding of key terms for the study and understanding of development in countries, such as the HDI indicators, debt relief and government debt.

Comments on specific questions

Question 1

- (a) (i) Majority of the candidates achieved marks for this question.
- (ii) Most of the mark range was achieved and most of the candidate responses achieved marks for the negative physical factors. Many answers considered the limiting physical factors and some candidate responses suggested that these countries focused on different economic sectors. The less successful responses stated that not enough was grown, but without reference to supporting/feeding population.
- (b) There were some good answers to this question with candidate responses showing good knowledge of the ways to improve a trade balance. Many candidate responses showed awareness of strategies such as import substitution, growing cash crops and devaluation. There was sometimes not enough clarity as to whether candidate responses were referring to industries that were being promoted to supply the domestic market or those encouraged due to the need to export more goods. Many candidate responses, following on from the previous question, based this answer on agriculture.

- (c) (i) Most of the candidate responses achieved credit for this question.
- (ii) Most of the candidate responses gave at least one reason for large amounts of debt. Some of the candidate responses thought that the reason countries had a large debt was because they took out more loans to pay the old ones. This would not in itself cause a large debt. Interest rates were rarely mentioned, although there was often reference to natural disasters. Specific large projects were frequently too vague, with many stating 'infrastructure', and, therefore, not achieving credit.
- (iii) The focus of the question was the effect on the services, not on the local people. This key element of the question was often missed by candidate responses. A range of examples was given of how the quality of service was reduced (health and education). However, there were also some vague answers that referred to the quality being affected without explaining how. All responses seen considered negative effects. Many responses developed points that referred to the impact on wider society, for example, lower literacy rates/unable to work through poor health/lower GDP.
- (d) Many answers seen to this question could have answered a question that asked for the benefits of a loan. There was often little reference to how the benefits described would be paid for. The fact that the government had more money to spend as it no longer had to pay off the debt was missing. Some of the candidate responses simply started with 'debt relief will...' followed by accounts of improved living standards. Some of the candidate responses did not refer to debt relief at all but gave lists of things that could be achieved with 'more money'. Some of the candidate responses suggested that the World Bank and IMF were companies giving loans, aid or setting up in a country. Additionally, there were some responses which showed an understanding of what debt relief is, but having established it, did not develop the benefits on people or economy. However, a few candidate responses were excellent with good development of ideas relating to the provision of jobs as industries were set up, and the associated social benefits of greater income in the family.

Question 2

- (a) (i) Some of the candidate responses focused only on the diagram and mostly achieved credit for the provision of nutrients/water. However, those candidate responses which also studied the photograph, generally answered this question well. 'Many crops in a small area' and 'indoors so weatherproof/less chance of being eaten by pests' were the most common points made. References to the statement that hydroponics does not require land is not true – the land it requires is very different from that of a normal farm.
- (ii) The more successful responses were seen where it was clear that the question was read carefully, although a substantial number of candidate responses discussed the people running the hydroponics. Unfortunately, offering this as the advantages to the farmers and not the local community meant that credit could not be achieved.
- (b) This question was well answered.
- (c) Several candidate responses discussed the increased output, but often did not develop this idea through as to why this was important. The need to have more exports and its importance was also rarely explained. Most of the answers that achieved credit, concentrated on increasing yield/feeding population and developments of these points.
- (d) (i) Many unsuccessful responses were seen to this question. South America and Caribbean were given far more often than Asia.
- (ii) This question was often misinterpreted, and many candidate responses discussed from the point of view of the farmers themselves rather than the consumers of their products. Many responses ignored or did not show an understanding of the reference to sustainability and wrote about promoting livestock farming. Terms like 'fair trade' and 'free range' were rarely used.
- (e) Many of the candidate responses showed awareness of the impact of artificial fertilisers on the soil and aquatic life but did not explain how the use of manure reduces that threat to natural ecosystems. The responses explained how artificial pesticides decimate insect life, but did not focus on the biological pest control of organic farming whereby useful pollinators are protected. Some of the candidate responses showed little knowledge of organic farming methods and often focused on costs, provision of employment and healthy products. There was frequent mention of 'chemicals' generally or a lack of distinction between organic and inorganic fertilisers. In addition,

many answers focused on the economic benefits/cheapness/simplicity of organic farming. Many responses could answer the question 'What is sustainable farming?' with many wider environmental issues being discussed, such as deforestation, acid rain, ozone layer and global warming. Overall this question was not answered well.

