DEVELOPMENT STUDIES

> **Paper 0453/01**
> **Paper 1**

Key Messages

- As well as knowing the location of the different continents and selected countries, candidates should be aware of the approximate extent of the different regions. The World Bank uses data for different regions as well as for individual countries to illustrate progress towards the achievement of the Millennium Development Goals. These statistics are often used in this paper to test candidates' skills in data analysis, as the MDGs form an important element of this syllabus.

- The last part of each question is marked by levels marking. If a question has two aspects to it, such as **Question 3 (d)** which asks for causes and solutions, and **Question 4 (d)** which asks for advantages and disadvantages, then marks in Level 3 cannot be gained unless both parts of the question are considered in the answer.

General comments

Candidates had generally been well prepared for this paper and Centres are to be congratulated for encouraging their candidates to develop their answers. A distinct improvement has been noticed in this, particularly in the last part of each question, compared with previous years.

Comments on specific questions

Question 1

(a) (i) Candidates generally scored full marks by naming the materials used or by describing their qualities such as natural or manufactured.

(ii) Candidates were able to choose from various forms of modern technology that appeared in Fig. 1.

(iii) Selection of the appropriate information from the source material was not difficult providing candidates knew what the basic needs are. However, ways had to be suggested as to how these needs were met by the villages. It was not sufficient just to state 'there is shelter' or 'education is provided'.

(iv) The question clearly asked candidates to choose **one** of the basic needs. Many gave three improvements to three different needs and so could only score one mark. Candidates should always endeavour not to simply repeat themselves. For example, if they chose education and then suggested 'more schools, more teachers, more books' – full credit was not given. However, full marks were given for an answer that suggested that each village should have its own primary school, the government should train more teachers to enable universal education and provide more equipment such as reading books.

Several candidates gave excellent answers relating to government action in terms of making laws against child labour and the promotion of low cost, compulsory primary education. Others considered health care, and suggested villages could have a pharmacy where low cost medicines could be available; or where workshops could be organised to educate the community on methods of disease prevention etc.

Hospitals, secondary schools and colleges were not appropriate answers for meeting basic needs in a village situation.

(b) (i) This was answered correctly although many candidates had problems with the spelling of 'subsistence'.

(ii) There was generally a sound understanding shown of the factors of production in relation to traditional farming and many candidates scored full marks. However, some considered 'capital' as an output rather than an input.

(iii) Statements such as 'transport is poor' and 'they use bullock carts' were not adequate reasons. Candidates needed to explain the problem of the transport network in terms of missing links or the distances involved and they should have considered the problem of using transport such as a bullock cart. Very few candidates suggested the difficulties of using the buses to transport surplus goods although many did state that the farmers were often too poor to have their own trucks. Many answers focused on why farmers found it difficult to sell the surplus produce, which did not answer the question.

(c) The majority of candidates were able to gain marks in Level 2 as they have a sound understanding of how modern farming techniques increase yields of crops. There were some good answers from candidates who described how the use of artificial fertilisers, hybrid seeds and modern machinery can increase production compared with traditional methods, from the same amount of land. However, a common weakness was that little indication was given as to where this improved technology would come from. Many simply assumed that governments would unconditionally provide these at no cost to the farmers. Candidates need to avoid statements that suggest that government 'give farmers' modern machines' etc. This is unlikely, but the idea of schemes such as low interest loans when linked to the purchase of these capital goods was worth credit.

Candidates who described the value of farmers' cooperatives often scored marks in Level 3 by linking together the numerous different benefits of these organisations in terms of helping farmers to increase outputs.

Other valid answers considered the fact that governments could undertake land reform to give farmers security of tenure which would mean they would be more likely to invest in the farm to increase production in the long term. Also, ideas related to transportation and trade to ensure farmers had access to markets for an increased amount of goods were often well expressed.

Question 2

(a) (i) (ii) (iii) These were answered correctly by most candidates.

(iv) The relationship between the maternal mortality rate (MMR) and the percentage of total births attended by skilled health workers were recognised by many candidates who had understood the question.
It was surprising, however, that there was very little mention, if any, of the anomalies. Of particular note, was the fact that in many regions, not all the countries have the same MMR. Several candidates explained why there was a relationship, which did not gain credit. Generally, much more care needs to be taken in interpreting a choropleth map as sweeping generalisations were made about the continent of Africa in particular. For instance, in support of their identification of a negative relationship, candidates stated that Africa south of the Sahara has 44% of births attended by skilled health workers and a very high MMR. Some countries do, but certainly not all. Many answers grouped the whole of Africa together and failed to identify which of the two regions they were referring to. South Asia clearly has the lowest percentage attendance but it does not have a 'very high MMR', although many candidates gave this incorrect information to support their answer.

