

DEVELOPMENT STUDIES

Paper 0453/01

Paper 1

Key messages

Answers to questions that are worth more than one mark require more detail or explanation.

To achieve high marks in the last part of each question, all aspects of the question must be covered.

General Comments

The analysis of diagrams and the interpretation of photographs were sound but candidates should try to use written source material to stimulate ideas rather than extract the material for use in responses.

Candidates are to be commended for the detail in many of their answers and their clear understanding of many issues in the syllabus. In particular, the answers to the reasons for falling death rates and high birth rates were excellent with many basic ideas being extended.

The use of case studies is encouraged, especially those that are relevant to the candidates' own country or continent. In **Question 2 (c)** many candidates selected the example of an earthquake in Japan which made it a difficult question to answer in terms of its impact on development. An example from a developing country would have been more appropriate.

The last part of each question tends to be more open-ended and candidates are now beginning to link the social, economic and environmental aspects of development if the question permits. This is an important approach to this syllabus as many development issues are all linked and can be studied in a holistic manner. It is important for candidates to see the connections between different sections of the syllabus. In **Question 1(d)** for example, the measures that governments can make to improve the lives of farmers could include social measures such as the provision of a village clinic as well as the economic measures to enable farmers to increase production. In **Question 2(c)**, the impact of a natural disaster on development could consider issues other than economic development. The effects of an earthquake on social development such as lower literacy rates as children miss School as Schools are destroyed or increases in child mortality due to malnutrition from drought affecting crop production would also be valid answers.

Comments on Specific Questions

Question 1

- (a) (i) This was usually answered well, although some candidates still have difficulty in distinguishing countries from continents as several gave Ivory Coast as the answer.
- (ii) Most candidates were able to interpret Fig. 1A correctly. Accuracy was important and candidates need to make sure they interpret the data correctly.
- (iii) and (iv) Whilst most candidates are aware that the main cocoa consuming countries are high income ones, fewer know that the main producers are low income countries. World maps showing GDP per person and the HDI of individual countries can be studied to ensure candidates are familiar with the continents and also selected countries in each one. The general level of development of different parts of the world can then be understood.
- (v) This was generally answered correctly although several candidates gave the answer 'Others'.

- (b) Candidates who understood the term 'neo-colonialism' gave good responses which commonly involved linking developing countries with production of the raw material and developed countries with the processing of it. The recognition that developing countries involved in the trade of cocoa were still economically dependent on their former colonial power was often explained, as was the fact that it was the developed countries that gained the most from the trade as they added value to the product through manufacture. Several answers, however, were too vague and described trade that could have been between any countries in the world.
- (c) (i) This was a general question asking why the price of primary products fluctuates. It was therefore important in the answer to imply some sort of change. 'The high cost of fertilisers' does not explain the fluctuation in the price of the crop. Candidates could use the example of cocoa described in Fig. 2 if they wished, or they could have considered any other primary product they had studied. Supply and demand were often mentioned but not in relation to an increase or decrease in prices. Many candidates copied sections from Fig. 2, but source material provided should be used to generate ideas. 'Some years the rainfall is lower' should have been linked to a reduction in quantity or quality of production and then linked to the change this would cause to prices. Factors affecting demand were rarely considered.
- (ii) Most candidates understand that producers are paid low prices for their cocoa as a few powerful companies control the market. However, many answers considered the general problems caused by multinational companies that operate secondary industries in a developing country, such as their profits are sent abroad, they pay low wages etc. Other candidates assumed the multinationals were also producing the cocoa beans leading to direct competition for the farmers, but it is the trading and manufacture of chocolate that is controlled by a few large companies and this was clearly stated in the question.
- (iii) This was usually well answered although weaker responses failed to elaborate on the information already supplied in the resource and copied 'they lack influence and have few resources of their own'. Many candidates are familiar with discrimination in terms of land ownership, access to credit, education etc. Although most candidates restricted their answers to female farmers, some were able to look at the problem more widely and considered problems of gender discrimination in business and politics.
- (d) Some interesting case studies were included and this is to be encouraged as they allow specific, local projects that lead to improvements in people's lives to be considered. Candidates from Botswana explained how the Meat Commission helped farmers and candidates in Swaziland described how agricultural competitions were raising standards as well as outputs.