Question 3

- (a) (i) This question was well answered.
- (ii) Many of the candidate responses concentrated on the impact on the income for the family and tax revenue for the government if these companies had to close. There were some good responses on corruption and other ways companies avoid being challenged. Some thoughtful answers were seen.
- (b) (i) This question was well answered, although some responses related economic migration to remittances. Some of the candidate responses did not define 'migrate' and thus did not achieve credit.
- (ii) Almost all candidate responses achieved credit for this question.
- (iii) A full range of marks were achieved by responses to this question. This was well answered with good understanding shown.
- (c) The 'usually remains' section was often correct, but candidate responses did not show familiarity with the jobs that are outsourced.
- (d) Ideas such as creating jobs, developing skills and improving local infrastructure were often well covered. The most successful response attempted to discuss the multiplier effect in greater depth. There were some excellent, well developed answers on the social benefits of a steady income. Common weaknesses identified in the answers were: assuming that the MNC had located in the local area and then continuing to discuss the pros and cons of MNCs; focussing solely on advantages to the country, foreign exchange, increased GDP, improved Balance of Trade, etc.; thinking that small local firms would somehow be funding local infrastructure improvements, schools, hospitals, etc. A common misconception was that the local firms build the schools, etc., whereas it is the government using tax from the local firms and employees. In some answers there was an overemphasis on brand exposure, economies of scale, etc., which were benefits to the firms and these were not linked back to how this would benefit the local people.

Question 4

- (a) (i) 'Fossil fuels' was usually correct. If candidate responses showed knowledge of the gasses, then they usually achieved full marks. Nearly all candidate responses achieved at least one mark for this question.
- (ii) Most of the candidate responses showed knowledge of the harmful effects of acid rain on people and the environment but did not show knowledge of how this happens. There was little clarity regarding how crops, trees or fish die or how people's health is impacted. Some good knowledge of the causes and effects of acid rain was seen, but also many misconceptions, particularly the supposed connections between acid rain and climate change/depletion of the ozone layer, etc. The less successful candidate responses focused almost entirely on the impacts on human health.
- (iii) A good knowledge was shown of the ways to reduce acid rain. A range of valid points were seen.
- (b) (i) Generally answers to this question were correct although some of the candidate responses gave reasons for the relationship.
- (ii) This question was not answered well. Responses that achieved credit mentioned 'cars/fossil fuel use'.
- (iii) Some of the candidate responses wrote 'education' and 'health', but did not specify any further. 'GNP' and 'GNI' were incorrect without the 'per person'. Knowledge of HDI indicators, old or new, was varied, with many responses giving vague ideas, such as high birth and death rates, education or not appreciating that GNI was per capita.

- (c) Candidate responses often achieved credit for relating to the subjective nature of some aspects of development or corruption, but then considered the fact there were different types of government and described these, which is not a reason why political freedom is difficult to measure.
- (d) Candidate responses showed a good familiarity with how corrupt officials spend public money on luxuries for themselves and the impacts this has on local communities who lack infrastructure as a result. However, there were a few well developed ideas on the mismanagement of resources. Most of the candidate responses did not show an understanding of the causes of corruption, but simply stated 'Corruption leads to...' and 'Mismanagement leads to...' before giving standard responses about the impacts on living standards. Often candidate responses which gave specific scenarios, such as nepotism in government, also gave long descriptions of it and did not develop further on any impacts on local people, beyond 'loss of jobs', 'low standard of living', 'can't get educated', etc. Consequently, a very few Level 3 responses were seen – these were very thoughtful and perceptive, showing a sensitive understanding of the impacts of corruption and mismanagement of resources.