One mark was reserved for accurate figures, but these were often lacking as data on the bar chart was not read with sufficient precision to merit credit. South Asia, for example, does not have 40% of births attended by skilled health workers. Several candidates explained the relationship, which was not required.

(b) (i) This question did not relate to general causes of people dying but to deaths of mothers during pregnancy and childbirth. Many answers failed to make this distinction but a statement such as 'a poor diet would make mothers weak and unable to cope with pregnancy or a difficult childbirth' was worth credit. Similarly, credit was not given for stating the diseases that women die from, such as HIV/AIDS, unless it was linked to maternal mortality in a similar way. 'Poor health care facilities' was rather vague, but those candidates who explained that mothers could not access medical care either because they could not afford it or because the hospitals were too far from their home, or because equipment /medicines/trained staff in clinics were inadequate, gained marks. Frequent pregnancies that do not give a body time to recover, as well as young mothers not having a body developed enough to cope with childbirth were acceptable answers, as were descriptions of the hard physical work women undertake late in pregnancy that threatens their chance of survival.

(ii) Most candidates recognised that lower costs would equal greater access to maternal care but many failed to gain a further mark. However, some continued the theme that this would reduce the number of mothers dying so they would be there to look after their children as they grew up.

(c) This question moved away from maternal mortality to extend to the health of the population. Weaker answers restricted the improvements in health to the pregnant mothers themselves rather than to their families or the wider population. Some answers were too generalised such as the statement 'mothers will know how to take care of their children'.

On the whole, candidates have a thorough understanding of the link between education and health issues. An excellent answer went as follows:

1. Mothers will teach their children good hygiene practices like washing their hands before a meal, so they will do it even when she is not there.
2. Mothers will learn family planning so they will only have a few children which they can keep healthy.
3. Educated mothers will be able to get jobs and with their income they will buy medicines if they are needed, as they are the ones who care for the family.

(d) Candidates who considered the causes of the spreading of HIV/AIDS or those who purely described the methods used to prevent its spread, rather than the effect of this on development, gained no marks.

However, there were many excellent answers to this question with candidates linking together ideas into a comprehensive answer. Many candidates considered the problem from the point of view of both the families affected and the government. This was an excellent approach to take. Answers that achieved marks in Level 3 developed the issue of workers often being too weak to work which affects family incomes and therefore standard of living. Children may have to stop going to school to look after their parents or they may become orphans and so have no-one to pay school fees. Literacy rates therefore fall and the lack of a skilled workforce in the future will reduce the development that can take place.

Candidates developed the facts that governments not only receive fewer taxes but they need to purchase expensive antiretroviral drugs (ARVs), or build more health facilities which mean less money for infrastructure projects which would support industrialisation. As production decreases, countries may fall into debt as they borrow money to provide essential services.

Question 3

(a) (i) This was answered correctly.

(ii) Answers were usually correct although several candidates put the wrong units and used %.

(iii) The concept of 'per person' is not generally understood. Population size was rarely considered as a reason and where it was, more candidates stated that USA has a bigger population than China. It was widely assumed that USA has more industry and weaker environmental laws.

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(iv) A common response was that these countries have more people and are more developed. There were also many references to deforestation. The question asked why these countries emit so much carbon dioxide. It was not sufficient, therefore, to state that 'people in these countries use cars' or 'these countries have industries'. There needed to be some reference to large numbers or high standards of living for many people etc.

(b)(i)(ii) There were many good definitions and examples of renewable energy given to these questions.

(c)(i) Most candidates are aware of the impact of global warming on low lying islands and explained the cause of rising sea levels. There was some confusion with general flooding caused by deforestation and also the increased occurrence of tsunamis.

(ii) There were many incorrect references here to the problems of acid rain. Candidates had to explain the effects of global warming on crops and food supplies rather than just describing that there may be a shortage. A suggestion that more extreme weather events causing intense storms would damage standing crops was a valid answer, as was the increase in drought causing plants to wilt and die. Few candidates mentioned the potential increase of pests in areas where they were previously absent or the fact that desertification would lead to soil erosion.

