

DEVELOPMENT STUDIES

Paper 0453/01
Paper 1

Key messages

The command word is very important and candidates need to consider more carefully what the question requires before beginning to answer. The command word 'explain' requires more than a description. A description is often required initially and then the candidate needs to ask themselves the question 'so...?' or 'because...?' An explanation helps to make something clear by giving further details or a reason for something.

More careful interpretation of the source material would be helpful.

General comments

The syllabus is being well covered in the classroom, as candidates were able to attempt all questions using knowledge they have gained. Issues around sustainable development are now being taught in greater detail and this is reflected in answers.

There is more of a tendency now to extend ideas to all the different aspects of development.

As in previous sessions, many were unable to develop points in certain answers fully enough to score really highly. Centres would be advised to stress the importance of the 'Explain' command word and to deter candidates from employing simple bullet point type responses in these types of questions. It was common for topics such as sustainable development or causes of rural to urban migration to see candidates with well-prepared lists of points – but they were rarely developed fully enough.

Comments on specific questions

Question 1

- (a) Most candidates answered **(a)(i)** correctly. In **(a)(ii)**, the negative correlation/inverse relationship was recognised by most candidates but the majority failed to identify the anomalies. Weaker answers tended to just describe the meaning of the two indicators.
- (b) If points on a graph are marked with a cross, it is the central point of the cross that gives the location on the axes. In this case, in **(b)(i)**, it is the centre of a square, so 75 is the correct answer. In **(b)(ii)** the urban/rural differences were better observed than differences between regions, although scores of two marks were quite frequent here. Many candidates only picked out one inequality, that being the fact that urban areas had a higher proportion of births attended by skilled health personnel than rural areas. However, the question asked for 'inequalities' and was worth two marks so these responses only scored one.
- (c) Those who read the question carefully made good attempts at this question and used the full range of examples from the mark scheme, often with good development. However, too many answers suggested advice should be given on how to help reduce infant mortality. Clearly some measures help to reduce both, but answers such as the importance of taking children to clinics for injections could not be given credit. Similarly, advice on family planning needed to be linked to how this would help keep the mother alive rather than to ensure the family had sufficient money to feed all their children. Answers such as advice on 'how to keep healthy' or 'how to take care of yourself' were insufficient for credit.

- (d) Although most candidates had sound knowledge of the topic and in the main gave relevant methods for preventing the spread of HIV/AIDS, this was a case where points were often too simple and lacking explanation. Hence, many candidates did not give enough detail to get marks. Use of condoms/free tests/better hygiene etc. were commonly mentioned but with little depth. Candidates have been well taught regarding how the spread of HIV/AIDS can be reduced in a variety of ways. However, the question asked for an explanation rather than merely a description. For example, 'the provision of free condoms by the government,' is a description not an explanation. In order to gain the mark for this idea, it was necessary to add 'so couples can protect themselves from the virus being spread by sexual intercourse'. Similarly, the importance of not sharing razors or needles needed an explanation to the effect that the disease can be spread through contact with the blood of an infected person. Some candidates referred to the importance of not sharing toothbrushes in case an infected person had bleeding gums or the need to wear gloves if they themselves had a cut and were dealing with an injured person with an open wound.
- (e) Of the four 'levels of response' questions on the paper, this was probably best answered. The two main threads, disease prevention and time-saving, were referenced by most candidates and the degree of development for each was usually good. Wider impacts were more evident, often merging into each other, e.g. regular school attendance leading to improved life chances. However, many candidates tended to focus on all the different diseases that families would not get due to a clean water supply, rather than how this would actually improve their lives. There were some excellent, well developed answers that followed the sequence through from mothers having more time and energy to devote to other tasks, to therefore being able to work, to the benefits this would bring to the family through having a larger income. The benefits of all the family being healthy were also developed in a number of different ways.