DEVELOPMENT STUDIES

Paper 0453/02
Paper 2

Key messages

- Candidates should be encouraged to look at the information provided, read the questions and study the resources carefully before writing their answers.
- Familiarity with the command words used is important so that information can be used to answer the all questions in the correct way.
- The answer spaces provided, along with the mark allocations given in brackets for each question, are an indication of the length of answers required and can help candidates manage their time.
- For the extended response questions candidates should be encouraged to provide detail by elaborating or linking their ideas rather than making simple lists of discrete ideas. Questions with high marks are marked by levels of response marking, where the overall quality of the response is marked based on depth of knowledge and understanding.
- Candidates should be familiar with the key terms and definitions and should be able to define and use them with confidence in an appropriate context.
- Candidates should be familiar with the different types of resource material used in this examination. These typically include graphs, maps, tables, photographs and written extracts. Candidates should use each type of resource material and practice the required skills throughout the course to perform them effectively in an examination situation. Candidates should be encouraged to take care and focus on accuracy and precision when completing graphs or maps.
- During the course candidates should become familiar with the investigations and enquiries of the type which are referred to in the examination. It is useful for the candidates to be involved in planning and carrying out small scale investigations, either in the classroom or out of school – this could involve tasks like formulating hypotheses, selecting samples of different types, writing questionnaires and using different forms of primary and secondary data and presenting and analysing the results.

General comments

All candidates attempted majority of the questions and majority of the candidates showed relevant knowledge, understanding and appropriate skills. Answers were generally legible and well presented, and there was no evidence of candidates not completing questions due to lack of time.

The success of candidate responses varied according to ability and amount of preparation.

Comments on specific questions

Question 1

- (a) (i) The majority of the candidate responses achieved two marks. Some candidates did not answer the question, and a few shaded incorrectly or untidily so that it was difficult to discern which 'level of risk' category was shown.
- (ii) Most of the candidates achieved full marks.
- (iii) This question was answered well. Some candidates did not make clear comparisons between the two continents but described each continent separately. Many candidates identified that South America has a higher risk of deforestation than Africa.
- (b) Many accurate and clear definitions were given, although some candidate responses did not explain beyond giving the term 'sustainable economic growth'. Majority of the candidate responses

correctly referred to satisfying the needs of the present generation and focused more on the link to future generations/conserving resources rather than the balance between the current development of a country and its future.

- (c) Some excellent responses were given showing clear understanding, especially of the carbon dioxide building up and the impact on temperature and/or rainfall. Some common mistakes included vague references to 'gases' instead of referring specifically to carbon dioxide or other greenhouse gases. Some candidate responses focused on how deforestation affected the level of oxygen in the atmosphere and how this impacted humans/animals instead of the global climate. Some candidates confused global warming with ozone depletion, whilst others confused it with acid rain.
- (d) (i) Most of the candidate responses showed the correct shading, and thus, achieved one mark. Not all responses shaded precisely as shown in the key. Many candidates achieved full marks by completing the pie graph from largest to smallest segments in a clockwise fashion. Some candidates reversed the order of the two segments and therefore did not achieve full marks.
- (ii) This question was answered very well, with majority of the candidates achieving two marks. The most successful responses referred to 'profit' or to 'sell' for commercial agriculture and 'family consumption', for 'own use' and for 'the family' when defining subsistence agriculture.
- (e) (i) This question was answered very well. Majority of the candidates correctly interpreted the key and identified 'demand/market force' as the high impact and 'poverty' as the decreasing impact.
- (ii) Most of the candidate responses correctly identified small scale farming for one mark, however many did not explain their choice by interpreting the data and describing the general trends. For example, many responses stated that for small scale farming most of the factors have an increasing and high impact. Individually listing the factors and identifying the trend for each was not a sufficient response.
- (iii) Some candidate responses did not show an understanding of the term 'natural factors'. Majority of the responses correctly identified drought, flooding and infertile soils.

Question 2

- (a) (i) This question was answered well and most of the candidate responses made relevant observations from the photograph. The most common correct answers were 'tall/long trees', 'shrubs/bushes' or 'grass', but only a few candidates identified all three. Some candidate responses correctly identified the exposed roots, but a few identified evergreen trees or described the open canopy. Responses which did not achieve full marks identified that the soil was bare and included irrelevant information about soil erosion caused by animals/humans rather than describing the natural vegetation.
- (b) (i) Approximately half of the candidate responses correctly identified that 25 per cent of the total forest had been cleared, many others gave 50 or 75 per cent as their answer.
- (ii) Many candidates did not describe the distribution of land given to local farmers. Some responses achieved one mark for stating that land was given to local farmers in Eastern Mau/South West Mau, however only a few explained further, for example, by referring to the distribution being uneven or the areas being on the borders of the forest. Some candidates were not familiar with the skill of describing a distribution.
- (iii) A few candidates incorrectly considered primary data, but most of the candidates answered this question well giving a range of different secondary data collection methods.
- (c) (i) Most of the candidates achieved full marks by correctly identifying title deeds.
- (ii) The most successful candidate responses correctly and fully explained how deforestation causes soil erosion and loss of biodiversity, whilst the weaker responses made some appropriate points. References to 'soil left bare/exposed', 'no roots to hold the soil together', 'water and wind erosion' were common, as well as 'loss of habitat' and 'animals die/move away/become extinct'. Some candidate responses also referred to deforestation damaging the food chain.

