



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

CANDIDATE  
NAME

CENTRE  
NUMBER

--	--	--	--	--

CANDIDATE  
NUMBER

--	--	--	--



**DEVELOPMENT STUDIES**

**0453/02**

Paper 2

**October/November 2012**

**2 hours**

Candidates answer on the Question Paper.

Additional Materials: Ruler

**READ THESE INSTRUCTIONS FIRST**

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

You may use a soft pencil for any diagrams, graphs or rough working.

Do not use staples, paper clips, highlighters, glue or correction fluid.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** the questions.

You may not need all the answer lines for your answer.

You should read and study the sources **before** answering the questions.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [ ] at the end of each question or part question.

For Examiner's Use	
1	
2	
3	
4	
5	
<b>Total</b>	

This document consists of **19** printed pages and **1** blank page.



1 (a) Study Fig. 1, which shows three migrants.

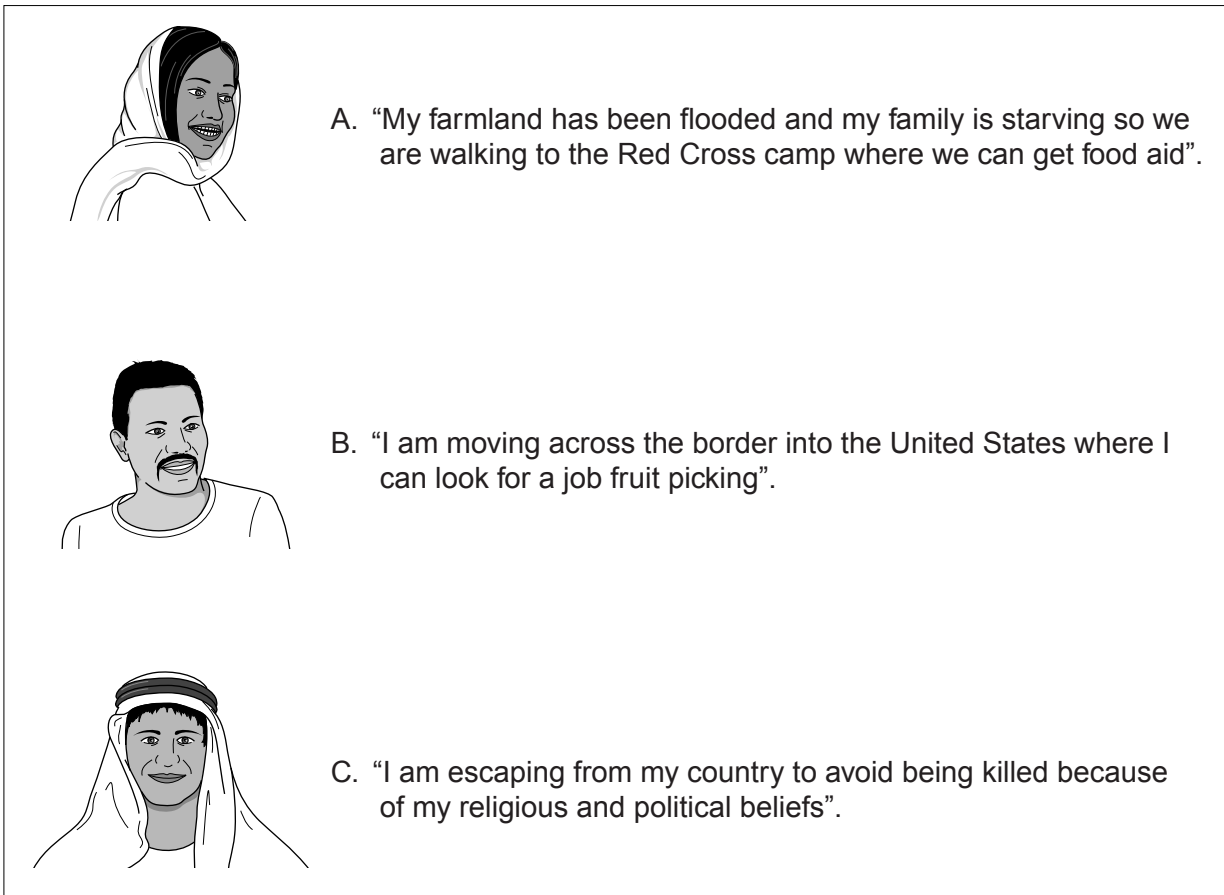


