DEVELOPMENT STUDIES

Paper 0453/01
Paper 1

Key Messages

- Place-specific case studies either from within the Centre's own country or continent provide useful illustrations of development issues and make general topics more relevant. These studies should form an integral part of the teaching of Development Studies.

- A question that is worth four marks and which requires a candidate to describe or explain something should not be answered with a list of four words.

- It is very important for candidates to read the questions carefully so as to avoid either misreading or misunderstanding what is required.

- The command word in the question must be considered carefully, as for example the use of one word in a list is not a description.

General comments

Candidates had generally been well prepared for this paper, although the ability to relate topics to specific areas candidates have studied still proves to be a challenge. For example in the last parts of **Questions 1** and **3**, where extended answers were needed to access full marks, candidates were required to refer to areas they had studied. This was not always done; general references to 'Africa' or 'Asia' are not sufficient.

In the last part of each question, which is marked by levels marking, candidates gave some excellent, fully developed answers particularly in **Question 2**. Links were made between different social and environmental issues of development and different areas of the syllabus were brought together within clear, well-structured answers.

Candidates usually performed well in the data response and skills based questions but there were several answers that had 'No Response' particularly in **Question 4**. Free trade zones and economies of scale are concepts that do not seem familiar to many candidates but are part of the syllabus.

In several questions, candidates' answers were too brief to be considered worthy of full marks.

Comments on specific questions

Question 1

(a) (i) This was generally answered correctly although some candidates failed to write the $ sign or 'or less' and so did not gain the mark.

(ii) Most candidates identified a High Income Country (HIC) correctly.

(iii) Most of the HIC's are not in North America, which was a common but incorrect answer as we were looking for places that had many HIC's not just two. Many candidates gave Europe as an answer or referred more generally to The North, both of which were regarded as correct and awarded marks.

(iv) There were few correct answers as only the most able candidates recognised that GNP per person is an average. Most gave answers about types of jobs that would generate the greater income.

(b) (i)   This was well answered as candidates had no problem in finding evidence from within the resource.

(ii)   No credit was given for merely stating the basic needs that may be lacking. The best answers stated a basic need such as food and then gave a problem caused by not having enough, such as malnutrition. Others considered the problems caused by a lack of education and adequate health care. Candidates were asked to **describe** the problems and so a list of three problems was not sufficient to gain full marks even if the problems were correct. The command word in the question must be considered carefully as the use of one word is not a description.

(iii)   Many candidates have a good understanding of the advantages to a country of its people working abroad. The fact that remittances are sent home to families was often stated but it would have been useful if more candidates had described what the family might use the money for, thereby helping to stimulate the local economy. The fact that people working abroad often learn new skills and may use their knowledge when they return home was well explained as was the fact that with fewer people there would be less strain on local services and unemployment would reduce.

(c)   Few correct responses were given here for what was felt to be a straightforward question. In most instances the question was misread by candidates and so they identified advantages tourism has for Egypt rather than advantages Egypt has for tourism.   The majority of answers therefore considered the source of employment and foreign exchange. Those who had read the question properly then often did not give **two** different advantages. Egypt's monuments such as the Great Sphinx or the Pyramids related to its ancient civilisation which is only one advantage, so candidates could not get full marks by naming two of Egypt's famous tourist attractions.

(d)   Many candidates considered the problems caused by mass tourism rather than the problems for a country of relying on tourism as a major means of development. Most answers did not refer 'to Egypt and other areas you have studied'. Case studies are an important element of this syllabus and in the last parts of certain questions candidates are often asked to use these in their answer. If they do not, then they are unable to access marks in Level 3 as a comprehensive answer is required for these highest marks. Comprehensive means doing all that is required by the question in a well-developed answer. The best answers gave sound points about seasonality, impact of the recession, political unrest (Egypt) and natural disasters (the Asian tsunami). If tourists fail to arrive for any reason the likely impact on the country's economy and living standards was made clear. Many candidates continue to answer in bullet points of a single line – for many this limits their answer to Level 1 unless there is a clear link between the bullets. Bullet points are a useful teaching method in the classroom to summarise points but should not be used where extended answers are required in an examination. Candidates who stated that a natural disaster may result in tourists not wanting to visit a place gained a mark in Level 1. Candidates who developed this idea with a specific example or gave further details as to why this meant tourists would want to go elsewhere gained a mark in Level 2. They may, for example have stated that the Asian tsunami of 2004 had a serious impact on the coastal areas of parts of Indonesia as tourists decided to holiday somewhere else and for the islands that relied on tourism the loss of income would be serious. To gain a mark in Level 3 candidates could have developed this idea further by explaining that in addition to fearing for their own safety, the loss of services due to the destruction of roads and water pipes would have reduced tourist numbers. If these resorts relied on tourism they would have no other source of revenue if the tourists failed to arrive due to influences completely beyond their control.