Question 2

- (a) Both (a)(i) and (a)(iii) were well answered. However, with (a)(ii), many candidates either put the USA, India and Pakistan or Thailand and China. Any text needs to be read carefully in order to reach the correct answer.
- (b) Neither of the two terms in (b)(i) and (b)(ii) were well understood and there were many responses which appeared to be guesses. Few candidates knew the meaning of 'intermediate technology' or 'economies of scale. Intermediate technology was often seen as the equivalent to advanced technology and the few examples given were very varied, from hoes to computers. Economies of scale saw some good answers, but many guessed it to mean a method of running a country's economy. Many knew that bulk purchasing was an example of economies of scale, but they were unable to define precisely what the term meant.
- (c) Most candidates focused on environmental destruction here and it was rarer for other kinds of sustainability to be dealt with. There were many sound references to energy, recycling and waste disposal etc., but also there were candidates who based their answers entirely around deforestation. Many candidates gave little more than lists of measures without development. This question required an explanation of the more sustainable methods industries can use, rather than just a description of them. So just stating the importance of recycling waste was not enough to gain credit. It was necessary to add that this would reduce the amount going to landfill sites and causing land pollution or this would reduce the extraction of non-renewable resources.
- (d) There were some excellent answers that considered both the importance of industries to people directly in terms of employment and the value of tax revenues to the government. The fact more people could afford to send their children to schools and governments could afford to build them was then developed into improved literacy rates and reduction in poverty. There was a noticeable absence in most answers, however, of any reference to development indicators. Many responses dwelt too much on how industries generate money rather than how this money helps a country to develop. Weaker answers here did not get much beyond mentioning job creation and earning foreign currency. Those who did attempt development of their ideas often gave good information about such things as the social benefits of being employed in better paid jobs or the economic benefits to a country of having more tax payers or more inward investment.

Question 3

- (a) The answer given for (a)(i) was usually correct. However, the birth rate figure was often given as the natural increase. Many candidates in (a)(ii) recognised that 44 per cent represented a high

population of young dependents. Interpretation of Table 3.1 in **(a)(iii)** was generally good and candidates realised it was necessary to describe the statistic and not just state what it was. For example, it was necessary to recognise that the child mortality rate was high, not just that it was 143 per 1 000. It is important for candidates to be familiar with the basic indicators of development so the different stages of development can be recognised and trends in development determined. Several responses stated that the birth rate is higher than the death rate but this is not just associated with countries at a low level of development.

- (b)** Accurate **(b)(i)** answers concentrated on a lack of basic essentials, xenophobia and language difficulties and generally candidates did well. **Question (b)(ii)** was rather more of a challenge and answers rarely included much apart from the different forms of aid that would be required, and the provision of safe areas. There was an interesting split between responses suggesting the provision of assistance in the home country, and others that proposed preventing migrants entering Chad using border walls or deportations. Weaker answers described problems in the home country that forced migrants to leave and some responses focused on Chad, neither of which could be credited. 'Try to make peace' was also too vague a suggestion to be credited. It is important for candidates to be aware of ways in which the international movement of large numbers of refugees can be managed, especially considering the effects on the receiving country and the fact this movement is only likely to increase with global climate change.
- (c)** Candidates are well aware of the push and pull factors relating to rural-urban migration but sometimes they failed to develop this knowledge in answering this question. List-like answers were quite frequent, as well as statements such as, 'There is a lack of jobs in rural areas so people move to cities where there are more jobs,' or, 'Schools are poor in rural areas so the people move to towns for a better education.' Responses such as these were unable to access the higher levels of response. Most candidates, however, gained marks in Level 2 by developing these points further. Answers in Level 3 were those that, for example, explained that higher education establishments such as universities were only found in towns. This idea was further developed into how it would benefit the migrant in terms of a more highly paid job, which would enable them to eat a more varied diet and afford medicines, etc. There were some excellent answers that considered the problems caused by a patriarchal society in villages.

Question 4

- (a)** Most candidates answered **(a)(i)** correctly. The prediction was usually sound in **(a)(ii)**, but the use of data was less accurate. Most candidates recognised that there were likely to be no forests left in Borneo in 50 years. They were, however, unable to support their answer using data from Fig. 4.1. Candidates usually gained credit in **(a)(iii)**, with 'no hiding place' the response seen most often. The fact wild animals will have nowhere to hide was expressed in a variety of ways such as they were more 'exposed' or 'vulnerable'. Some candidates stated correctly that as wildlife becomes rarer, its value in illegal trade increases.
- (b)** Many varied answers were seen for **(b)(i)** and also many obvious guesses at the meaning. Some candidates appeared to believe biodiversity is just the numbers of plants and animals rather than the variety. Although often unable to define the precise meaning of biodiversity in **(b)(i)**, the majority of candidates answered **(b)(ii)** well and a good spread of the reasons covered by the mark scheme appeared. An understanding was demonstrated that biodiversity is vital for species as they are all interdependent, and it is in fact essential to support human life.
- (c)** There were very few correct answers to **(c)(i)**. First, candidates were not given the units, so 'tonnes' had to be included in the answer and many did not do this. Secondly, the figures on the y-axis were in 1 000 tonnes. So the correct answer was 33 million tonnes, not 33 thousand tonnes. The increase in **(c)(ii)** was usually recognised but the change after 2 000 not so often.
- (d)** Candidates mostly scored well with this question, although a significant number appeared not to know what plantation farming was. There were some good answers regarding the large-scale nature of plantation farming and the importance of the use of pesticides on one type of crop. Weaker answers often confused plantation farming with subsistence farming or with forestry.
- (e)** Responses to this had the lowest marks out of the six-mark levels of response questions. Few answers managed to say any more than that forests should be protected/laws introduced/offenders punished. Those candidates who saw protected areas linked to jobs and the country's economic benefits were rare. The biodiversity aspect was seldom touched on. Many answers gave rather

