

# DEVELOPMENT STUDIES

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Paper 0453/01  
Paper 1

## Key messages

Candidates showed improved understanding of issues and principles of sustainability, evidenced by the use of appropriate terminology in candidates' answers to certain questions.

In questions with higher numbers of marks, candidates have made improvements in their ability to develop their answers more fully.

## General comments

In data interpretation questions, the units need to be included when the charts/graphs are discussed, in order to make the inclusion of data to support a statement meaningful.

It is essential to focus on the wording of the question to ensure full understanding of what is being asked. The command word is the key to the formulation of an answer. The command word 'explain' is eliciting full and developed responses, but the command 'evaluate' requires some further practice.

## Comments on specific questions

### Question 1

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

(iii) Most candidates were able to identify the region as Latin America and the Caribbean, but their reasoning was not always sufficient to gain the extra mark. The fact that it had the highest percentage of women working in the non-agricultural sector was relevant but it was necessary to add that this made it the closest to 50% to show understanding of the meaning of gender equality in this instance.

(b) (i) There were many excellent answers covering different aspects of the traditional role of women, with many able to describe three valid traditional roles.

(ii) Most candidates who addressed the 'women with families' aspect were able to give three policies related to this, although measures such as the ability to take maternity leave and adopt flexible working hours were rarely given. However, the majority of candidates gave general gender equality policies, without addressing the more specific needs of women with families, for limited credit, for instance improving access to education for women and laws to prevent discrimination in the workplace.

(iii) A few excellent examples were given on the subject of issues of importance to women not being considered if only men make decisions, such as the tax on sanitary products and access to maternity care.

Many answers simply considered the different roles of women given in the stem of the question and how this meant that they would therefore be the first to know if anything was needed and were in the best position to understand the most appropriate solution to any issue. The issues of fairness and the fact that women offer a different perspective were common responses. Many candidates wrote about women feeling more valued and important to the community if they were involved in decision-making.

Weaker responses tended to describe stereotypes, which were often too vague to be creditable.

- (c) Many excellent answers developed the point that education is the key to reducing poor health and hunger. Candidates explained that allowing women access to education meant women understood methods of disease prevention and the value of family planning, and education leading to work meant families could afford more food, better diets and health care. Links between good food and good health were also very valid. Many centred it around opportunities for education and employment, often linking the two. Strong answers focused clearly on the twin issues of health and hunger and gave reasons specific to families and communities.

Some answers considered the importance of women being able to support families with income if either the father was unable to work, if they were a single parent, or if the husband spent his money on goods and activities outside of those needed in the home.

Weaker answers tended to look at the issue more generally and interpreted empowerment as giving women jobs in government (to make decisions about women's rights) or allowing them to train as doctors (to improve health). Answer which stated that 'women would be allowed to work' explain how this would reduce poor health and hunger in order for the point to be creditable.

## Question 2

- (a)(i),(ii) These questions were answered correctly by most candidates.

- (iii) Many candidates identified a clear difference such as the fact that South America has some countries with very high levels but Africa has none. Common answers stated that the level of human development in Africa was low and that in South America was high. As there are countries in Africa that have a high level, a qualifier such as 'mostly' or 'the majority' was needed to improve the accuracy of the statement. Specific regional differences were not required, a general continental comparison was sufficient.

- (b)(i) Most candidates were able to interpret the scatter graph and recognise the negative relationship. A limited number of candidates were also able to identify the anomalies in the relationship such as Indonesia having a higher child mortality rate than Honduras and also a higher HDI.

- (ii) This question was answered well. Candidates should consider healthcare in terms of quality and access, descriptions such as 'poor', 'better', 'proper' are too vague to be creditable. For example, quality could be expressed in terms of hospitals with modern equipment and skilled midwives, and access can be developed in terms of numbers of clinics, availability of transport to them or ability to pay for the services etc.

- (c) Many candidates were able to show that they are familiar with the indicators of poverty and development. Good knowledge of the characteristics of countries at low levels of development was demonstrated. Many candidates described several specific development indicators effectively. Education, health facilities, birth rates, unemployment and limited democracy and human rights seemed to feature most commonly.