Figure 1 consists of three separate illustrations, each with a corresponding statement. The first illustration shows a woman wearing a white headscarf, looking slightly to the right with a neutral expression. To her right is the text: "A. 'My farmland has been flooded and my family is starving so we are walking to the Red Cross camp where we can get food aid'". The second illustration shows a man with a mustache, wearing a white t-shirt, looking forward with a slight smile. To his right is the text: "B. 'I am moving across the border into the United States where I can look for a job fruit picking'". The third illustration shows a woman wearing a white headscarf and a dark headband, looking forward with a neutral expression. To her right is the text: "C. 'I am escaping from my country to avoid being killed because of my religious and political beliefs'".

Fig. 1

Three different types of migrant are:

- asylum seeker;
- economic migrant;
- refugee.

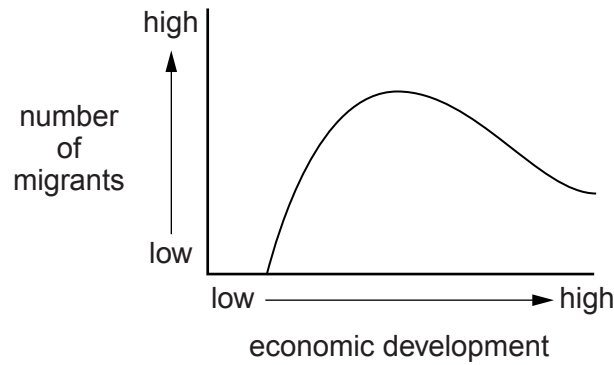
For each of the people in Fig. 1 identify which type of migrant is shown.

A. ....  
B. ....  
C. ....

[2]

(b) Study Fig. 2, which shows how the number of migrants from a country changes as it develops economically.

For  
Examiner's  
Use



**Fig. 2**

(i) Describe how the number of migrants from a country changes as it develops.

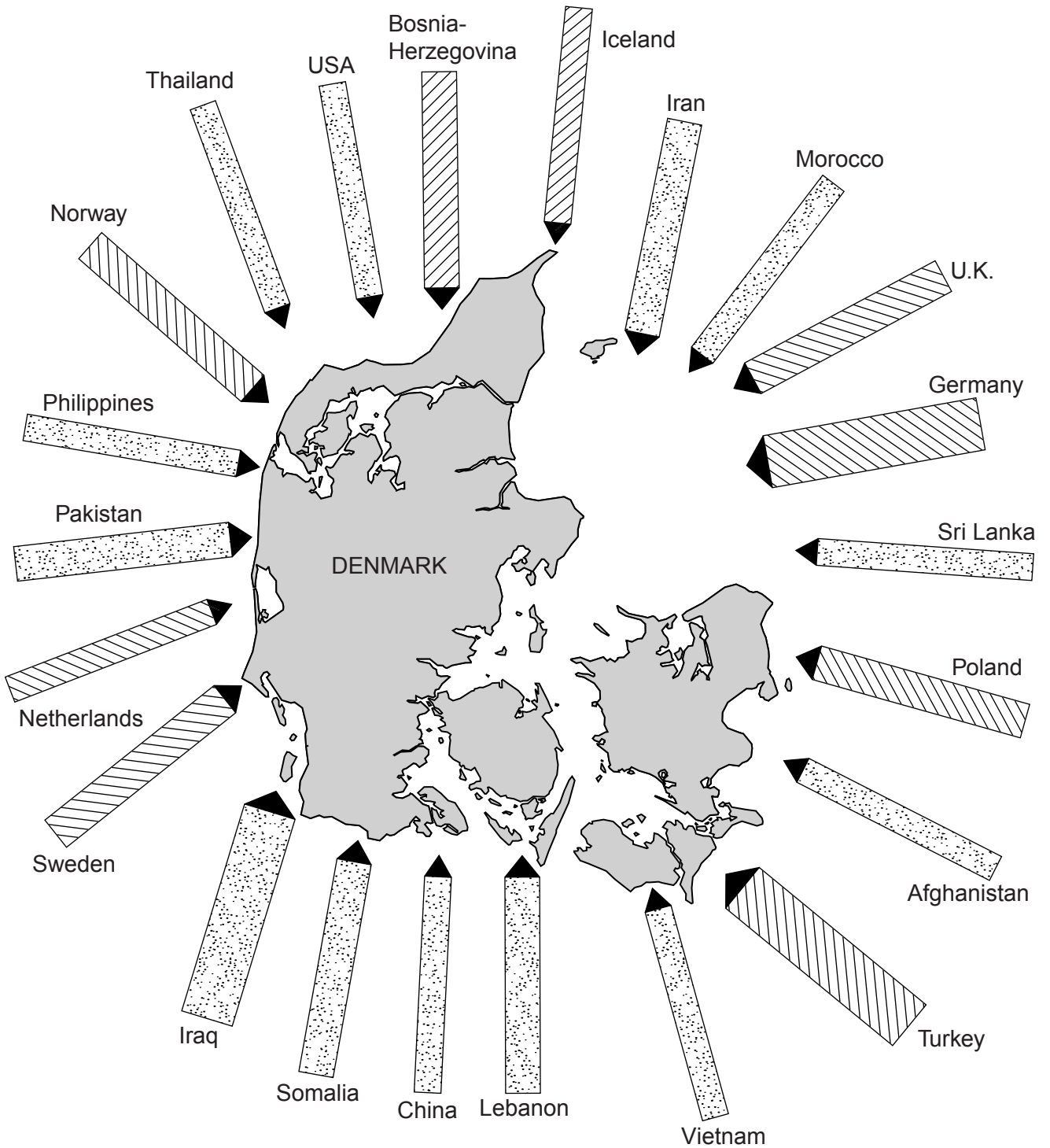
.....  
.....  
.....  
..... [2]