Question 2

(a) (i)   Most candidates understand that safe drinking water is water that is clean and does not contain bacteria that make people ill. The word 'uncontaminated' was used appropriately.

(ii), (iii) and (iv) Interpretation of the bar chart was well answered.

(v)   The different forms of awareness campaigns were well described although some candidates gave a list of media without any description and so often only gained one mark. Ideas such as advertisements on television were credited as were the use of printed leaflets at clinics or posters along roadsides. Community meetings where these issues can be discussed with a health professional were often well explained as a means of educating adults on the problems of a lack of safe water and improved sanitation. Merely stating 'educating people' without describing how this

would be done was insufficient for credit. Many candidates described what the problems were but this was not required by the question.

(b)(i) Interpretation of the photograph was good although several candidates made assumptions about the area that could not be determined from Fig. 4. Features of the housing most commonly identified were the fact that the dwellings were very close to each other and built upon rubbish. Several had identified the use of stilts. The materials used to make the structures in Fig. 4 were not always accurately stated, as candidates used their knowledge of other shanty areas they had studied rather than describing the housing in Fig. 4.

(ii) Many candidates were able to score two marks for this question but few gained full marks. The point of the question was why it is difficult to provide these services in areas such as those shown in Fig. 4. Correct answers considered the fact that the area was so overcrowded that there was nowhere to lay the pipes and drains. This idea could have been extended to suggest that some houses would need to be demolished but the residents would be reluctant to move for fear of losing their home and space. Other problems concerned cost not only for the government but the fact the residents would probably be unable to pay for the service which would mean it would be difficult to provide it. Statements such as 'it is on the outskirts of the city' did not explain why this would make provision difficult.

Many candidates concentrated on the idea that the water nearby was too polluted but this is a reason why it is necessary to provide safe drinking water, not a difficulty of providing it.

(c) There were some excellent answers to this question which were characterised by well-developed and linked ideas. Many candidates scored marks in Level 3. They gave comprehensive answers that considered both the social and economic benefits of providing safe water and good sanitation. Often the links between the social and economic benefits were given which showed a very clear understanding of the issue. For example, answers considered the fact that with these services, children would suffer less from diseases such as diarrhoea and so would be able to attend School. This would enable them to get a job which would contribute to the country's GDP. Governments could use the income from taxes to improve other services such as health care or build roads which would promote further economic development. Other answers followed the idea that if families are healthier due to a lack of water-borne diseases, the parents have more energy to work and spend less money on medicines. They spend less time looking after those who are ill. Their income can be used to purchase a better diet or Schooling for all their children which would improve the family's quality of life.

Question 3

(a)(i) Interpretation of the pie chart was generally correct.

(ii) Common answers were too vague and stated that the farmers needed more land to make more money or they needed more land to grow more food for their family. Very few references were made to the world's growing demand for meat and crops due to population growth and rises in living standards. Some candidates recognised the problem of soil degradation due to overgrazing and infertile soils as being a reason for clearing large areas of forests.

(iii) There was a wide range of correct answers.

(b)(i) The majority of candidates gave two correct answers but 'planes' are not one of the main causes of greenhouse gas emissions. Some candidates gave 'deforestation' and 'destruction of the tropical rainforests' as two causes without realising they were the same.

(ii) There was considerable confusion here with destruction of the ozone layer and many candidates stated that it was holes in this layer that allow more heat from the sun to get to the earth which causes global warming. Many candidates also discussed the sources of the greenhouse gas emissions and drew all these on a diagram which was not required by the question which needed an explanation of how these gases cause global warming. Many candidates also wrote about acid rain which gained no marks.

(iii) Some candidates referred to the tradition of land being shared out amongst children which often meant the land was insufficient to feed a family and so more land was needed. There were many

good answers about the problem of infertile soils and overgrazing. Also the fact that farmers want to grow a greater variety and amount of food to sell in order to try to break out of the vicious circle of poverty and improve their living standards was mentioned by more able candidates. However the majority of answers were vague and stated simply that farmers want to grow crops to support their family. There was no reference to the need for 'more' land which was the key word in the question.

(c) Answers were generally sound with a good understanding shown of how the loss of habitats results in a decline in biodiversity and extinction of species. Impacts on the food chain and soil erosion were also considered.

