

DEVELOPMENT STUDIES

Paper 0453/01
Paper 1

Key messages

Interpretations of bar graphs were generally very sound, although there was a tendency to break down the line graph into a number of different time periods, rather than looking for the overall trend. When analysis of written text is required, candidates need to ensure that they paraphrase relevant sections rather than copy them out directly. The aim is to accurately interpret qualitative data.

The requirement for the command word 'explain' is not generally understood and the difference between 'explain' and 'describe' needs addressing. Many candidates still find it difficult to develop points into comprehensive ones and persist with short sentences covering numerous simple points.

The number of candidates getting to Level 3 was much reduced on previous years as a direct result of this. In all four levels questions, there was a tendency to repetitively end each point made with phrases from the question, e.g. '... this will ensure more children attend school and complete education.' '...this will reduce migration to urban areas.'

Question 1

(a) (i), (ii) and (iii) were usually correctly answered.

- (b) Although there are minor fluctuations in the graph between 1992 and 2015, they are not relevant here. The main observation of the change should have been that the graph shows the percentage had increased. The other important piece of information given by the graph is that the percentage change was small or that the increase was gradual or slow. Some candidates used the term 'constant' but this could have meant a constantly high increase from year to year. Most candidates scored a single mark for increase. Too much time was wasted either quoting figures or describing trend year by year, rather than looking for the overall trend.
- (c) Many candidates gained at least 3 marks here. Some very good knowledge shown of both the methods of traditional education and the benefits to communities. Many candidates knew how traditional education takes place but then explained what was taught rather than its importance to communities. So, teaching the boys to hunt and the girls to cook was not enough to gain credit, unless it was made clear that this prepared the children to become responsible adults. Similarly, teaching children about their culture was what was taught, not how important that was to communities.
- (d) There were some excellent answers here focusing on the sort of skills businesses require to be successful. However, in general this question was less well answered, with many answers focussing on specific jobs rather than necessary skills. Others gave explanations relating to getting a job, but not how the skill would help in a particular area.
- (e) The basic measures for ensuring school attendance were well rehearsed (more schools, free education, compulsory education, better school transport etc.) but these points were less well-developed. Candidates must always make sure they focus on the command word in the question. This question was 'explain' and so even for a mark in Level 1, some sort of basic explanation was required. E.g. 'The government should make schooling free'. That is a very valid measure but is not an explanation. To be worth a mark, candidates would need to explain that this would mean that even children from very poor families would then be able to go to school. There were some excellent answers that covered aspects in detail such as the different methods to encourage more girls to attend and complete their schooling and also the different ways schools can be made more accessible. The problems for children having to walk long distances and the need for schools to

provide food were well considered in the better answers. However, many candidates touched on gender inequality, but rarely got further than discussing girls' role in the home.

Question 2

(a) (i) and (iii) were usually answered correctly.

(ii) This presented more of a challenge and many candidates gave the country where most of the spending is by foreign tourists. Maldives was the most frequent answer instead of Brazil.

(b) (i) Many answers here were too general to gain credit. They related to ways that could just as easily attract more domestic tourists such as creating better infrastructure and building more theme parks or making hotels cheaper. There were however some good responses which often considered cultural promotions (unique to that country) which would appeal to foreigners as well as world sporting events.

(ii) Candidates are particularly familiar with the potential problems, for countries that depend on tourism, from natural disasters, climate change and changes in fashion. Civil wars were also often stated as being a risk. Candidates familiar with ecotourism based on drawing tourists to game reserves did well to suggest the human disaster of poaching and habitat destruction that could drive the animals to extinction. However, the scale of the consequences was not often addressed to take account of the *significant* numbers of tourists that would stop coming and the consequent *large* decline in GDP. Candidates should be careful not to use extreme statements such as there would be no tourists or the countries have no other means of income. Candidates who wrote exclusively about the seasonal nature of tourism gained no credit. Others went into the disadvantages of tourism, such as the loss of culture, MNCs taking profits etc.

(c) Candidates gave a wide range of ideas to make tourism more sustainable covering both the social and environmental aspects, although most methods described were environmental. Besides the more common answers relating to the various measures for the protection of wildlife, some candidates considered the restriction of water sports near coral reefs and the importance of designing hotels/lodges in keeping with their surroundings. However, candidates rarely achieved full marks, although many gained two or three marks for ecotourism, national parks, litter bins etc. A small minority did not grasp the idea of sustainability and gave accounts of how to improve tourism generally.