Candidates could have looked at the broader picture of rural development in terms of provision of clean water supplies, a local clinic, electricity etc. These alone would greatly improve the lives of both men and women farmers. Candidates tended to focus entirely on economic issues such as the provision of cheap loans to enable farmers to buy fertilisers and improved seeds. There was little attempt to show how an increase in yields would improve the farmers' lives. Candidates gained credit for suggesting that governments could encourage the formation of co-operatives so that farmers could access cheap loans to perhaps buy a tractor. The link to how this would raise farmers' standards of living was generally missing. An explanation of the fact that this would lead to more sales which would raise income which could be used to buy medicines or a more varied diet would have been beneficial to any answer.

Weaker responses tended to give very general measures without suggesting how these could be funded, such as give them machinery, or provide free fertilisers for example. Others turned this into an answer about addressing gender discrimination in general and overlooked the focus on how this could improve the lives of farmers. Candidates should remain mindful that they need to look at the precise wording of the question and respond accordingly.

Question 2

- (a) (i) This was generally answered correctly except by those candidates who stated a duration of time as 02.30.
- (ii) Most candidates understood that it was not only the large size of the waves but also the fact that the land by the coast was low-lying that resulted in the waves spreading so far inland. Many

candidates copied the penultimate sentence in Fig. 3 but they should endeavour to pick out the relevant points and put them in their own words.

- (iii) Most candidates selected the important section from Fig. 3 which related to the presence of international tourist resorts.
- (b) (i) 'To warn people of the disaster' is not adding anything that is not already in the question. It was important for answers to include the idea that by way of being warned of an oncoming disaster, people could evacuate the area or make preparations to ensure their safety. If people are made aware of a danger then casualties can be reduced.
- (ii) Candidates who recognised that a rapid response would save lives as people would soon die without access to their basic needs scored marks. There was some repetition of answers from part (i) here but the need to have a *quick* response is not the same as having a warning of a disaster. Few answers went beyond 'the need to save lives' type of response. There was little mention of the need to supply fresh water and adequate sanitation quickly to prevent cholera, the need to supply shelter quickly to prevent people dying of the cold or even the provision of food supplies to prevent starvation. Whatever the disaster candidates may have studied, the same problems occur and the same responses to the disaster would be needed.
- (iii) Some candidates linked their answer to a specific type of disaster they had studied such as floods which could last several days therefore preventing aid from getting through quickly to those in need. The fact that earthquakes had caused bridges to collapse so communication lines were destroyed was a common answer. Weaker responses simply suggested that poor countries could not afford aid.
- (iv) Some candidates suggested that if the relief effort appeared to be well organised, then people would feel less stressed and not panic. Others suggested that organisations would need to agree which of the many problems needed solving immediately. These answers were both worthy of credit. A number of candidates did not seem to understand the meaning of the word 'coordination' and some did not understand this meaning of the word 'relief'. Many candidates simply gave a list of things that needed to be done to help those affected by the disaster such as the provision of food and shelter. There was little understanding shown of the need for the relief effort to be organised so that all aid from various organisations did not go to one area, and so leave other areas with nothing. The importance of the role of the armed forces in supplying helicopters to take tents and food supplied by an NGO to remote areas was not considered but this would need a plan with organisations cooperating to increase efficiency and so save lives.
- (c) Many candidates gave what amounted to lists of the possible effects of natural disasters, some using well prepared facts about a real example, and others in more general terms. There were answers linked to a variety of natural disasters from around the world such as drought in Botswana, earthquakes in Haiti and China, floods in Mozambique, hurricanes in USA and tsunamis in many locations. However, it was rare for these effects to be linked to development. The question did not ask about the damage that had been done by the disaster, but its effect on development. Better responses were able to make links between loss of crops and farmers' income or damage to businesses leading to loss of jobs. The connections between income or jobs and production of goods for export, improved health care or access to education were not generally made. Candidates often just stated that 'the government had to spend a lot of money mending the damage that could have been used for developing the country' without explaining what those aspects of development might be. Some of the better answers linked the fact that the government had to spend large amounts of money treating injured people with the fact that they therefore had little to spend on training more doctors or providing more hospitals. This could have been developed into a statement explaining that the latter would improve the general health of the population that is vital to economic production which provides the money for further development projects.

