

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

International General Certificate of Secondary Education

**MARK SCHEME for the November 2003 question papers**

**0453 DEVELOPMENT STUDIES**

<b>0453/01</b>	<b>Paper 1, maximum mark 60</b>
<b>0453/02</b>	<b>Paper 2, maximum mark 70</b>
<b>0453/04</b>	<b>Paper 4 (Alternative to Coursework), maximum mark 35</b>

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the November 2003 question papers for most IGCSE and GCE Advanced Level syllabuses.

**Grade thresholds** taken for Syllabus 0453 (Development Studies) in the November 2003 examination.

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 1	60	40	30	23	20
Component 2	70	52	43	37	32
Component 4	35	23	17	13	10

The threshold (minimum mark) for B is set halfway between those for Grades A and C.

The threshold (minimum mark) for D is set halfway between those for Grades C and E.

The threshold (minimum mark) for G is set as many marks below the F threshold as the E threshold is above it.

Grade A\* does not exist at the level of an individual component.

November 2003

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 60

SYLLABUS/COMPONENT: 0453/01

DEVELOPMENT STUDIES  
Paper 1



Qn.1

- (a) **Three** reasons:  
Shortage of land/ population pressure      Lack of skills/ technology  
Poor soil      Lack of fertiliser etc  
Poor seeds      Unequal access to land  
Drought/lack of water/ low rainfall      Lack of alternative income  
Lack of money/ investment (*Must refer to difficulty for small farmers to get loans or about what to invest in*) [3]
- (b) (i) A Cooperative is a group of farmers who join together:  
to help each other/ work together/for some purposes [1]
- Three** ways:  
by bulk buying inputs  
by marketing products/ group marketing  
by arranging credit  
by renting, sharing equipment/ transport etc  
by sharing ideas/ skills [3]
- (c) Borrowing money through banks/ provision of goods giving time to pay etc [1]
- (d) **Three** ways:  
by training schemes/ providing skills knowledge  
by vaccination programmes  
by drilling bore-holes and providing water points  
by breeding programmes  
by providing dipping tanks  
by grants or loans for e.g. fencing/ grazing schemes/ rotational grazing [3]
- (e) **Two** ways:  
for irrigating crops  
for providing animals with water  
to save time for other work, save energy etc. [2]
- (f) **Two** reasons:  
to get goods to market regularly, efficiently  
to transport goods fast/ prevent good perishing on the way  
to bring in necessary inputs. [2]

[15 marks]

Qn.2

- (a) Because it is an average/ it hides variation between rich and poor. [1]
- (b) (i) Country X [1]  
(ii) Country X is already rich/ developed /industrialised country  
OR South Africa is still developing. [1]
- (c)  
South African life expectancy- is low at 55 years - compared to Country X at 77  
South African infant mortality - is still high at 60 per 1000 - compared to X at 6  
South Africa doctors- is too low at 59 doctors per 100,000 - compared to X at 170  
Level 1 → 1 mark for naming 2 indicators correctly  
Level 2 → 2 marks for explaining 1 indicator for S.Africa too high or too low  
Level 3 → 3 marks for explaining 2 indicators for S.Africa too high or too low  
Or explaining 1 indicator for making correct comparison bet S.Africa and Country X  
Level 4 → 4 marks for correctly interpreting 2 indicators and a correct comparison bet.  
S.Africa and Country X [4]
- (d) Education in South Africa improving because (*must use statistics*):  
**now** 99% of children are in primary school whereas adult literacy at 84%  
means that many adults did not go to school **in the past**. [1]
- (e) **Two** reasons:  
Problem of AIDs killing large numbers of people  
Availability of birth control/ contraceptives  
High infant mortality rate/ death rate  
Poor standard of living/ poor nutrition  
Lack of medical care.  
NOT "education" [1]
- (f) **Two** reasons:  
Country X:  
is a developed country/ industrialised/ in NORTH  
has high standard of living/ high income  
has available electricity  
High level of technology in developed country [2]
- (g) **Three** features of a democracy:  
"Rule by the people"  
Universal suffrage/ voting/ right to vote  
Regular elections  
Choice of parties/ multi-party  
Equality before the law/ fair trial  
Representatives accountable – can be voted out.  
Freedom of speech/ press  
Freedom of association  
Basic/ human rights *if freedoms not already mentioned*. NOT "education". [3]  
[15 marks]