(d) Few candidates scored well in this question. Few got beyond lists of specific services. Many merely stated all the industries that either depend on or are promoted by the tourist industry but points were not developed in order to even gain marks in Level 2. Dependence on the transport industry to move tourists around was a common statement but that was vague on which elements of transport were used and there was no mention of how this would promote say local car hire firms. There was often more development regarding the local souvenir shops in terms of how the tourists depend on them during their stay and how their spending money in these shops would increase profits and lead to possible multiplier effects. Many candidates did not name any particular industry or service, but wrote generally about creating jobs and attracting investment/foreign currency. Most answers looked at the relationship as one-way, i.e. how tourism benefits industries.

Question 3

(a) (i) and (ii) These were generally correctly answered and showed careful interpretation of a less common form of data representation.

(b) (i) Overpopulation was often defined as 'too many people living in an area.' The link to not enough resources was not made. With population density candidates were often not specific enough and stated that it was the number of people in an area. Generally, there was a very limited understanding of both terms, which should be more widely known.

(ii) Candidates have good knowledge on the effects of urbanisation on rural areas. Many good answers which covered a number of the points in the mark scheme: changes in population structure, break up of families, role of remittances and loss of traditions were particularly well covered. Less common were references to changing role of women and underuse of resources. Weaker candidates tended to discuss already urbanised areas such as shanty towns. Candidates must be careful not to use extremes such as 'no food production'.

- (c) (i) Few candidates seemed to be familiar with the term 'staple' crop. The answers could have related to non-food crops or crops grown for commercial purposes. A variety of incorrect answers, from cash crops to genetic crops.
- (ii) Candidates were clearly asked to explain in their own words, but many lifted phrases and whole sentences directly off the source. The ability to paraphrase is an important skill and candidates need to learn how to read an extract carefully, identify the relevant parts and then reword it. Several candidates assumed the seeds were genetically modified but there was no indication of this in the source and candidates must focus only on the information given. Fairly well answered, although some spoiled explanations by repeating '...increases income', instead of '...adding value' or 'sells for higher price'.
- (d) There were some excellent, detailed answers here covering many aspects of rural life that would be improved by electricity and internet access and negate the need to migrate to towns. However, a statement such as 'Electricity means people can cook using stoves' is neither an explanation of why that is important or how it might reduce migration to towns. Similarly, many answers considered all the different things that the internet can be used for, but explanations were often very limited which meant candidates only scored marks in Level 1. There was much repetition of part of the question here at the expense of more developed ideas.

Question 4

- (a) On the whole, this question was reasonably well answered with many candidates achieving at least one mark. There was a tendency for candidates to describe the main feature of each pie chart rather than to identify the changes as countries develop. Some candidates just listed agriculture and industry as things that changed, without saying what the changes were.
- (b) (i) There were no problems with this question. The vast majority gained credit here.
- (ii) This was not well answered with many candidates either referring to an increase in population or the increased use for industrial development, which did not gain credit. Those who focused on domestic use stated that water is used by people in washing machines/on their gardens/to fill swimming pools/wash cars etc. They needed to explain why this happened. The question did not ask for a description of what people use water for in more developed countries. A correct explanation is 'a greater affluence means people can buy more washing machines, which use a lot of water', or 'People can water their gardens as water is more available as it is provided through pipes to their homes'. Of the marks that were awarded, one mark for 'increasing affluence' was the most common.
- (c) (i) This was well answered with candidates, on the whole, concentrating their answers on what they observed in the photographs rather than what else they knew about the different types of farming. However, many described things that it was not really possible to judge, such as how much fertiliser was used or whether workers were skilled or unskilled. A weakness here is where candidates describe first one photo, in a paragraph, and then the other. They need to match up the points of comparison, such as mentioning irrigation, in both paragraphs.
- (ii) A wide variety of valid problems were suggested with explanations which were appropriate, although not always well-explained. Candidates were more likely to give the effects of the problem.
- (iii) Candidates showed a very good understanding of how production and export help developing countries. This question was well-answered with many candidates gaining three marks.
- (d) Some candidates wrote at length of the causes of water pollution and their effects on the natural environment. This showed good knowledge but unfortunately this was not required by this question. They needed to suggest the measures needed to reduce the problem and it was not sufficient to state 'stop industries sending waste into rivers' or 'make sure people do not drop rubbish in the river'. There was evidence that many candidates were unable to evaluate the measures they suggested although the candidates that did, gained marks easily in the higher levels. E.g. 'restrictions on fertiliser use would reduce eutrophication in rivers and the costs for farmers but this would also reduce yields, which would affect the farmer's income and hence standard of living.' In this example, 'restrictions on fertiliser use' would be the measure and the following evaluation gives an assessment of the measure in terms of its benefits and

disadvantages. However, there was very little evaluation in the responses, on the whole, and candidates rarely got beyond Level 2, 3 marks. Most candidates concentrated on laws and fines for industries, farmers and individuals. The most common form of water pollution mentioned seemed to be litter, either thrown or blown into rivers. Acid rain was frequently described, often erroneously, as if it was a local effect. Many ideas were vague or unrealistic, such as 'telling people to...', 'stopping people...' or 'banning farming near rivers.' The oceans were seldom considered.