(d) This part of the question was concerned with urban pollution but several candidates dwelt upon the emissions of CO2 and considered methods to reduce deforestation. Too many candidates did not identify a specific type of pollution beyond 'urban'. This was particularly common among the large number of candidates who blamed pollution on rapid rural to urban migration. However, there is generally a good understanding of the causes of urban pollution but some of the solutions suggested would merely locate the problem somewhere else or have severe impact on development. For instance, water courses will still be polluted by industrial waste whether the factory is in the town or on the edge. Having less industries, which was another common solution, would be bad for unemployment statistics and exports. Statements such as 'dispose of waste properly' and 'use environmentally friendly methods' were too vague for any credit to be given.

The causes of land pollution by litter and sewage were well explained in terms of overpopulation of shanty towns and the inability of councils to provide adequate services. More than one solution was often given as to how the problem could be reduced, including a regular refuse collection and the installation of proper sanitation, an awareness campaign of the health hazards of uncontrolled dumping of waste and rural development projects to reduce migration. These fully developed ideas are worth marks in Level 3.

Air pollution from vehicle emissions was easily developed into higher level responses in a variety of ways. Problems caused by traffic congestion in terms of increasing specified emissions were ways of developing the causes into Level 2. Ways to reduce vehicle emissions are many and varied and candidates who considered methods to reduce emissions by energy efficiency measures or catalytic converters as well as ways to reduce the number of cars on the roads achieved high marks. Statements such as 'people need to use public transport more' were only worth marks in Level 1, but candidates who explained how this might be achieved such as by high car parking charges or by advertisements showing travel by cheap, reliable and regular bus services gained higher marks.

Some candidates considered the effects of pollution but no credit was gained for this.

Question 4

(a)(i) This was answered correctly by the majority of candidates.

(ii) There were many answers here which described the cause of a negative trade balance, for which there was no credit. However, the majority of candidates scored at least one mark for identifying that either there would be little money for infrastructure projects or the country would get into debt. The word 'development' is generally not worth credit on this paper. It is necessary to give an illustration of what this might mean in the context. For instance, 'a country with a trade deficit has little money for development' would not gain credit. If the answer was 'a country with a trade deficit has little money to invest in infrastructure such as new roads and more secondary schools' then this is worth a mark.

(b)   A common response was 'the tourists may stop coming'. There was usually no explanation of the economic problem that this might cause nor was there any reason given as to why this might happen. Acceptable answers stated that tourists may stop coming due to situations that the country was often unable to control and this would cause unemployment and loss of revenue. Some candidates gave three different reasons tourists might stop coming, but the economic problem is the same for each. To gain other marks, it was necessary to consider other issues such as the fact that profits from MNCs that run the tourist industry go abroad, the seasonal nature of the industry or the neglect of infrastructure projects away from the tourist centres etc.

(c) (i)   This was usually answered correctly.

(ii)   Many candidates recognised the shift from a negative to a positive balance of trade and were able to explain this by describing the changes in the type, value and variety of goods imported and exported. Many failed to see that imports in 2011 were mainly semi-processed goods as opposed to the finished goods imported in 1977. There appears to be some confusion over the term 'tertiary'. The tertiary sector of the economy provides services; it does not manufacture goods, so reference to 'tertiary goods' is not correct. Weaker candidates tended to spot the differences in the diagrams but clearly did not fully understand the changing trends.

(iii)   How the relative size of the different sectors of an economy changes as a country develops is generally well understood. Several candidates did not understand the term 'sector' and tried to answer this part by using the changes apparent in the Figs. 5A and 5B.

(d)   All candidates had read this question carefully and had not written about the advantages and disadvantages for multinational corporations (MNCs) of setting up in low income countries. However, it became apparent that candidates may have been taught the advantages and disadvantages for low income countries of MNCs in the form of two lists as these were often reproduced in the examination. That may certainly be a good teaching method, especially as a revision exercise, but candidates must link ideas together in the final part of questions where they are told specifically to develop their answers.

As a good starting point, the idea of employment for local people would be worth a mark in Level 1. This could be developed into an explanation of what the people may do with their income, either supporting the local economy by buying extra food from shops or improving their living standards through having a greater access to healthcare or education (Level 2). The employment issue could then be considered from the point of view of disadvantages, such as the fact that MNCs usually bring over their own skilled labour, so the jobs for the local people tend to be poorly paid. There is also exploitation of workers with bad working conditions and long hours which can affect workers' health (Level 3).