Qn.3

(a) **Help** / money/ goods etc from a foreign country or international agency or charity  
*NOT "Aid from a foreign country."*

[1]

(b) **Two** reasons:

*1 mark for "natural disaster" for 2 marks need to specify:*

flood	volcanoes
drought	famine
help with refugees	civil war/war
hurricane	earthquakes
volcanic eruption	

[2]

(c) (i) Because it involves the local people/ is small scale.

[1]

(ii) A full description of an aid project such as (*concentrate on basic needs*):

helping to dig wells  
 medical care for children  
 food distribution to needy  
 housing homeless/ orphans etc.  
 education/ building of classrooms/ literacy classes  
 1 mark for naming  
 2<sup>nd</sup> mark for developing the idea.

[2]

(d) (i) International Organisation, or foreign government.

[1]

(ii) Multi-million dollar projects:

1 mark for naming (*specific of general name*)  
 3 further marks for developing project including equipment, transport facilities, and expertise etc  
 e.g large dam - need earthmoving equipment, pipes, turbines, lorries, engineers  
 new port – cement/cranes etc, transport equipment, engineers, architects  
 power station – cables/electrical machinery, lorries, architects/electricity experts, etc.

[4]

(e) **Two** advantages:

May bring in new technology/ skills  
 May increase production  
 May increase trade  
 Create employment

**Two** disadvantages:

Money may be spent on wrong things  
 Aid may be tied  
 May increase dependency  
 May accustom people to handouts (basket cases)  
 Higher debt/ repayment difficulties

[4]

[15marks]

Qn.4

(a)

(i) *Conservation* is protection and saving/ looking after/ taking care.

*NOT an example*

[1]

(ii) **Three** reasons:

They take in CO<sub>2</sub>/ give out oxygen/to help prevent global warming

They are important sources of forest products/wood/medicines/herbs etc

The maintain biodiversity/ lots of plants, animals etc.

Prevent soil erosion/ bind/ protect soil

Help the rain cycle

Ensure the survival of the **whole** ecosystem

They are beautiful/ part of nature's bounty etc.

[3]

(j) **Three** reasons:

Demands for: land for agriculture

Land for industry

Land for building and urbanisation/ living space

Logging and wood products/ fuel/ furniture/ building material

[3]

(c) Because each plant and animal is linked in an ecosystem/ depend on each other/ if some are destroyed it cause loss of many others.

[1]

(d) So that we can understand how the plants and animals survive

**or** so that we can learn to find ways of protecting the plants and animals/

**or** so that we can find new things that may be useful in the future.

[1]

(e) (i) *Sustainable development* – the way to conserve the environment so that it can be enjoyed by future generations.

[1]

(ii) **Three** rules:

Replant every tree that is cut down

Do not allow forest to be cleared for agriculture

Stop people collecting wood for fuel/ encourage use of alternative energy

Limit grazing in forests

Limit vehicles and tourists to marked roads and areas

Ban hunting except under strict licence/ quotas.

[3]

(iii) **Two** ways:

Pay local people to collect forest products

Pay local people to look after the forest/ plant trees etc

Train local people to be guides for tourists/ creation of conservancies etc.