(d) The question asked for candidates to refer to areas they had studied, so if they did not do so they could not access marks in Level 3 as they had not given a comprehensive answer. The majority of answers were not place-specific. Some candidates gave good explanations of the effect of changing rainfall patterns and drought on crop production. They then developed this idea to explain how this led to malnutrition and more poverty. Other candidates considered the flooding in Pakistan resulting from extreme monsoon conditions. They described the problems for people who had lost their homes and farms and were suffering from diseases carried by the flood waters. The need for governments to spend money on repairing infrastructure leading to debt was also considered in many answers. Both the social and economic implications of the impacts of global warming were described by the more able candidates and when well developed with examples of specific areas these answers were worth high marks.

Some candidates believe earthquakes and tsunamis result from global warming and also skin cancer and acid rain were often mentioned as impacts.

Question 4

(a) (i) and (ii) These were answered correctly by the majority of candidates.

    (iii) Candidates were asked to give three ways in which money is used in industrial production, using Fig. 7. This was a skills question testing the ability of candidates to interpret a diagram. So the ways money may be spent that were not on Fig. 7 were not given credit. Most candidates, however, did analyse the flow chart correctly.

    (iv) Several answers described the goods as those which had been manufactured into a product but were not ready to be sold as a consumer good without a further production process. The term 'semi-processed goods' should have been explained using terminology not given in the question. Most candidates referred to the goods as those that had only been partly processed and were not finished.

(b) Candidates were able to explain the bulk buying of raw materials as an economy of scale but many only scored this one mark. Other economies of scale are not well understood.

(c) Candidates could state the advantage of not having to pay import tariffs in free trade zones but there was little knowledge shown of other benefits to large factories of locating in these areas. There were many incorrect answers such as availability of cheap labour and easy access to a supply of raw materials. These may apply in a free trade zone but are not necessarily associated with one.

(d) (i) This was well answered.

    (ii) Many answers continued with the trade theme and repeated points given in part **(c)**. Tax concessions and the policy of allowing industries access to a country's raw materials were well stated. There was little mention of the development policy of not having strict laws that would protect workers and the environment but increase costs. Import substitution and export orientated strategies were sometimes stated without evidence that the candidate understood the terms.

(e) There were two parts to this question although they could have been combined within a well-developed response. Firstly, how a factory is linked to the different parts of the economy of the host country, and secondly how it might stimulate growth and development. Some candidates only gave responses to one part and so could not gain marks in Level 3 as their answers were not

comprehensive. There were many good attempts to show the links between a factory and the service sector of the economy in terms of the transport services required to take goods to the ports for export. Candidates explained how taxes were used by a government to supply new infrastructure or improve educational services, raise literacy levels and so promote further development. Answers which considered the importance of factories in employing people explained how the workers could use their income to purchase local goods and services and so stimulate the local economy.

DEVELOPMENT STUDIES

Key messages

Key Messages which would be valuable to future candidates include:

- To practise describing the location of places and features and describing a distribution e.g. by reference to lines of latitude and continents.
- To definite need to be learned possibly through the use of glossaries of key terms.
- To develop ideas and be able to move from a simple statement to a more developed answer or explanation.
- To practise using data from graphs and tables and ensure that candidates use and interpret information in answering a question when required to do so rather than to simply copy the question out.
- To compare and describe the differences. Candidates need to understand what this means and practise using comparative words (e.g. more, higher) rather than simply writing separate discrete accounts.
- To understand the difference between sampling and methods of data collection – these are often confused.
- To explain and justify in order to gain higher level marks.

General comments

This is the fourth paper to be taken by candidates following the revision of the syllabus and the second time that candidates have had to write their answers in a combined question and answer booklet. The question and answer booklet, along with the mark allocations in brackets, provided clear guidance in terms of the length of answers required and most candidates used this well to avoid writing excessive detail in answers worth few marks, or writing limited answers when a question was worth several marks and required an extended response.

There was a wide range of marks and it was pleasing to see candidates at the top end relating their answers to key development issues and attempting to use specialist vocabulary in their answers. The vast majority made a genuine attempt at all questions; however from some candidates there was a tendency to provide rehearsed responses which were not always appropriate to the questions being asked. Whilst clearly there is a need to learn factual information it is also equally important for candidates to read the questions carefully so that it is used in the correct way. In addition a significant number of candidates need to make better use of statistics and data provided in the question paper and the insert.

In only a small minority of cases were questions not understood and most candidates were able to attempt all tasks. Time management did not seem to present problems for candidates as all had sufficient time to complete all questions. The mark scheme enabled candidates to be credited for what they knew, understood and could do, and it enabled stronger candidates to develop their answers to access the higher marks in those sections where there it was appropriate.