The advantages for the government in terms of an increase in foreign currency from exports and taxes which enable it to invest in new infrastructure projects could also be developed to Level 2. A further consideration of the problem of intimidation of governments and corruption linked to these hugely powerful organisations, together with effects of their exploitation of the country's natural resources and pollution of its natural environment, would be worth a mark in Level 3.

This is a comprehensive answer as it considers both the advantages and disadvantages of MNCs for low income countries. This approach also links the social, economic, political and environmental aspects of development which is to be encouraged by candidates.

DEVELOPMENT STUDIES

| Paper 0453/02 |
| Paper 2 |

Key Messages

- Candidates should read the question carefully – many find it useful to underline key words to ensure that they are clear what the question is asking them to do.
- Definitions need to be learned, possibly through the use of glossaries of subject specific vocabulary.
- Candidates should practise developing ideas – elaborating on simple statements and moving to a more developed answer or explanation.
- Practise in using data from different types of resource is essential – candidates should be able to use and interpret information to describe trends, compare sets of data and identify anomalies.
- It is important for candidates to experience the different stages of enquiry. Only by planning and carrying out investigations will they be able to gain any real knowledge and understanding of issues such as sampling, data collection and analysis.
- To access higher marks in questions which require it candidates must be able to explain, justify and evaluate. The incorporation of evidence, such as statistics, in answers is something which should be done where appropriate.

General comments

There was a wide range of marks and it was pleasing to see many high quality responses where candidates showed a good understanding of development issues, used the source materials effectively and wrote coherently using specialist vocabulary. The vast majority of candidates made a genuine attempt at all questions, completing all tasks, attempting to develop their responses where appropriate, using guidance provided by the space in the question and answer booklet and the mark allocations. As always there were candidates who would have benefited from having a more in depth knowledge of the factual information, and there were others with good knowledge and understanding who needed to read the questions more carefully to avoid misinterpretation of questions.

Time management did not seem to present problems for candidates as all had sufficient time to complete all questions.

Comments on specific questions

Question 1

(a) This was answered well by the majority of candidates, although some confused refugee and asylum seeker.

(b)(i) The trend shown in the graph was fully described by relatively few candidates and practice is needed in this skill. Whilst many recognised the increase and decrease in emigration at different stages of development, few elaborated by referring to the rate of increase or decrease. Given the clear trends shown by the graph the simplistic reference by many candidates to emigration increasing with development was not acceptable.

(ii) Whilst perceptive candidates gained a mark for recognising that development implied a better quality of life and there was less need to migrate, many candidates lost marks because they gave a simple description of push factors rather than linking this to the rate of migration which was needed to answer the question. In addition some answers wrongly focused on migration into a country rather than from it.

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Question 2

(a) (i)   This was generally accurate.

(ii)   The majority of candidates answered this well although there were some who clearly could not interpret the proportional arrow symbols.

(iii)   This answer varied in quality – there were a surprising number of candidates who lost marks by not naming countries and giving associated figures and others who simply listed or counted countries without arriving at a conclusion.

(b) (i)   There were many excellent responses to this question. The key to success was the ability to compare and use statistics and years to back up comments made. Some candidates struggle when asked to compare – it is always preferable to link comments about the variables being compared by using comparative words (e.g. more, greater rate of increase) than writing separate sections about each without apparent links.

(ii)   This was answered well and a variety of ideas were seen. It is pleasing to see a clear understanding from candidates that the results of immigration are not all negative.

(iii)   Similarly here there were many good answers to this question though it was necessary to elaborate a little more than observing that 'population declines', 'the economy falls', 'development slows down' or 'GNP is reduced'. It is always wise for candidates to attempt to develop such simplistic statements in some way.

Question 3

(a) (i)   Most candidates did use their own words but not all read the question carefully enough and many repeated the aim given in the stem of the question.

(ii)   This was well answered by most candidates with good answers referring to outdated information, bias, inaccurate information and the data not being first hand. A few candidates wrongly focused on general problems relating to the use of the Internet such as connectivity problems, network coverage and expense rather than relating their answers to problems of using the data for research investigations as required.

(iii)   Whilst some candidates could explain this very well others seemed to have little idea of the difference between open-ended and closed questions. There were some answers which simply repeated ideas and therefore gained one not two marks e.g. 'an open-ended question is one which encourages extended responses but a closed question does not'.