- (iii) Many candidate responses described two primary data collection methods which were appropriate to researching the impacts of deforestation. Observation, interviews and questionnaires were the most common correct answers. Stating a method achieved one mark (e.g. observation, interview), however some elaboration of the method in the context of this research was required for a further mark (e.g. observation of how many trees were being cleared, interviews with local people about the loss of species).
- (d) (i) Some candidate responses gave three appropriate ideas, however many focused on one or two, most commonly – the fact that the farming families may come back, or that they would deforest elsewhere, or that that other people would still clear the forest. Other responses considered the fact that it would take a long time to reverse the process, or that it would cause poverty for the families, but a few responses looked at several different ideas. A common mistake in the responses was suggesting that the farming families conserve the forest or that they do not contribute to deforestation.
- (ii) This question was answered well, with some excellent developed answers from the most successful candidates who justified their choice by detailed reference to the advantages of the option selected, and the disadvantages of the rejected options. The weaker responses either did not develop the ideas or focused just on the chosen option without mentioning why the other options were rejected. Options B and C were popular choices and only a few chose D, however good answers were seen for all options. Some candidates chose option A or wrote about why they had rejected it, gaining no credit for repetition of what they had written in the previous question.

Question 3

- (a) (i) Some candidate responses confused random sampling with systematic sampling, whilst others repeated the word 'random' from the question. The most common correct responses referred to 'drawing names/addresses from a hat'.
- (ii) This question was answered well. The most common correct ideas successfully considered the advantages of conducting questionnaires in this way, particularly the fact that the local researchers would know the language and their way around the area. The disadvantages were less well considered, and the idea of potential bias tended to be less well expressed. Many candidate responses did not score marks as they simply listed rehearsed answers relating to the general advantages and disadvantages of using questionnaires, rather than considering the advantages of using local research assistants to carry them out.
- (iii) Most of the candidate responses achieved some marks, with many stating the aim of the research and/or referring to privacy. A few candidates introduced themselves and some did not 'write an introduction to be read out' as instructed, instead inserting more generic information which was not relevant.
- (iv) This question asked candidates to write introductory questions to find out 'details about the people in that household', however, many candidate responses disregarded this and wrote questions about how people make use of the forest, which should be in the main part of the questionnaire, e.g. what products are used by the household/how often they go into the forest', etc. Thus, many candidate responses did not achieve any marks. The responses which focused on introductory questions achieved marks with questions about the number of people living in the household, age, gender and employment.
- (b) (i) Some well thought out responses were given, with products obtained by hunting and gathering such as meat/skins from animals and fruits/berries/herbs being the most common correct responses. Some candidate responses incorrectly listed products from table 3.1 or listed manufactured items such as furniture or paper.
- (ii) Most candidate responses produced an accurate bar graph with the majority gaining three or four marks. Marks were typically not achieved for not labelling the axes, particularly not including 'per cent' on the y-axis, not using a clear scale, or using one that did not start at 0.
- (c) (i) This question was answered very well, with some excellent and well-developed answers given by the candidates. Weak responses identified what should be taught, but did not explain how the programme would be taught, for example, by having weekly meetings for local adults at appropriate venues and times, through the school curriculum, or by well thought out media and information

campaigns. The most successful responses were detailed and developed, and explained how the programme would function alongside what would be taught through various different means. However, many candidate responses did not address the question properly, ignoring the need to 'design an education programme', and simply repeating earlier answers about the need to conserve the forest, for example, in a piece of written text or in a draft of a poster, without explaining how it would be integrated into an education programme.

- (ii) This question asked candidates to address how they could measure the success of the educational programme (i.e., the change that had occurred). Whilst most of the responses correctly identified methods that researchers could use, for example, interviews, observation and questionnaires, many did not address how it could actually assess the success of the programme by including some reference to the situation before and after it had been undertaken. More successful responses identified methodology and explained how comparisons could be made in order to see if the programme was successful.