Use some of the traditional medicines of the forest

[2]

[15 marks]

Qn.5

- (a) **Three** ways – modern education:  
 takes place in a special building  
 fixed curriculum  
 relies on literacy and numeracy  
 is taught by specially trained people  
 uses modern technology  
 high costs involved [3]  
*Accept the reverse*
- (b) (i) Tools/ machines/ the skill to use them/ use tools/ machines to make something [1]  
 (ii) *An example and description:*  
 Electricity – used for modern electrical goods  
 Computer – used in offices etc.  
 Vehicles – used for transport  
 ATM, Tellers, Bank service machine – to get money  
 Telephones, mobiles – for communication etc  
 Washing machines, household equipment - in their homes. [2]
- (c) In **urban** areas:  
 not to leave litter  
 not to pollute their water supplies etc.  
 keep their homes and streets clean/ hygiene/ free of disease  
 to avoid chemical and other causes of air pollution  
 use clean sources of fuel/electricity [2]
- (d) (i) Because they understand news/ can read/ can communicate with others/  
 teach/ lead others to be involved.  
*NOT “skills and knowledge”* [1]  
 (ii) **Two** ways;  
 by voting  
 by standing for election in local/national elections  
 by joining community organisations/ clubs etc. [2]
- (e) (i) **Two** points for economy:  
 A country would be unable to start new ventures/industries/businesses  
 There would be no one to maintain essential services.  
 Foreign experts/ expatriates would have to be imported/ paid  
 The country would fall behind other countries in its standard of living/ GNP  
 would not grow [2]
- (ii) **Two** points to take part in world economy:  
 unable to deal with financial matters/ foreign currency etc  
 would not be represented in political affairs abroad/ left out  
 would not sell the countries products abroad  
 no one would understand overseas markets.  
 unable to deal on equal terms/ cannot compete with foreign markets. [2]

[15 marks]



- 6.
- (a) (i) Brazil [1]
- (ii) Japan and Nigeria 2 marks [2]
- (b) (i) Reasons so few are managers:  
Women are discriminated against  
Many men will not work for a woman  
It is traditional for men to give the orders in many societies.  
Women have children/household duties and are not considered to put their career before their home/ interrupt their careers.
- (ii) Reasons so few are members of government:  
Many people will not vote for women/ discrimination (*if not credited above in (i)*)  
Lack of self confidence/many women are nervous of standing for parliament because of having to overcome local prejudices  
Many women are less educated/ made to feel that it is against tradition.  
**5 marks in total**, 2 marks for either section and 3 marks for the other. [5]
- (c) (i) **Two** reasons:  
so that women's issues will be addressed  
so that children's issues will be addressed  
to give equal rights to women/ so that half the population will be fairly represented. [2]
- (ii) **Two** ways:  
by affirmative action/ positive discrimination  
by a quota system/ reserve more jobs for women  
by making a woman Minister of Women's Affairs.  
by educating people to expect women to help to run the country  
by encouraging women with cash incentives/ creches/ day care centres/ baby friendly environment etc. [2]
- (d)  
Level 1 – general statement without statistics  
e.g. in most of the countries there are a lot of professional women/  
*or* in most of the countries there are not many women managers/ government workers
- Level 2 - statistics to support a general statement about professional/ managers/  
government workers about one country.
- Level 3 – statistics as for Level 2 but describing 2 countries. [3]  
[15 marks]

**CAMBRIDGE**  
INTERNATIONAL EXAMINATIONS

November 2003

INTERNATIONAL GCSE

MARK SCHEME
MAXIMUM MARK: 70
SYLLABUS/COMPONENT: 0453/02 DEVELOPMENT STUDIES Paper 2

Qn.1

(a)

(i) Japan

[1]

(ii) 27, 28 or 29

[1]

(iii) Description of differences, **three points:****People live longer** in developed countries than in developing countries.

1 mark

**Women live longer** than men in both developed and developing countries .

1 mark

**Correctly quoted figures** comparing men/women or countries

1 mark

[3]

(iv) **Three** reasons:

Plenty of/ lack of doctors/ hospitals/ health facilities

Available/ lack of primary health care

Good/ lack of maternity care

Good/ poor nutrition

Good/ lack of sanitation/ clean water

Available/ lack of immunisation

People are more educated/aware or less educated/aware of how to stay healthy

[3]

(b)

(i) 6 billion or 6,000,000,000 or 6000 million.