DEVELOPMENT STUDIES

<p>Paper 0453/02 Paper 2</p>
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Key messages

- Candidates should read the questions carefully and take their time studying the resources so they can understand fully what they have to do.
- Candidates need to be familiar with how to respond to each command word. Underlining or highlighting command words on the examination paper can be a useful aid to answering in the correct way and avoiding including irrelevant detail.
- The mark allocations, given at the end of each question, along with the number of answer lines provided, are a useful guide to the length of answers required and should be used by candidates to help them to manage their time.
- In questions involving extended writing candidates should aim to develop the points which they make rather than making simple lists of points. 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 enables candidates to reach higher levels by showing their depth of knowledge and understanding.
- Candidates should learn key terms and definitions so that they can 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, photographs and written extracts. Each type should be used regularly during the course and the required skills 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 always be used to back up points made, rather than listing statistics in isolation. If used years and statistics should be precise so avoid phrases such as 'over 50 000' or 'under 10 000' in place of an actual statistic – these are too general for credit.
- When completing graphs candidates should take time and care as they are expected to be accurate within a small tolerance. They should use a ruler and a sharp pencil to ensure accuracy.
- During their course candidates should become familiar with enquiries and investigations of the type which are referred to in the examination. They should plan and carry out small scale investigations themselves, 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

Almost all candidates made a genuine attempt at all questions, with the majority showing knowledge and understanding of a range of development issues and demonstrating appropriate skills. The success of candidates in meeting these assessment objectives 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. The paper was accessible for candidates whilst also allowing for challenge.

There was no evidence of candidates not completing the paper due to lack of time and from most candidates answers were legible and of appropriate length.

Comments on specific questions

Question 1

- (a) (i) The majority of candidates correctly identified Libya and Bangladesh.
- (ii) Most candidates understood that literacy is the ability to read and write. More successful candidates referred to the % of women who can read and write. Less successful candidates needed to use a word like 'women' rather than repeating the word 'female' along with the percentage figure or a comment like 'most'.
- (iii) This was answered well by most candidates. A small number of candidates needed to use the countries listed rather than other countries from Table 1.1 and a few needed to use country names rather than statistics.
- (iv) Many candidates correctly identified GDP as the most useful indicator of economic development, as it directly measures the value of goods and services produced. Similarly, most candidates correctly identified female literacy rate or number of doctors as a social indicator – both were acceptable. Success in explaining their choices was more varied. Appropriate references to economic and social development were required, for example to production and to the quality of health care or education provision, or to gender inequality in the case of female literacy. Some candidates confused GDP with individual earnings and/or referred to high literacy or high numbers of doctors without explaining why it was a useful indicator.
- (b) (i) Generally this was well answered. Less successful candidates needed to use comparative language to make the differences between Finland and the Dominican Republic clear.
- (ii) There were a number of impressive answers here using terms like 'composite indicator' and 'index numbers' and referring to such ideas as the fact that HDI combines several indicators and includes social indicators, whereas GDP is only an economic indicator. Less successful candidates needed to go beyond listing the indicators from which HDI is calculated.
- (c) (i) Generally well answered though some candidates needed to label 'Russia'.
- (ii) Most candidates were able to identify a positive relationship. Many successfully illustrated this by using accurate statistics from two contrasting countries. Less successful candidates needed to read the graph accurately or give more than one country as an example. The fact that the relationship was not perfect, and that there were anomalies, was mentioned by some observant candidates, although some candidates need to use statistics to illustrate this.
- (iii) More successful candidates referred to ideas such as the growth of industry, the provision of electricity to homes and the ability to afford it, along with the increased use of technology/electrical devices in the home. Less successful candidates needed to go beyond repeating their previous description of the relationship.

Question 2

- (a) (i) This question was generally well answered although some candidates needed to reference either 'cooking and lighting' or to the 'two villages'.
- (ii) Candidates needed to be able to explain that qualitative data is descriptive whilst quantitative data is numerical. A small proportion of candidates gave good, clear definitions of both terms, though more were able to define 'quantitative' the 'qualitative'. Less successful answers often referred to the 'quality' and 'amount' of data. Some candidates confused these terms with 'primary and secondary'.
- (iii) Generally, this question was well answered. Some less successful candidates needed to read Fig.2.1 carefully and give examples of methods which were used in this particular research investigation.
- (iv) This was a straightforward question for those who were familiar with convenience sampling and many successful candidates referred to the fact that it was a quick method but unlikely to be representative. Other less successful candidates needed to be more familiar with this form of

sampling. A familiar response from less successful candidates was 'people were not available as they were working'. Words like 'inaccurate' and 'unreliable' in this type of question are too vague for credit. Candidates needed to think about why this type of sampling is likely to be inaccurate or unreliable.

