

**MARK SCHEME for the October/November 2007 question paper**

**0453 DEVELOPMENT STUDIES**

**0453/04**

Paper 4 (Alternative to Coursework), maximum raw mark 35

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began.

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.

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1 (a) (i) 91 [1]

(ii) Ideas such as:

- Bites from mosquitoes;
- Presence of stagnant water/areas (e.g. rubbish dumps) where mosquitoes will breed;
- As a result of heavy rainfall/poor drainage.

Accept any 2 points at 1 mark each providing sentences are not copied out. [2]

(b) (i) Ideas such as:

- Maps show the information spatially/geographically/by areas/about locations;
- Different geographical areas can easily be compared;
- Highest/lowest areas can be picked out easily etc.

One mark [1]

(ii) Ideas such as:

- Numbers are generally higher in Sulawesi/more provinces with a high rate in Sulawesi/mainly high in Sulawesi and mainly low and middle in Sumatra;
- i.e. 10 or more per 1000 in Sulawesi – 5 to 9 per 1000 in Sumatra (dev);
- However part of Sulawesi has lower figure than some parts of Sumatra (dev).

One mark for simple statement, two marks if it is developed. [2]

(c) (i) Levels marking.

4 marks – Information plotted accurately in such a way as to show trends from 1996 through to 2004 (i.e. line graph).

3 marks – As above with one weakness (e.g. use of bar graph, axes not labelled, some inaccuracy in plotting, poor selection of scale etc.).

2 marks – As above with 2 or more weaknesses from list above.

1 mark – An attempt at graphing the information using an inappropriate method (e.g. pie chart). [4]

(ii) One mark reserved for overall statement regarding 1996 to 2004:

- E.g. there is no obvious pattern over the period/fluctuation over the period;
- There is a general trend of increase towards 2004.

Two further marks (1 reserved) if statement is developed by using figures and an interpretative comment for at least two years – e.g.:

- Fell from 7000 in 1996 to 5000 in 1997;
- Reduction by 3000 in 2002 from 2001;
- Increase from 14000 to 18000 between 2003 and 2004 etc.

[3]

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(d) (i) Ideas such as:

- Information can be obtained from those people directly involved/first hand/face to face;
- Can interview experts/professionals who can provide detailed information;
- Flexibility in questions being asked/can respond to a remark made by the interviewee with a further question/get clarification/can explain questions to respondents;
- Interviews can be carried out with those people who are unable to read and write;
- Information obtained instantly/do not have to wait for return of questionnaires etc.

Two at one mark.

[2]

(ii) Ideas such as:

- Interviewee may have limited knowledge;
- Interviewee could have made remarks which are biased/give wrong/outdated information/lie;
- Respondent may give opinions/rumours (rather than facts);
- Statements from different interviewees may be conflicting;
- Interviewee may want to protect his job/position/fear of persecution;
- Some information may not be relevant to the investigation/need to be selective;
- Views given may represent the minority/official position only etc.

Two at one mark.

[2]

(iii) Ideas such as:

- Prepare questions in advance;
- Arrange interview time/place beforehand/arrange meeting/arrange place to interview;
- Speak clearly;
- Approach politely/say please and thank you/be friendly;
- Dress smartly;
- Make notes/tape conversation;
- Gain trust/be reassuring/assure confidentiality;
- Don't ask personal/insensitive questions/questions in a biased way;
- Probe/ask follow up questions;
- Arrive on time;
- Have a translator/interpreter (if necessary);
- Take gifts;
- Explain purpose of interview/identify self;
- Select sample/identify respondents;
- Sequence questions in appropriate way;
- Seek permission to interview;
- Get pen/paper/tape recorder;
- Listen carefully to responses;
- Take a companion for safety;
- Do a pilot survey etc.

Four at one mark with no reserve on preparing for/carrying out.

[4]

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- 2 (a) (i) Ideas such as:
- Attempt to improve health levels/increase awareness/educate them about the problem;
  - Vulnerable/sick people can be targeted/people who are sick will see them;
  - People will see them while they are waiting to see doctor/in clinic; as they often have to wait a long time (dev);
  - Posters are eye catching/pictorial/can convey message to those who cannot read/information is easy to understand etc.

Three at 1 mark or development. [3]

- (ii) Look for the following in the poster:
- Purpose indicated/i.e. reduce dengue fever (1 mark);
  - Advice about draining and/or covering pools (1 mark);
  - Reference to elimination of mosquito (1 mark);
  - Visual effectiveness (expect some pictorial representation rather than words only) (1 mark)

Four at 1 mark [4]

- (iii) Ideas such as:
- They may be set in their ways/reluctant to change their lifestyles/lazy;
  - Some may not read newspapers/listen to radios; due to lack of finance (dev);
  - May not see posters;
  - May be working all day/long hours/have no time;
  - Cannot afford/lack of tools/materials for draining/covering water;
  - May be infirm/physically unable to drain water and/or cover it;
  - May be unable to understand language used in poster/unable to read;
  - May not appreciate the severity of the problem;
  - Some don't trust/believe government/authority figures etc.

Three at 1 mark or development. [3]

**(b) MAX 3 on organization/Finance**

*Organization* – ideas such as:

- Set a place/time to meet;
- Local representatives meets health agency representatives;
- Fully brief people about the task/their roles;
- Community involvement/cooperative;
- People work in teams/groups;
- Select a leader;
- Use of unemployed people/request volunteers;
- Grass roots organization;
- Chief/elders ask people to participate;
- Bring in experts/professionals for advice etc.

*Finance* – ideas such as:

- Taxation;
- Sprays/chemicals provided by government/NGO/World Bank grants/loans;
- Or donations from aid organizations/charities;
- Community finance/pool money together;
- Use of money earned from selling crafts;
- Loans from banks/credit companies;
- Volunteer labour/Health Agency pay workers etc.

Four at 1 or development. [4]