- (d) Those candidates who considered the availability of electricity to replace wood fuel and kerosene gave some excellent answers. Some answers focussed too much on what the new energy could be used for rather than its benefits. For example, the statement 'people can watch television' does not explain a clear benefit. However, a developed answer such as 'television can inform people about a disaster coming so they can prepare and reduce deaths'. Similarly, those who stated that air pollution would be reduced needed to develop the idea, for instance, that this would cause fewer illnesses and deaths from wood smoke. The benefits of better health and less mothers dying could be even further developed. There were some strong answers which extended the idea of reducing the use of wood fuel so that mothers no longer had to go and find wood to cook with and thus had time to develop craft industries. Often the deforestation idea was well described in terms of the benefits for the natural environment, such as the maintenance of habitats. There were also valid arguments regarding the reduction of rural to urban migration and the benefits of this to urban areas. Some answers could have been improved: in some instances the whole answer was focussed on one point only, where 'points' are required there should be more than one; some candidates referred to 'improved energy' without being more specific (e.g. electricity); and reference to case studies would have enhanced many answers.

### Question 3

- (a) (i) Many candidates answered 'secondary' correctly, however, common responses were 'informal', 'public' and 'tertiary', which could not be credited.
- (ii) A reasonable effort was made to compare the two photographs in terms of the two factors of production, with most candidates gaining some credit. However, although terms like labour/capital intensive were used extensively, there was often a lack of comparison of the photographs. Few identified women/men doing the work or individual v mass production. Weaker responses mentioned capital coming from the activity rather than being an input. There were also some who explained what the two terms meant without reference to the photographs.
- (b) (i) The meaning of the term 'outsourcing' was not widely known.
- (ii) In general, this was not answered well. References to quicker communication needed to be more specific, for instance to mention the internet, emails or social media, and much of what the candidates explained did not sufficiently focus on the impact of globalisation and improvements in communications but were general points about outsourcing. Some responses were too vague, for instance 'suppliers were now easier to contact' without further explanation. There were very few responses referring to the value of online searches to find and compare outsourcing services. Many responses explained what globalisation was and referred to the effects of better communications without clearly explaining what they were.
- (c) Candidates showed a good understanding of how a trade deficit can be reduced although sometimes the answers were vague in terms of 'encouraging industries'. There was good, in-depth knowledge shown and candidates described many of the methods in the mark scheme effectively.
- (d) There were some excellent answers, which showed a clear understanding of the impacts of MNCs on people in developing countries. Although often the answers appeared to be lists of advantages and disadvantages rather than considered, developed points, those who attempted to link their ideas and exemplify them (e.g. when explaining the exploitation of workers by MNCs) were able to achieve higher marks.

### Question 4

- (a) (i) The majority of candidates were able to recognise the increase in all regions but only some were able to identify that the Lower and Lower Middle Income countries would increase more than the Upper Middle and High Income.
- (ii) These question was answered correctly by most candidates.
- (iii) Many candidates were able to identify that one had increased and the other had decreased and so gained one mark, but did not always include the units (kg) when quoting data. A significant number of candidates did not compare the *change* in waste generated.
- (iv) This was well answered and candidates had a clear understanding of the ways to reduce waste. There were some less common, but valid answers given, such as giving unwanted items to the needy and the purchase of a larger quantity of a product once rather than several smaller amounts in order to reduce packaging. A number of candidates were not able to show clear understanding of the terms 'sustainable ways' and 'landfill' in the question, suggesting burying or burning rubbish as effective ways of reducing waste, but these are not sustainable methods, considering the impact of placing non-biodegradable items under the ground and the air pollution created from the fumes of burning waste.
- (b) Many candidates understood the impact of fertilisers if they are washed by rains into water courses, with the accounts of eutrophication being well expressed. Some answers, however, were very vague regarding the more direct effect on the soil and references to a loss of fertility were not explained. There were some good answers relating to the impact of pesticides on useful insects such as bees and the consequent impact on pollination. Weaker answers simply referred to 'killing animals and plants' and the affects on humans or repeating that they are washed by rain into water courses/water table.

- (c) Knowledge was shown, particularly about the different forms of renewable energy, but candidates needed to evaluate the different methods, and this was not always done. There was little reference to reliability, which is particularly relevant to wind and solar power supplies. Reference was made to the use of bicycles to reduce car use but there was little attempt at evaluation, apart from a valid suggestion that cycling or walking was also better for one's health. Some candidates suggested governments could encourage the use of public transport but there was no mention of how this could be done or the problems people might face in trying to use buses. Consideration of the use of biofuels should have included a discussion regarding the fact this land would otherwise be growing food and so this method of reducing fossil fuel use could lead to problems of food supply.