- (v) Candidates had least success with the 'observation' section of this question and many answers indicated that candidates were not sure how data is collected by observation. The section on 'interviews' was answered well – most candidates correctly writing about bias or false information to make the leaders and the village look more favourable, whilst others observed that village leaders would be unlikely to know about the lives of most villagers. The section on 'secondary data' was answered well with most candidates familiar with problems such as data being outdated, inaccurate or not relevant to the investigation.
- (b) (i) Most candidates were successful in plotting the segments accurately and shading according to the key. Some candidates needed to plot the segments in the order of the key, as illustrated in the pie chart for Barbote.
- (ii) Mostly correct though some plots were less accurate as candidates needed to use a sharp pencil and ruler, thus the tops of their bars were sometimes outside tolerance. A few candidates needed to read the scale carefully to accurately plot '55'.
- (iii) This was mostly well answered, and statistics were generally used effectively. Sometimes there was an over-reliance on statistics without descriptive comparison. Statistics should always be used in this type of question to support points made, rather than being used on their own. A few candidates needed to read the question correctly and refer to the graph showing fuels used for cooking rather than lighting.

Question 3

- (a) (i) Many candidates were able to give at least one correct definition, especially of 'global' environmental problem. Most candidates realised that 'loss of biodiversity' was to do with the death of plants and/or animals, however a more precise reference to the reduction in the number or *variety* of species was needed for credit.
- (ii) Most candidates correctly identified acid rain, though a familiar wrong answer was 'climate change'.
- (b) (i) Most candidates recognised the general increase over the time period, and many referred to the obvious fluctuations which occurred. More successful candidates used accurate statistics which supported the general trend whilst less successful candidates tended to quote statistics for random years rather than providing a descriptive overview.
- (ii) There were a number of excellent responses which referred to the sources of greenhouse gases and the impacts of their build up in the atmosphere. Some candidates needed to clearly explain the actual process of the enhanced greenhouse effect, but most gained some credit for references to greenhouse gases (or an example), or sources of them such as industry and transport. Some candidates needed to be clear about the difference between the enhanced greenhouse effect and ozone depletion, with some holding a misconception that the latter causes climate change.
- (c) (i) Most candidates identified two impacts on the natural environment such as sea level rises. Other less successful candidates needed to focus on impacts on the natural environment and not people in order to answer the question.
- (ii) Many candidates recognised that it is the impact of drought which is likely to cause falling yields of crops rather than increasing temperatures alone. Less successful answers simply referred to high temperatures or crops being destroyed.
- (iii) The most successful candidates considered a range of reasons why some countries are more concerned by increasing global temperatures than others. Typically, this included whether they are located on the coast, whether they are agriculturally based, or dependant on tourism or whether they are economically capable of dealing with the problems caused. Less successful candidates tended to only focus on one idea, and for many this was whether they had a coastal location with land likely to flood. Others gave vague responses, such as whether the country is an LEDC or an MEDC or simply described the problems likely to be caused without recognising that the question

focus was on why some countries will be more concerned than others. An idea not commonly mentioned was whether a country would be more focused on economic development than environmental protection. The political will and attitudes of governments is also most likely to be a significant factor, and a consequence of whether the country will benefit or be disadvantaged by climate change.

- (d) (i) The key to this question was in recognising that rising sea levels are a global issue and that little can be done by small island nations alone to prevent a sea level rise. The use of wind and solar power may well be effective in the long term in reducing sea level rises, but only if all countries reduce their carbon emissions and the amount of deforestation occurring. There were many excellent responses along these lines, many referring to the fact that the strategy will be insignificant and not prevent rises in sea level in enough time to prevent large scale flooding in the Maldives. Less successful candidates needed to identify the link between the strategy and flood reduction. Other candidates needed to be careful in how they interpreted the question as they explained why wind and solar power may not work in terms of generating enough energy for the Maldives rather than how effective they would be in reducing the problems caused by rising sea levels.
- (ii) Candidates chose Methods B, C and D with a fairly even balance. Almost all candidates were able to choose a strategy 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 the ones which they had rejected. The disadvantages of the rejected methods were however not always developed fully, and some candidates simply reversed the ideas they had expressed as positives. Some candidates wrote about Strategy A, despite the instruction in the question to refer to B, C and D.