(ii) Suggest **three** reasons why the number of migrants from a country is likely to change with economic development.

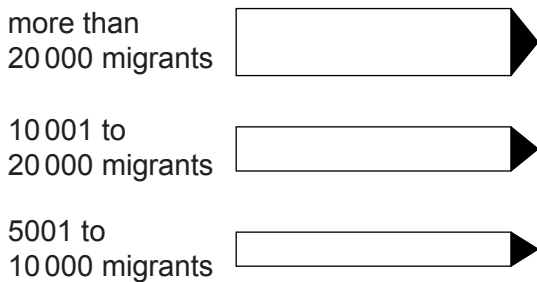
.....  
.....  
.....  
.....  
.....  
..... [3]

**[Total: 7 marks]**

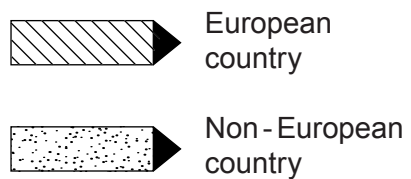
2 (a) Study Fig. 3, which shows the countries of origin of migrants living in Denmark, a high income European country.



**Scale:**



**Key:**



**Fig. 3**

- (i) Complete the table below by putting the following countries in rank order according to the number of migrants from them who are living in Denmark.

For  
Examiner's  
Use

**CHINA**

**GERMANY**

**NORWAY**

Country	Number of migrants from the country living in Denmark
	More than 20 000
	10 001 to 20 000
	5001 to 10 000

[1]

- (ii) Name one low income country and one high income country from which between 5001 and 10 000 people have migrated into Denmark.

Low income country .....

High income country .....

[2]

- (iii) Is it true that many migrants to Denmark are from Europe? Refer to actual examples of countries in your answer.

.....

.....

.....

.....

.....

.....

..... [3]

- (b) Study Fig. 4, which shows the number of immigrants to and emigrants from Denmark between 1980 and 2006.

*For  
Examiner's  
Use*

Content removed due to copyright restrictions.

- (i) Compare the pattern of immigrants to and emigrants from Denmark between 1980 and 2006. Refer to statistics and years in your answer. [5]

(ii) Suggest **two** benefits for countries of receiving large numbers of immigrants.

- 1 .....
- .....
- 2 .....
- ..... [2]

(iii) Describe **three** impacts for a low income country of large numbers of people migrating away from it.