[1]

(ii) **One** reason, not enough money to afford:

good food, adequate housing/ shelter, clean water/ medical care etc

[1]

(iii) **One** disease and **one** way to prevent it:Measles / Whooping cough / German measles/ mumps/ polio/TB/ tetanus –  
inoculation or vaccination

Diarrhoea / Typhoid/ Cholera/ Bilharzia – clean water supply.

[2]

(iv) **Three** reasons, uneducated mothers:

have less healthy families

do not teach their children to be hygienic

have larger families/ do not practise birth control

do not feed their families well.

[3]

(v) **Three** reasons:

early marriage

lack of maternity/ medical care

malnutrition

frequent births

[3]

- (c)
- (i) A diet that is varied/ that contains all the main types of food. [1]
- (ii) Malnutrition/ Marasmus/ Rickets/ Fat stomach [1]
- (iii) **Two:**  
carbohydrates - energy  
proteins – growth and repair/ strength/ fitness  
fats – energy/ build body cells  
fruit and veg: vitamins and minerals/ make brain/ nerves/ muscles work properly [2]
- (iv) **Three** pieces of advice:  
Boil water  
Cover food to keep off flies  
Wash hands  
Wash and clean food properly  
Eat regular meals [3]
- (d)
- (i) **One** mark:  
**Either** China, **or** Brazil **or** Dem. Rep. Congo [1]
- (ii) **Three** reasons:  
Government favour/ spend more money on urban areas.  
Inaccessibility/ high cost of providing services/ dispersed population  
Lack of money  
Rural population less political pressure [3]
- (iii) **Three** different ways expanded:  
They may get sick – due to drinking/ using dirty water  
They spend a lot of time – which could be used for something more useful  
They spend a lot of energy – making them too tired to do their work properly.  
They may get skin diseases – due to inadequate washing facilities. [6]
- [35 marks]

- 2 (a)
- (i) **Three:**  
Minerals  
Wood  
Building land  
Water [3]
- (ii) The division of labour/ specialisation. [1]
- (iii) **Two advantages:**  
Speed  
Increased production  
Specialisation (but not if already credited) [2]
- (iv) Capital goods are the things used to produce goods and services 1 mark  
**one** example used in **factory** production – tools/ machinery etc 1 mark [2]
- (v) **Enterprise** is used to organise the three factors of production [1]
- (vi) **Three points:**  
Craft production: small scale, individually or family owned, make one product at a time, long training, run from home or small workshop.  
Industrial production: mass production, large scale, company owned, special premises. [3]
- (b)
- (i) New/ly Industrial/ised Country [1]
- (ii) Japan, UK, France or Namibia. [1]
- (iii) **Three points:**  
higher GNP in Japan, lower in Ghana.  
mining % in Japan and Ghana not very different (12% and 10%)  
manufacturing % in Japan higher (24%) and lower in Ghana (6%)  
services % in Japan much higher (60%) and lower in Ghana (38%)  
% in agriculture must be very high in Ghana (46%) compared to Japan (4%) [3]
- (iv) **Three reasons:**  
There are many industries requiring services  
High standard of living/ demand for luxury services/ food outlets/ personal services  
Many electrical/ electronic goods in home  
Need for high speed transport and communications. [3]

- (c)
- (i) Because it is self-reinforcing/ goes round and round. [1]
- (ii) **Two points:**  
Less money has to be spent on training  
There are fewer breakdowns  
Less time is wasted in setting up/ explanation/ translating etc. [2]
- (iii) **Three different types:**  
Transport/ Communications (allow one)  
Water supplies  
Power supplies  
Telecommunications  
Banking and financial [3]
- (iv) **One type of business an individual might set up:**  
Any reasonable business eg. taxis, buses, car repair, food outlet etc. 1 mark  
Capital from own savings, borrowing from family, borrowing from bank,  
government grant. [2]
- (d) (i) *A multinational:* a company that operates in a number of different countries. [1]
- (ii) **Three reasons:**  
Access to capital  
Expertise and knowhow  
Prestige  
Access to international markets [3]
- (iii) **Three disadvantages:**  
Take profits abroad  
Employ expatriates  
Loyalty to company not the country  
Large size means they may dominate country. [3]

[35 marks]