A good answer might have included the following:

Roads, bridges and ports were damaged by the earthquake so raw materials for industry could not be transported and finished products could not be exported. People lost their jobs as industries were destroyed and governments lost revenue from taxes. Meanwhile it had to spend considerable amounts of money mending the damage caused by the disaster. There was therefore less money to spend on new Schools and medical care which would have improved literacy rates and reduced

IMR. At the same time people had lost their source of income so could not afford medical care or education, they struggled to find food and clean water and fell into poverty.

Question 3

- (a) (i) This was correctly answered.
- (ii) This was well answered by the majority of candidates, with many able to give several sound reasons why death rates have fallen in many countries. Some excellent answers included ways of reducing HIV/AIDS and others gave details of improvements in medical services such as an increase in the availability of vaccinations. Some candidates developed answers by explaining the increase in access to ante-natal and post-natal care helping to reduce maternal and child mortality rates. These were the sort of answers that candidates should be striving towards in all sections. 'Better standards of living' is a vague phrase and candidates should always seek to explain this in terms of an increase in availability of clean water or access to primary health care, for example. Similarly, 'death rates have fallen due to family planning' requires additional information such as 'so families have less children to look after and so can provide them with enough food and medicine.'
- (iii) Many candidates were unable to do the correct calculation and showed a lack of understanding of natural increase of population. Those who knew to subtract the death rate from the birth rate usually scored one mark but some used incorrect figures from the table. Many left their answer as 13 and did not realise this was a rate 'per 1000' and so only scored one mark for the calculation. Few candidates changed this to a correct percentage.
- (iv) It is clear that reasons for high and low birth rates as well as death rates are well taught in most Centres. The lack of education in family planning was a common answer as well as the more traditional reasons for large families such as the need for children to help on the family farms and the fact that large numbers of children tend to give parents prestige in a community.
- (b) (i) Most candidates stated "young dependents" here.
- (ii) This was generally well answered and most candidates recognised the three main trends. Weaker answers focused on individual age groups and did not attempt to look at the overall change in the structure of the population between 2000 and 2025. The question asked for a description of the *changes* in the structure so a reference to 'higher' or 'increase' etc. as some form of comparison was required.
- (c) Better responses focused on population increase leading to overpopulation and its effects on a country's resources and developed this idea into problems of shortage of water supplies and overcrowding leading to disease and a consequent increase in child mortality rates.

Many candidates described the changes that occur as countries develop with little or no reference to the effects of these on development. For example, the fact that an increase in population would lead to more pressure being put on education and health services is true but the effect of this on development should have been the focus of the answer. In other words, the government is unable to provide enough clinics and doctors to meet the needs of a growing population and so life expectancy falls and more children die at an early age. Literacy rates fall and an uneducated workforce with health problems is not favourable to industrial production and economic growth.

A number of candidates did not access the highest marks because they only considered one of the points that they were asked to consider in the question, growth or structure. The question clearly asked for both these elements of population change to be considered. Many candidates did not score any marks at all as they turned the question around and described the effects of development on population growth and structure. In other words they gave the causes, for example, of an increase in population or an increase in the old dependent section of the population.

Question 4

- (a) (i) This was answered correctly by most candidates although some candidates still confuse urbanisation with urban growth.
- (ii) This was also answered correctly.

- (iii) A list was often given for this answer but candidates should always try to expand upon a basic idea. For example, 'lack of education' was a common answer, together with a lack of many other specified services. A better answer would have stated that whereas in rural areas there are sometimes primary Schools, secondary education is usually not available. Instead of 'no jobs' a better answer would have stated that jobs in farming are poorly paid and hard work in all weather and there are few other opportunities for employment. A list of words is not worth full credit, even if they are made into similar phrases by means of the addition of 'lack of'.
- (b) (i) Interpretation of the photograph was generally good with most answers stating that there is no space between the houses and some are even built on top of each other.
- (ii) There were some excellent answers relating to problems of water pollution due to lack of proper waste disposal and the problem of rapid spread of diseases such as TB. Problems of noise and lack of privacy were also well explained. Several candidates gave characteristics of shanty towns such as lack of clinics rather than describing some of the problems of living in overcrowded conditions shown in Fig. 8.
- (iii) Although corrugated iron was the most common answer here, several candidates noted that wood and plastic were also used. The hanging wires, however, are not building materials.
- (c) A significant number of candidates explained why so many people move to urban areas rather than the reasons why people end up in shanty towns. It is important to read the question very carefully. Many candidates explained that these people usually could not get jobs or jobs that paid enough to allow them to live in proper houses but they found it difficult to score full marks.
- (d) There were many good answers that included measures to tackle land ownership and provide security of tenure, the creation of self-help groups in partnership with the authorities to collect and remove rubbish, the provision of basic amenities such as clean water and sanitation which would be supplied by the government but installed by the residents providing the labour.