A common, incorrect approach was to describe ways to reduce air pollution. Many candidates described examples like catalytic converters and filters on power station chimneys rather than ways to reduce the use of fossil fuels, as the question stated.

It was common for a response to begin with 'changing to alternative or renewable sources, such as HEP' without describing what it is. A few candidates mentioned the problems associated with different alternatives and it was very rare for candidates to evaluate, to examine the strengths and weaknesses of the ways proposed. Many also continued their answers given for 2(d) and mentioned providing electricity to rural areas as an alternative to burning wood or coal, but did not refer to how the electricity could be generated.

# DEVELOPMENT STUDIES

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Paper 0453/02  
Paper 2

## Key Messages

Candidates should read the question carefully and take time to understand what they are being asked to do.

Underlining command words on the examination paper is a useful strategy. Candidates need to be confident in how to respond to each one used, to avoid including irrelevant detail at the expense of the correct focus.

The mark allocations, given at the end of each question, along with the number of answer lines provided, are a useful guide to the amount of detail to include. Extended writing is not required for a question worth a small number of marks.

In questions that do require extended writing, typically worth 6 marks or more, candidates should aim to develop the points which they make rather than making simple lists of points (e.g. bullet points). These answers are marked using levels of response marking, where the focus is on the quality of the response rather than just the number of points listed. Developing answers and linking ideas enables candidates to show the depth of knowledge and understanding required for higher mark bands.

Candidates need to learn key terms so that they can not only define them but also use them with confidence in an appropriate context. Candidates are advised to complete a glossary of such terms during the course to help them achieve this.

Candidates need to be familiar with how to use various different types of graph and other presentation methods (e.g. tables, written extracts). Examples of each should be used regularly during the course and the skills practised regularly. When using graphs, either completing them or reading information from them, candidates are expected to be accurate within a small tolerance.

If statistical evidence from graphs is used in answers it is more effective when that data is interpreted and used to support the points made, rather than simply listed.

It is important for candidates to experience the different stages of enquiry. They should experience planning and carrying out small investigations – this could involve deciding on research questions or hypotheses, collection of data and the presentation of results, along with analysis. They should finally be able to draw conclusions based on their results and evaluate their work.

## General Comments

The full range of marks was seen. Most candidates made an attempt at all questions, many showing sound understanding of a range of development issues and demonstrating appropriate subject related skills, although the extent to which candidates did this varied.

There was no evidence of candidates being short of time and good use was made of the combined question and answer booklet, such that the length of answers was appropriate in most cases.

### Comments on Specific Questions

#### Question 1

- (a) (i) Most candidates answered this question correctly.
- (ii) Whilst some candidates scored full marks here others lost a mark by defining infant mortality rate well but not explaining what was meant by 'an infant mortality rate of 52.9'. Other common errors were to not make reference to 'per 1000' or to refer to children dying before the age of 5 rather than infants dying in their first year of life.
- (iii) Most candidates answered this question correctly.
- (iv) Whilst many candidates gained the first two marks, many did not identify that the figure was per thousand.
- (b) (i) Many candidates answered this well, with a variety of reasons for low death rates, particularly with reference to various aspects of health care and care for the elderly. Some candidates needed to be more precise in order to improve their responses (e.g. reference to 'education' without identifying what the education was about, reference to 'standard of living' or 'quality of life' without any elaboration). A small minority wrote about birth rates instead of death rates.
- (ii) Generally this was well answered and most candidates were able to gain some credit. There were some excellent, well-developed responses showing a depth and breadth of understanding. Other responses were simple lists of points with no attempt made to explain. A small minority wrote about death rates not birth rates.
- (c) (i) Candidates used comparative statistics well here and many identified that the growth rate in Africa was higher than it was in South America. Only a few candidates were able to comment on the greater variation in growth rates in Africa or refer to anomalies in the general pattern.
- (ii) There were some excellent, detailed answers about both economic and social impacts of reducing population growth rates. As in (b)(ii), there was a need for some candidates to develop their answers more fully, and to explain the importance of reducing population growth, rather than making a list of simple ideas which gained limited credit. Many candidates referred to 'overpopulation', an idea which needed elaboration in order to be creditable.
- (d) (i) Many candidates answered this correctly, though some wrote about why the policy has been changed.
- (ii) Candidates were able to suggest a whole range of ways in which social and economic problems might be reduced by changing the One Child Policy and there were some very perceptive responses. However, as in previous questions, there was a need to 'explain' to access higher marks (e.g. What are the benefits of children having siblings? Why is it an advantage to have a balanced sex structure? Why would the economy benefit from more workers?)