unrealistic suggestions, such as building fences around rainforests to stop people entering, and did not appear to understand the sheer scale of these forests generally. The construction of fences would not be practical and would certainly not deter the illegal logging companies or the poachers. Similarly, the fact there is a law to forbid logging in certain areas or hunting is unlikely to protect the forests or biodiversity unless there are heavy fines or imprisonment for offenders. The term 'poacher' is also misunderstood as candidates referred to a season when poaching was not allowed to enable the animals to reproduce. Poaching is illegal hunting at any time. Very few considered wider efforts, such as global campaigns, but rather generalised statements about 'educating people about forests' were widely used. Many candidates did not go far enough to gain marks in Level 3. Reference to the creation of national parks was often developed to a Level 2 response, with the importance of these forests for tourism. To access Level 3, candidates needed to develop further, perhaps referring to local people acting as tour guides, who would have a financial interest in helping to preserve the forest and its biodiversity. The trees would be generating money in the long term for local communities rather than for the short-term benefit for a foreign company from the sale of logs.

DEVELOPMENT STUDIES

Paper 0453/02
Paper 2

Key messages

- Candidates should read the questions and study the resource materials carefully so they understand fully what they have to do.
- Candidates need to know how to respond to each command word. Underlining or highlighting command words on the examination paper can be a useful aid to avoid including irrelevant detail.
- The mark allocations, in brackets at the end of each question, along with the number of answer lines provided, are a useful guide to the length of answers required. Marks are lost if insufficient detail is included for questions which are allocated several marks but time is wasted if too much is included when a question is only worth a small number of marks.
- In questions involving extended writing candidates should aim to develop the points which they make rather than making simple lists of points as such answers are assessed 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 together enables candidates to show depth of knowledge and understanding.
- Candidates should learn key terms so that they can define them and use them with confidence in an appropriate context. Completing and learning a glossary of such terms during the course can be a helpful strategy.
- Candidates need to be confident in using various different types of resource material – e.g. graphs, maps, tables and written extracts. Each type should be used regularly during the course and the required skills learnt and practised so that they can be performed with confidence and accuracy in an examination situation. The use of statistics as evidence to support answers is valuable, however data should be used to back up points made, rather than listed in isolation.
- Candidates during their course should experience enquiries and investigations of the type which are referred to in the examination. They should plan and carry out small investigations either in the classroom or out of school – this could involve deciding on research questions or hypotheses, collecting data, presenting and analysing the results in order to draw conclusions and evaluate their work.

General comments

The paper differentiated between candidates and a wide range of marks was seen. Most candidates made a genuine attempt at all questions, showing sound understanding of a range of development issues and demonstrating appropriate subject related skills. As expected the degree to which candidates did this varied according to ability level and amount of preparation, however for most candidates the examination was a positive experience, enabling them to show what they know, understand and can do.

There was no evidence of candidates being short of time, answers were generally legible and their length was usually appropriate.

Comments on specific questions

Question 1

- (a) (i) Most candidates gave the correct definition for gender equality. However, few gave a clear definition for universal primary education, particularly of 'primary' education, many just repeating the word.