- 1 .....
- .....
- 2 .....
- .....
- 3 .....
- ..... [3]

**[Total: 16 marks]**

3 (a) Study Fig. 5, which shows information about a research investigation carried out in Denmark.

Content removed due to copyright restrictions.

(i) The main aim of the investigation was to find out why some Nigerian people had migrated to Denmark. Use your own words to state the other two aims of the investigation.

- 1 .....
- 2 ..... [2]

(ii) Describe three possible problems of using data from the Internet in research investigations.

- 1 .....
- 2 .....
- 3 ..... [3]

(iii) What is the difference between an open-ended question and a closed question?

- .....
- ..... [2]



- (iv) Questionnaires were given out for people to fill in and return at a later date. Explain the **advantages** and **disadvantages** of using questionnaires in a study such as this.

*For  
Examiner's  
Use*

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
..... [6]

(b) Study Fig. 6, a diagram which shows methods of sampling.

For  
Examiner's  
Use

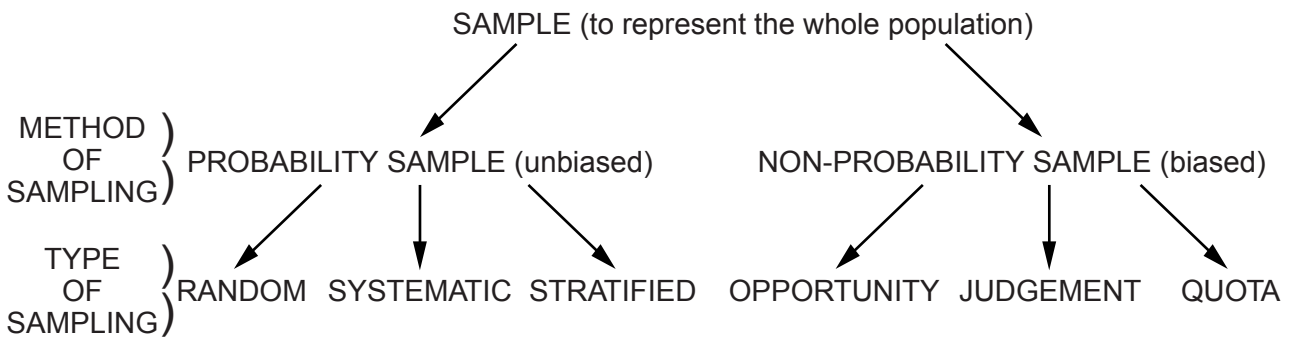


Fig. 6

(i) From Fig. 6 identify one type of sample which is a probability sample and one which is a non-probability sample.

Probability sample .....

Non-probability sample ..... [1]

(ii) What is the difference between a biased and an unbiased method of sampling?

.....  
 ..... [1]

(iii) Choose **one** type of sample from Fig.6 and explain how it could be used to select a sample of 25 Nigerian migrants to give questionnaires to.

Type of sample .....

.....

.....

..... [2]

(c) Study Fig. 7, which shows information about the type of sample used by the researchers.

For  
Examiner's  
Use

We used another type of sampling, snowball sampling, in our research study about Nigerian migration to Denmark. To do this we identified one Nigerian immigrant and gave him a questionnaire. We then asked him to pass a questionnaire to another Nigerian immigrant and so on.

**Fig. 7**

(i) Suggest reasons why the researchers used snowball sampling in this investigation.

.....  
.....  
.....  
..... [2]

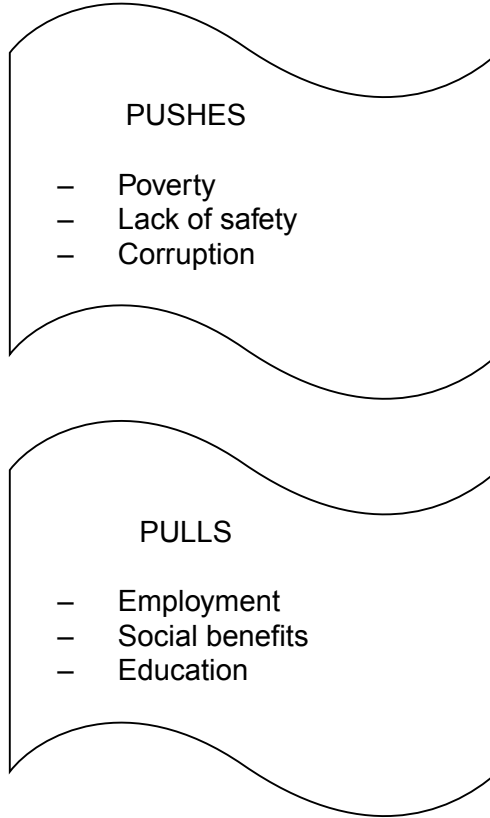
(ii) Explain why snowball sampling may be unreliable.