#### Question 2

- (a) (i) Many candidates were unable to define 'population structure'.
- (ii) Most candidates answered this question correctly.
- (iii) Many candidates gave explanations such as 'decreasing birth rate' or 'higher life expectancy', rather than simply describing predicted changes to the population structure (e.g. a lower percentage of young people, a larger percentage of old people) as the question required.
- (iv) There were some excellent answers here, with reference to changes in both birth and death rates. The majority of candidates were able to refer to at least one of these and give a reason for its change. However to gain maximum marks candidates needed to refer to both birth and death rates, as each of these has a significant impact on a country's population structure.



- (b) (i) Usually this was correctly answered as candidates read the line graph accurately.
- (ii) Many candidates used comparative statistics well here, others however tended to describe each country's growth in too much detail rather than describing the overall trends and/or did not quote statistics with sufficient accuracy.
- (iii) Usually this was well answered, with most candidates making a correct comparative statement about the percentage of people over 65 in developing and developed countries. Many were also able to suggest a valid reason, usually a reference to death rates or the level of health care.

## Question 2

- (a) (i) This was correctly answered by most candidates, though a small number named 'Umlazi' or copied out sentences from Fig. 6.
  - (ii) Many candidates seemed familiar with the idea of systematic sampling, referring to 'every 10th person' or similar. Those who applied the idea to the population being sampled (e.g. 'select every 10th person from a list of people over 60') scored full marks. A significant number were not familiar with this sampling type and wrongly referred to choosing at random or using a stratified method (e.g. choose equal numbers of men and women').
  - (iii) The reason for making the announcement in the Zulu language was correctly explained by the majority of candidates. However many did not suggest a valid reason for explaining the purpose of doing this. Many candidates explained the purpose which is not what the question required. For the last part of this question, many candidates correctly suggested that using numbers rather than names was to maintain confidentiality, although some incorrectly suggested it was because the names were difficult to pronounce or that it would aid the drawing of graphs or use of statistics.
- (b) (i) The pie chart was well completed by many, in some cases the accuracy was not sufficient. Candidates are required to complete the shading using the same shading type as in the key.
  - (ii) Most candidates drew the bar correctly and also shaded it.
  - (iii) Whilst there were many divided bars which were perfectly completed, some candidates did not construct the divided bar graph carefully enough, and/or not marking the percentages along the edge of the bar. A significant minority attempted to draw individual horizontal or vertical bars within the rectangle, whilst others plotted the wrong statistics.
  - (iv) Candidates were required to identify conclusions based on the results in Fig.7 (i.e. to describe overall patterns, not simply quote statistics). Many candidates who used phrases such as 'the majority of' or 'most people', were able to score well, however there were those who repeated statistics which could not be credited.
- (c) (i) Many candidates correctly suggested the use of interviews and questionnaires and some suggested the use of health records or specific health inspections which were also acceptable. Some suggested using observations, which was not valid for the research outlined.
  - (ii) Candidates were able to give a good range of difficulties related to carrying out the research, and generally answered well on this question, many recognising that collecting information about health issues is a sensitive subject.

- (d)(i)** Almost all candidates were able to choose a recommendation and, to some extent, explain their choice. The strongest answers justified their choice well, writing well-developed ideas which explained the advantages of their recommendation along with the disadvantages of the three recommendations they had rejected. The disadvantages of the other schemes were however not always developed fully enough, or simple reasons, such as cost, were repeated as simple disadvantages for several schemes.
- (ii)** The question asked about finding out if the diet and health of the elderly people had improved over the five years. Therefore candidates needed to develop their answers fully enough to show that the methods chosen would explore changes in diet and health over time. Some candidates did this very well by referring to ongoing medical records, health inspections, or specific lines of questioning, however many answers to this question simply repeated references to the data collection methods mentioned in **(c)(i)** without any valid elaboration.