- (ii) Whilst many candidates clearly understood the terms 'extreme poverty' and 'hunger', many did not suggest actual indicators that could be used to measure them, such as the percentage of people living on less than \$1 per day or the average amount of calories consumed per person per day.
- (iii) Generally this was well answered, with most concentrating on the idea of increasing life expectancy, and people being able to work thus increasing the productivity of the country.
- (b) (i) Usually this was well answered, with the divided bar being neatly constructed and shaded.
- (ii) Generally well answered.
- (iii) Whilst some candidates considered each goal in turn rather than comparing them, many did use statistics effectively to support their answers.
- (iv) Many reasons were given for the difference in opinions of the people surveyed, with wealth/level of economic development, education, gender and personal experience being the most common answers. Significant numbers of responses, however, wrote about differences in success levels of selected goals, and many who did focus their answers correctly did not develop their answers with an explanation.
- (c) (i) Generally well answered.
- (ii) As in (b)(iii), some candidates considered each goal in turn rather than comparing the overall success of Eastern and Western Asia. However, most candidates did in some way observe the greater level of success achieved in Eastern Asia. Fewer considered the success of Goals 6 and 8 in each area, both areas being unsuccessful in the former goal and successful in the latter. When comparing, it is essential that candidates comment not only on differences but also on similarities.

Question 2

- (a) (i) Many candidates wrongly defined infant mortality rather than using the resource to define child mortality as 'the death of children under 5 years of age'.
- (ii) and (iii) Generally well answered.
- (b) (i) Whilst there were some good answers which used the data well to describe trends, many candidates described each year in turn, rather than looking at the overall changes during the period. Some candidates also considered the impact of vaccinations on child deaths which was not relevant in this answer. The figures were in 'thousands' – it is important that candidates refer to the axes so that the units which they state when using statistics are correct.
- (ii) Some candidates focused on the variation in vaccination figures alone which did not explain the success of the programme. In order to do this successfully it was necessary to comment on the clear correlation between increasing vaccinations and reducing deaths. High scoring candidates referred to specific years, such as 1993, which illustrated this well.
- (iii) Candidates chose Methods A, B and C with a fairly even balance, with very few choosing Method D. The question differentiated well. Almost all candidates were able to choose a recommendation and, to some extent, explain their choice. The most perceptive candidates justified their choice well, writing well developed ideas which explained the advantages of their recommendation along with the disadvantages of one which they had rejected. However, the disadvantages of the rejected method were not always developed fully and some candidates simply reversed the ideas they had expressed as positives, particularly when Method C was chosen and Method D rejected.

Question 3

- (a) (i) Many candidates did not refer to the area the investigation was conducted in, i.e. Ondo State, Nigeria, simply copying out the first sentence of Fig. 3.1.
- (ii) Whilst there were a significant number of well-informed responses many candidates appeared not to understand the reasons for a pilot study.

- (iii) This was well answered by many candidates and most were able to score marks on it for suggesting a variety of valid reasons.
 - (iv) Candidates justified random and systematic samples well, but few were able to justify the reasons for a stratified sample. A stratified sample is likely to be more representative as the proportions in the sample are the same as the proportions in the total population e.g. proportions of different ages, social status etc.
 - (v) While candidates stated appropriate secondary sources e.g. internet or books, few were able to suggest an alternative source of primary data. Whilst many used the word 'interview' they needed to state who the interviews or observations would involve, such as mothers or nurses.
 - (vi) Generally well answered, typically by referring to bias and the research being out of date.
- (b) (i) Most pie charts were accurately constructed, although some candidates did not plot the sectors in the same order as the other pie charts.
- (ii) Many candidates only focused on the data they had plotted, i.e. lack of medical care, rather than the whole of the data in Fig. 3.3. Some gave numerous random statistics, rather than describing the overall conclusions or trends in the pie charts and supporting them by the use of the data.

Question 4

- (a) (i) Some candidates had learned the correct definition, however some defined 'conservation' rather than 'sustainable development'.
- (ii) Well answered.
- (b) The question discriminated well with some excellent responses, whilst others simply mentioned fossil fuels, cars and industries. Candidates needed to explain the impact of the increasing amounts of cars and industries on the atmosphere rather than just naming these factors.
- Many responses wrongly focused on the depletion of the ozone layer rather than explaining why global warming is occurring. The greenhouse gases trap heat in the atmosphere, they do not make a hole in it so that the sun's rays are more powerful – this is a common misconception.
- (c) (i) Some excellent, detailed answers were seen here, clearly describing the impacts of inequality in developing countries, some referring to places they had studied. Other answers were brief and lacked references to places. Many of them focussed on a single issue, such as women's rights, rather than considering the wider picture.
- (ii) This discriminated well with perceptive candidates suggesting a number of different approaches and giving clear practical suggestions whilst weaker answers tended to simply repeat the ideas in (i) or made general statements.