.....  
.....  
.....  
..... [2]

**[Total: 21 marks]**

- 4 (a) The main aim of the investigation was to find out why some Nigerian people had migrated to Denmark.

The researchers found out that the three most important push and pull factors were:



- (i) What is meant by the terms 'push factor' and 'pull factor'?

Push Factor .....

.....

Pull Factor .....

..... [2]

(ii) Explain fully why poverty and employment are factors which encourage migration from low income countries to high income countries.

*For  
Examiner's  
Use*

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [4]

Fig. 8, 9, 10 and 11, about Denmark and Nigeria, were obtained by the researchers.

For  
Examiner's  
Use

(b) Study Fig. 8, which shows government spending on social benefits in Denmark in 2007.

Content removed due to copyright restrictions.

**Fig. 8**

(i) How much money was spent in Denmark on health care in 2007?

..... billion kroner [1]

(ii) Explain how people living in a country benefit from government spending on:

- pensions

.....  
.....

- health care

.....  
..... [2]

- (c) Study Fig. 9, which shows information about safety on the roads in Nigeria and Denmark in 2004.

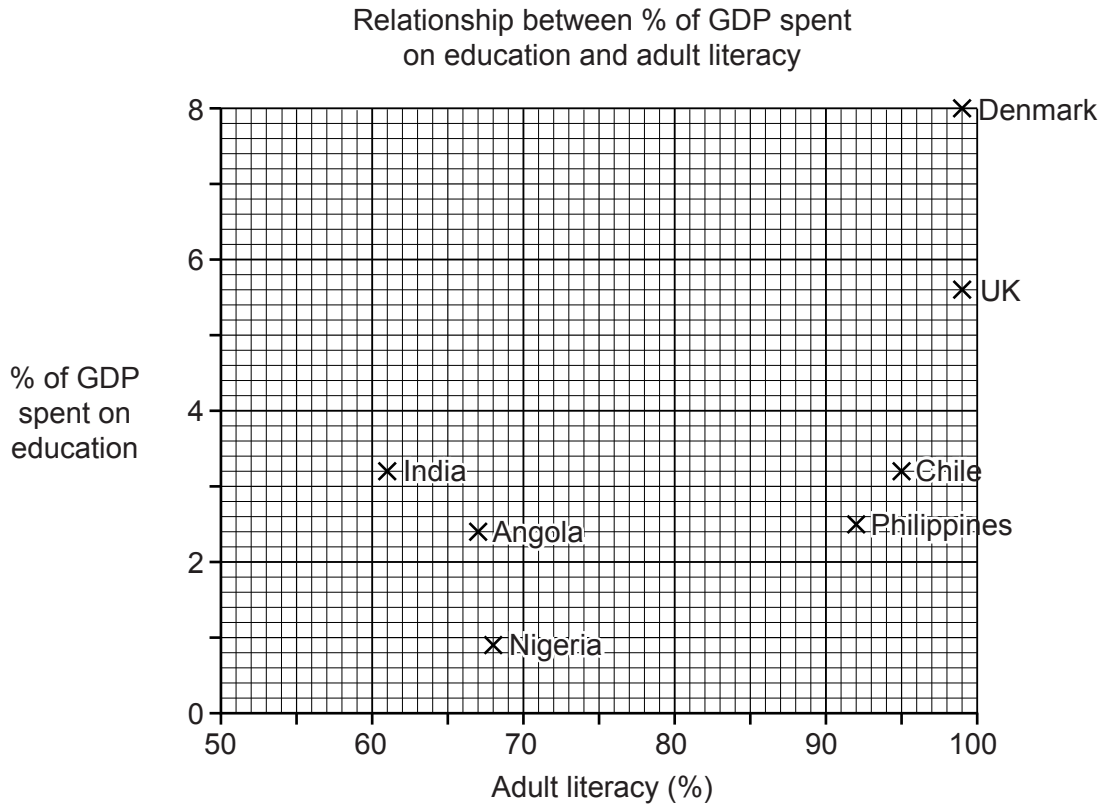
*For  
Examiner's  
Use*

Content removed due to copyright restrictions.