A well developed answer would generally focus on one improvement and explain how this would be achieved. For example, 'Authorities can supply piped water and the residents can organise litter picks to keep the surroundings clean. This will mean the health of the people is improved as both hygiene and sanitation are promoted. Health workers could be sent to local clinics set up by the authorities to educate the residents on disease prevention.'

The majority of answers referred to what the authorities could do to achieve the goal, but it was rare to see any discussion of the input from residents. In order to access high marks it was necessary to discuss the contribution from both authorities and residents. Some candidates saw the residents as a separate group, who should provide money or clothes for the slum dwellers.

The measures suggested were often unrealistic ones such as 'build all the slum dwellers new homes' and 'provide them all with work' but these would be impractical considering the huge numbers involved.

Those candidates who tackled the problems in rural areas to prevent outward migration and therefore the growth of shanty towns in the cities gained little credit unless it was made clear how this would improve the lives of the existing slum dwellers which was the focus of the question.

DEVELOPMENT STUDIES

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Paper 2

Key Messages

- Candidates should read the question carefully and may find it useful to underline or highlight key words in the question, especially command words, to ensure that they are clear what the focus of the answer should be. They need to be familiar with all command words used, particularly describe, explain and compare.
- Candidates need to learn definitions and key terms and be able to use them precisely and with confidence.
- Candidates should be able to recognise different presentation methods and be able to draw/complete them and interpret them. When reading from graphs and quoting statistics, candidates need to be aware of the need for accuracy.
- Statistics and examples should be used as appropriate to back up points made and candidates should seek, wherever possible, to make specific points rather than general ones – for example, rather than making a general point about disease, the point would be more effectively made by reference to a named disease. The ability to explain clearly, justify and evaluate often gains access to higher level marks. These skills need to be practised.
- 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 hypothesis testing, sampling and identifying relationships between two or more sets of data.

General comments

It was pleasing to see a genuine understanding of a range of development issues from many candidates and the vast majority attempted all questions. Candidates were credited for what they knew, understood and could do, and stronger responses developed their answers to access the higher marks in those sections where it was appropriate. 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 appeared to have sufficient time to complete all questions. The combined question and answer booklet, along with the mark allocations in brackets, provided clear guidance in terms of the length of answers required and this helped candidates to avoid writing a paragraph when only one or two marks were being awarded, or writing only one sentence when a question was worth several marks and required an extended response.

Comments on specific questions

Question 1

- (a) (i) Most candidates gained at least one mark, with many adding further detail for the second mark. Many recognised that people would not survive without water and also gave an appropriate use of water such as cooking.
- (ii) Many candidates gained full marks and showed a good knowledge of the concept of basic needs. The most common incorrect answers included 'sanitation' and 'money' and the word 'health' was used by some instead of 'health care'.

- (b) (i)** Most candidates were able to refer to the amount of water used per day though many omitted to mention that this was an average figure, and therefore gained only one of the marks.
- (ii)** This was not answered well. Only a minority chose the correct answer, which was 'proportionate symbols'. Of the distractors provided, many candidates chose the response 'pictogram'.
- (iii)** Most candidates recognised an advantage, typically ease of understanding or the visual impact of such a method. Giving a clear disadvantage, such as 'it is hard to work out the actual figures' or 'drawing them is time consuming' proved more challenging for candidates.
- (iv)** Providing they were familiar with secondary data candidates answered this well, with many suggesting the use of the Internet or statistics provided by government departments or similar. Some candidates referred to graphing the data, missing the point as the question asked how the researcher could 'find out' the figures.
- (c) (i)** There were some excellent answers here and almost all candidates showed some understanding of the issue. The traditional role of women was particularly well understood by many candidates.
- (ii)** Again well answered by most candidates, although centres and candidates need to be aware that irrelevant references, such as to mosquitoes and malaria, cannot be credited.