Comments on specific questions

Question 1

(a) (i) Generally well answered with a few candidates reversing the order.

(ii) Whilst descriptions of distribution were not strong, most candidates gained one or more marks here for naming continents like Africa or countries such as India.

(b) (i) Life expectancy was almost universally understood while GDP was the least well known of the three. GDP per person caused problems for some candidates who needed to recognise that it was `per person` and `per year`. Adult literacy was well understood although some candidates simply stated that they were `educated`, which was not accurate enough.

(ii) All indicators listed in Fig. 2 can be measured statistically, with the exception of `freedom and justice`. Far too many candidates identified the wrong indicator and therefore gained no marks on this. Some who identified `freedom and justice` struggled to express the idea of this being an abstract concept; however from really perceptive candidates there were some excellent responses.

(c) Most candidates did well here and accessed Level 2 as they described trends and backed up their observations with statistics. Few candidates made it clear in their comments that they understood fully that the scale of the graph showed change in GDP (i.e. percentage increase) and so therefore did not access Level 3.

(d) Nearly all candidates identified suitable indicators and most were able to briefly indicate how they would be used by suggesting whether they were high or low when linked with the income of the country. Few candidates gave detailed explanations of how these indicators could be used for a full Level 3 response.

Question 2

(a) (i) The word "location" appears not to be widely understood. There were too many answers about climate or altitude rather than location.

(ii) Most candidates gained both marks.

(iii) Generally well answered, though some candidates struggled, incorrectly citing examples such as Wote or Kibwezi or Makueni.

(b) (i) There were a lot of vague ideas about pilot studies with some candidates `lifting` inappropriate phrases from the passage. Small numbers of well prepared candidates got the right idea about testing the questions or similar. This is a key term which candidates should be able to clearly define.

(ii) More candidates were able to give an advantage of random sampling than a disadvantage. Only a few could express the idea that the sample might not be representative. Some candidates wrote generally about the problems and advantages generally of sampling rather than specifically about random sampling.

(iii) Although there were some repeats of random sampling most candidates did gain credit for either naming or describing different sampling techniques. Some of the better candidates gained four marks for appropriate names and clear descriptions though few could clearly describe stratified sampling.

(iv) While some candidates seemed to think that questionnaires were used most did identify at least one correct method. Some explained well why the methods had been used however others described the type of information that could be gathered rather than analysing the methodology.

(v) This question was answered well. There was a good range of suggestions of likely practical difficulties, most candidates covered a range of practical difficulties, or developed their ideas well.

(c) (i) A few candidates drew too many squares, but most managed to complete it well.

(ii) Only a minority of candidates gained all four marks. Two comparisons each backed by figures ought to have been more universally understood. Statistics were generally used well, however many candidates then needed to interpret them and draw out the comparisons in words.

(iii) Whilst there were some high quality answers many candidates just quoted statistics here and wasted time quoting all of them. They needed to continue to draw out the comparisons and distinguish between the goats and cows. Many weaker candidates did not understand the key or grasp how the graph was showing the information about livestock.

(d)(i) This task was generally well done, and many candidates completed the pie chart and key accurately. A few candidates marked the lines at 22, 23 and 35 rather than completing the pie.

(ii) Most candidates appreciated that pie charts were easy to understand though fewer explained clearly that it was a good choice as it showed how the whole was divided into proportions/percentages.

(iii) Lots of valid reasons were suggested for differences in water supply methods but quite a lot of the candidates did not use the information given in Fig. 7 to identify what these differences were. Therefore their answers were too general to gain high levels. The higher scoring answers named villages and gave figures, then accessed the higher levels with developed explanation.

(e) Generally this was well answered with a significant number of candidates being able to gain full marks. Most chose to refer to buying livestock and building a dam and were able to give developed answers identifying several advantages of each development. Relatively few chose to write about terracing - although many who did so gave well explained answers about soil erosion and soil fertility. Some chose to write about the grain store, which many did effectively, though some interpreted this as a grain shop and did not gain all available marks.

(f) Response to the final question was variable. Some wrote only about what they were going to find out or gave a very simple idea of how they would do so. Better candidates attempted some explanation but very rarely did candidates explain and justify the methods to access Level 3 marks. Some of the disappointing responses listed methods and then went into rehearsed answers about the advantages of questionnaires, observations etc. Few candidates suggested the type of data that could be looked at, and how the data could be interpreted in order to evaluate success/failure.