To what extent do you think the statistics in Fig. 9 help to support the findings of the researchers about why Nigerian people had migrated to Denmark?  
Give reasons for your answer. [5]

(d) Study Fig. 10, a graph which shows adult literacy and the percentage of Gross Domestic Product (GDP) spent on education in selected countries.

For  
Examiner's  
Use



**Fig. 10**

(i) Complete Fig. 10 by plotting the following information for Kenya:

% of GDP spent on education = 7.0

Adult literacy (%) = 85

[1]

(ii) Compare the percentage of GDP spent on education and the adult literacy of Denmark and Nigeria. Give statistics in your answer.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

[4]



(iii) What type of relationship is shown between adult literacy and the percentage of GDP spent on education? Refer to countries and statistics in your answer.

*For  
Examiner's  
Use*

.....

.....

.....

.....

.....

.....

..... [3]

- (e) Study Fig. 11, which shows what a sample of Nigerian people thought about corruption in Nigeria.  
(NB Corruption occurs when people are dishonest and can be bribed.)

For  
Examiner's  
Use

Content removed due to copyright restrictions.

- (i) Complete Fig. 11 by plotting the following information for what people interviewed thought about the elected leaders. 5% thought none were corrupt 50% thought some were corrupt 45% thought most were corrupt [3]
- (ii) What percentage of the people interviewed thought:
  - some border officials were corrupt,  
.....
  - most government officials were corrupt?  
..... [2]
- (iii) Suggest two reasons why high levels of corruption may encourage people to migrate from a country.  
.....  
.....  
..... [2]

[Total: 29 marks]

5 Abasiama is a 35 year old Nigerian who migrated to Denmark in 2008.

Before he migrated he worked as a school teacher in Lagos, the capital of Nigeria, where his family and children are still living. He now works in a fish processing factory in Copenhagen, the capital city of Denmark. He needs to make a decision about his future.

The options he is considering are to:

- A. Remain in Copenhagen and continue working in the factory.
- B. Remain in Copenhagen and study in the University there to qualify as a teacher in Denmark.
- C. Return to Nigeria and find work teaching in a school there.

Which of these options do you think Abasiama should choose and why?

To do this you should explain the advantages of your chosen option and the disadvantages of the two options which you have not chosen.

Chosen option .....

Advantages of chosen option .....

.....

.....

.....

.....

Disadvantages of first option not chosen .....

.....

.....

.....

.....

.....

Disadvantages of second option not chosen .....

.....

.....

.....

.....

..... [7]

[Total: 7 marks]

[Total: 80 marks]

**BLANK PAGE**

---

*Copyright Acknowledgements:*

Question 2b Fig. 4 © AMENDED; <http://diggy.ruc.dk/bitstream/1800/3189/1/Reasons%20for%20Nigerian%20people%20migration%20to%20Europe.pdf>.  
Question 3a Fig. 5 © AMENDED; <http://diggy.ruc.dk/bitstream/1800/3189/1/Reasons%20for%20Nigerian%20people%20migration%20to%20Europe.pdf>.  
Question 4 Fig. 8 © AMENDED; <http://diggy.ruc.dk/bitstream/1800/3189/1/Reasons%20for%20Nigerian%20people%20migration%20to%20Europe.pdf>.  
Question 4 Fig. 9 © AMENDED; <http://diggy.ruc.dk/bitstream/1800/3189/1/Reasons%20for%20Nigerian%20people%20migration%20to%20Europe.pdf>.  
Question 4e Fig. 11 © AMENDED; <http://diggy.ruc.dk/bitstream/1800/3189/1/Reasons%20for%20Nigerian%20people%20migration%20to%20Europe.pdf>.

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.