(iv)   There were some excellent answers to this; clearly many had been well rehearsed. It was good to see candidates developing the points they made and, in some cases, explaining advantages and disadvantages by comparing questionnaires with the use of other methods of data collection.

(b) (i)   This was answered well by almost all candidates.

(ii)   Many candidates did not really understand this concept and many answers focused upon biased and unbiased questions or answers rather than methods of sampling. There were however candidates who were able to correctly state that an unbiased method of sampling gives every person or item a chance of being chosen in the sample which is not the case with a biased sample.

(iii)   Whilst there were some clear and well expressed answers which demonstrated an understanding of how the sampling type could be used there were also many vague or weakly expressed ideas. For example many cited 'random sampling' and then did little more than explain it in terms of the sample being selected 'at random'. Equally prevalent were answers which selected another type of sampling (e.g. systematic) followed by a description of another type, typically random sampling. Candidates can become familiar with sampling types by the use of practical exercises involving choosing samples in different ways. This can easily be done in the classroom where the relative merits of these different types of samples can be discussed and understood.

(c) (i) Many good answers to this question were seen and candidates generally applied their understanding well to this situation, recognising the value of using snowball sampling to find appropriate people to complete the questionnaire.

(ii) Answers to this varied in quality. The most common answers were the simple ideas of the questionnaire not being passed on or returned. More perceptive candidates were able to focus on and explain more sophisticated ideas, such as the sample being unrepresentative.

Question 4

(a) (i) The vast majority understood these concepts, though a few repeated the words 'push' and 'pull' without further elaboration.

(ii) This was well answered by many candidates – answers varied from the sophisticated to the simple, however most candidates were able to gain some credit. Looking for jobs, aiming to improve living standards and meeting basic needs were all common answers.

(b) (i) Most answers were in the tolerance allowed (93 to 95 million) however there were some inaccuracies, particularly those caused by careless misinterpretation of the graph scale.

(ii) Both parts were generally well answered, almost universally in the case of health care. Some pension answers were not sufficiently explicit, either because they simply repeated the word 'pensions' without showing understanding or made no reference to elderly people.

(c) Most candidates gained credit, with many achieving Level 2 as they analysed the statistics in Fig. 9 and developed their ideas to largely conclude that the statistics did support the findings of the research. A few were able to evaluate more critically and enter Level 3 by raising the possibility for example that Nigeria and Denmark have different population sizes, rendering crude data such as this of little direct use. Indeed it is a reasonable assertion, made by a limited number of candidates, that statistics on road accidents would have a minor influence, if any on the decision to migrate.

(d) (i) Most candidates plotted the cross accurately.

(ii) This was well answered in many cases, although inaccurate reading of figures from the graph lost quite a few candidates marks. Some candidates limited themselves to two marks by simply quoting two sets of figures and making no attempt to compare verbally whilst some others compared but did not use statistics.

(iii) The general relationship was correctly identified by most candidates and many backed this up by using examples of two contrasting countries with accurate statistics. Despite the clear instruction some examples referred to countries but did not incorporate statistics whilst others only referred to one country. To achieve full marks candidates needed to recognise that the relationship was not perfect and that there are anomalies, either by making a statement or using a country to illustrate that. A reasonable number of candidates did so, however generally this was not done. The idea of recognising and explaining anomalies when data is shown on graphs and maps is something which should be practised by all candidates.

(e) (i) Whilst many candidates were conversant with this skill there were a significant number who did not complete the graph at all. Others inverted the graph – by entering the figures in the order they appeared in the question rather than using the other completed bars as a guide.

(ii) Success here depended on an understanding of how the compound bars worked and accuracy of measurement. Whilst many candidates scored one or both marks others were wildly inaccurate.

(iii) Sadly many candidates were conversant with problems caused by corruption, perhaps through personal experience in the countries where they are living. The most popular answer was to do with unfair treatment which manifests itself in so many ways and leads to a lack of trust of those in authority. Most candidates included at least one valid idea, others were able to gain both marks.

Question 5

The question provided an opportunity for more detailed writing and generally it was well answered, with candidates recognising the issues pertaining to all three choices, and demonstrating some ability to use a degree of empathy. The key to a good answer was the ability to elaborate and develop ideas in terms of the advantages of the chosen option and disadvantages of those choices which were rejected. Almost all candidates achieved marks, ranging from simplistic but accurate Level 1 responses to very sophisticated evaluation at Level 3.