Question 2

- (a) (i)** Correctly answered by the vast majority of candidates.
- (ii)** This was also well answered by most candidates with drought being a popular answer. Some responses wrongly suggested that the water shortages were the result of most of it being used for agriculture, whilst some others referred to poverty without any elaboration.
- (iii)** Correctly answered by almost all candidates.
- (iv)** There were many well made comparisons with references to the differences in percentage use of water for agriculture, industry and domestic purposes, some candidates using words like 'more', others quoting comparative statistics. Both approaches were valid. In contrast some candidates did not compare or were inaccurate, whilst some made references to South America, which could not be credited.
- (v)** Generally well answered with the idea being recognised by many candidates that there is more emphasis on farming in Australia with Europe being more industrial.
- (b) (i)** Most candidates correctly calculated 45.
- (ii)** Most worked out the correct total as 207, though some did not realise that they had to add the previously calculated 45 into their total.
- (iii)** Generally the bar graph was well constructed, the most common mistake being axes which were not labelled or did not include appropriate units. Most candidates chose an appropriate scale and plotted the bars accurately.
- (iv)** This was well understood by most candidates, with references to less water being used by the shanty town dwellers for a variety of valid reasons.

Question 3

- (a) (i)** Weaker responses missed the point about involving the village community and wrote about how the new facilities would be good for the village. Others limited their answer to one idea, such as local knowledge. Perceptive candidates who wrote in more detail and developed their ideas showed a sound understanding of the concept of "ownership" of a project.
- (ii) and (iii)** Any option could have been chosen in each of these sub-sections, the skill being to identify its advantages/disadvantages as appropriate. Most candidates were able to identify valid advantages/disadvantages and a considerable number went on to develop at least one of their ideas in each sub-section. Despite the clear instruction in (iii) a minority gave two disadvantages

for each option, thus four in total. This prevented them obtaining the two marks for development of the ideas.

Question 4

- (a) (i) Mostly correct, though some wrote the name of the state rather than the country.
- (ii) Generally well answered although many referred to 'interviews' rather than group discussions.
- (iii) Perceptive candidates recognised the concepts of representative samples and the avoidance of bias, however there were many candidates who did not.
- (iv) The majority of candidates incorrectly responded with 'random' or 'systematic sampling'. To stratify the sample in some way would be the only way to make it truly representative of the different socio-economic groups. Where the correct answer (stratified) was offered, some candidates then tried to define stratified rather than explain a means of ensuring that the sample was stratified.
- (v) Many good responses were seen here. There was evidence that Centres had used past papers to prepare candidates for this one, one of the unfortunate results of which was that some wrote about ways of overcoming the difficulties which was not relevant on this occasion.
- (b) (i) Whilst many candidates understood this and answered correctly there were guesses from many others.
- (ii) The vast majority picked out the correct villages.
- (iii) A full range of answers was seen. Weaker responses described the differences rather than offering reasons for them.
- (c) (i) Some candidates seemed to be looking for something far more complex than the fact that it takes longer to get to water that is further away, though many did suggest a valid reason why this relationship was expected.
- (ii) Many candidates could not offer a valid reason why there would not be a relationship between these variables though there were some who recognised that the method of supply would be one of the main factors in determining the time collecting the water. People living in a home with piped water, for example, will spend little time collecting it yet potentially use large amounts.
- (d) (i) The vast majority of candidates gained both marks.
- (ii) The scatter graphs were variable in quality and candidates were less successful here than the previous question requiring a bar graph. Whilst some did score full marks other candidates used inappropriate forms of graph such as line graphs. Whilst points were generally accurately plotted common errors were that crosses were not labelled or otherwise identified and units were missing from axes. Centres need to be aware of the requirement for the use of an appropriate scale for axes.
- (iii) A full range of answers was seen here with the strongest responses accepting both hypotheses and making good use of the statistics to justify arguments. A significant number however went no further than unsubstantiated reasoning and others incorrectly stated that they did not agree with the hypotheses, particularly Hypothesis 1, because the relationship was not perfect. Clearly there is a very distinct relationship between time spent collecting water and distance travelled, reference to anomalies being valid but only in terms of expressing how strong the relationship is. This type of hypothesis testing is a popular way to carry out investigations and it is recommended that future candidates be given practice in the skills required by using primary or secondary data.