**CAMBRIDGE**  
INTERNATIONAL EXAMINATIONS

November 2003

INTERNATIONAL GCSE

MARK SCHEME
MAXIMUM MARK: 35
SYLLABUS/COMPONENT: 0453/04 DEVELOPMENT STUDIES Alternative to Coursework

## IGCSE Development Studies Paper 4 Marking Scheme November 2003

### Question 1

- (a)(i) Kindwitwi [1]
- (ii) To find out about education in the area/country. (1)  
Reference to investigation into whether education level is adequate for development to occur which shows understanding, by using own words. (2) [2]
- (iii) (Data from) Ministry of Education; newspaper (articles). [2]
- (iv) With structured interview questions are same for all people who are interviewed/closed questions are used/interview is pre-planned. (1)  
An open interview allows interviewer to follow whatever line of questioning is suitable at the time. (2) [2]
- (v) Inability of some of the children to read questions/write their answers. [1]
- (b)(i) Candidates could identify any question in interview with village administrator as being a good one or those in the interview with the teacher which are not listed in (ii) below (1 mark). Second mark for explaining why the information was useful, the explanation being related to the fact that the answer is relevant in terms of the aim of the research (2). [2]
- (ii) Why is education important? or Are the students attentive in class? or What are your main teaching methods? or Do you persuade students to go on to secondary school? (1)  
None of these questions help the researcher to assess educational **provision**. [2]
- (c)(i) Impossible to study whole population/constraints of time/cost. [1]
- (ii) As appropriate to sampling method chosen. One mark per relevant point which helps to explain why the method chosen would not produce a representative sample of people in the villages for this study.
- e.g. A: Interview every parent taking each child to school on each morning of the week. This would not enable interviews with parents of older children/who do not need to be taken to school (1) or do not attend school (1) and would not be representative on the assumption that parents taking children to school may have different attitudes towards education from those who do not (1), the method may not produce an appropriate gender balance as many of the people interviewed could be women taking children to school. (1) (Max 3) [3]



- (iii) Point marking for description of method used and explanation  
1 Mark reserved for description/explanation.

e.g. Use a random sample of homes (1) this would ensure coverage of all parts of the village (1) and incorporate homes of children of various ages (1) including those who do and do not attend school (1) in areas which are both rich and poor (1).  
(Max 3) [3]

- (d)(i) Candidates are most likely to select bar graph or divided rectangles.  
For each method:

4 marks – Information plotted accurately, axes drawn and labelled accurately.

3 marks – As above with one weakness (e.g. axes not labelled, some inaccuracy in plotting).

2 marks – as above with two or more weaknesses from list above.

1 mark – an attempt at graphing the information using an inappropriate method. [4]

- (ii) Point marking crediting development as appropriate.

Tables/chairs/classrooms/school supplies are inadequate (1) especially chairs and tables (dev); with less than half of supplies being available etc. (dev)  
Explanation will relate to lack of investment in education (1) as a result of other priorities etc. (dev)  
One mark reserved for conclusion/explanation [3]

Question 2

- (a) Point marking crediting appropriate development. Ideas such as:
- they are not given the opportunity to attend school/they are forced to drop out of school
  - Many girls are not educated as a result of poverty in their families.
  - They are married early.
  - In exchange for dowry/cattle/to bring wealth to their families.
  - Parents do not value education for girls.
- [3]

- (b) Point marking with credit for a range of appropriate ideas, allowing development as appropriate.

e.g. Education could be made free for all children of a certain age (1) and school attendance compulsory (1). Grants could be given to help parents to buy uniform/supplies/books etc. (1)  
Schools should be adequately staffed in order to monitor attendance/education of girls (1) and monitored to ensure equality of opportunity (dev).  
Legislation should be strengthened in order to prevent early marriage (1) and it should be enforced properly (dev).  
Parents should be educated about the importance of their daughters' education (1) by village meetings/media propaganda etc. (dev) thus convincing them that in the long term education is valuable for girls in order to get a career (dev) etc.

[6]

TOTAL 35 marks