

**MARK SCHEME for the October/November 2009 question paper  
for the guidance of teachers**

**0453 DEVELOPMENT STUDIES**

**0453/02**

Paper 2, maximum raw mark 80

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, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

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- 1 (a) (i) High HDI = USA / Canada / Australia / Argentina / UK etc.  
Medium HDI = Brazil / India / Indonesia / Russia / South Africa etc.  
Low HDI = Tanzania / Kenya / Angola / Zaire / Nigeria etc.  
3 x countries in correct band at 1 mark each [3]
- (ii) North America      South America      Africa  
Correct rank order [1]
- (b) (i) A = Ethiopia  
B = Egypt  
C = South Africa  
3 at 1 mark [3]
- (ii) Gross Domestic Product (1)  
The market value of all final goods and services produced within a country in a given period of time / the sum of value added at every stage of production of all final goods and services produced within a country in a given period of time. (2) [2]
- (iii) The higher the GDP per person the greater the energy use / positive correlation. (1)  
However this is not perfect / exact / there is an exception / or example of country which does not fit the pattern (Uganda). (2) [2]
- (iv) Ideas such as:  
it assumes everyone has an equal share of a country's income / it is an average – but wealth is not evenly distributed (development);  
it does not indicate social / political development and ignores issues relating to water / health etc (development);  
it does not take into account the black market / bartering / volunteer work / informal economy.  
3 at 1 or development [3]
- (c) (i) Ideas such as:  
Justice; freedom, etc.  
2 at 1 mark [2]

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(ii) Ideas such as:

Proportion / percentage / number / amount of inhabitants with / without human rights / basic rights;  
 numbers persecuted for / discriminated against because of their religious views;  
 or because of their ethnic origin;  
 or their sex;  
 or their age;  
 figures relating to voting rights / % who have the vote;  
 % of female / black MPs';  
 figures relating to conflict / wars / unrest etc;  
 Candidates can score 4 for making basic points or score 2 marks on any idea with one for a simple statement and a second mark for developing it;  
 e.g. One aspect of political freedom which can be measured is whether people have equal rights (1 mark). This could be done by using figures which show access to voting rights for different ethnic groups (development, 2nd mark).

2 at 2 marks or 4 at 1 mark [4]

(d) (i) Ideas such as:

Photograph A is in primary sector, photograph B in tertiary sector;  
 Photograph A is an outside job, photograph B inside;  
 Photograph A requires no formal qualifications, photograph B does;  
 Photograph B is likely to be higher paid;  
 Photograph B will be salaried work, photograph A earnings will vary;  
 Photograph A will be working for himself, photograph B for Ministry/Government etc.

3 at 1 mark [3]

(ii) Changes such as:

reduction in primary sector;  
 increase in tertiary sector;  
 initial increase of secondary sector;  
 followed by decrease in secondary sector.

Reasons such as:

Mechanization of agriculture;  
 Exhaustion of resources;  
 More people able to afford services;  
 Changes from rural to urban economy etc.

Maximum of 4 marks on describe/explain.

7 at 1 mark or development [7]

**[Total: 30 marks]**

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2 (a) (i) Ideas such as:

reduce / lower number of deaths; of under 5 year olds.

2 at 1 mark

[2]

(ii) Ideas such as:

make sure resources are not damaged by current use / use now;  
ensure some will be available in future etc.

2 at 1 mark

[2]

(iii) Ideas such as:

make males / females equal;  
give women rights / opportunities.

2 at 1 mark

[2]

(b) Ideas such as:

some parts of world / Europe and Central Asia are on target / likely to be successful;  
Latin America and Caribbean are above target;  
Sub-Saharan Africa is below target.

3 at 1 mark

[3]

(c) (i) Ideas such as girls are more likely to:

be married at a young age;  
be sold to work for people;  
be subject to sexual violence / abuse in / on way school;  
not be allowed to attending school in some countries;  
be unable to attend as parents see it as more important educating;  
boys / cannot afford to educate girls as well;  
work domestically / in homes / on fields etc.

3 at 1 mark

[3]

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(ii) Ideas such as:

educated women will be better able to contribute to economy;  
as they becomes more skilled / knowledgeable;  
will be able to obtain jobs such as teaching / nursing etc;  
educated women will be better able to care for their families / be aware of better health care etc;  
population growth rates are lower when women are educated as they are more likely to practise family planning;  
women will have gender equality / there will be less discrimination;  
women will earn more money for family / household / improve living standards;  
women will have the option to contribute to political affairs / decision making, etc.

4 at 1 mark or development [4]

(d) (i) No marks for choices of options. Candidates can choose any two and gain marks for justification.

e.g. recruit more female teachers – who can act as role models (1)  
showing girls that education will enable them to progress in life (2)  
girls may feel more comfortable with female teachers and be less afraid of sexual abuse in school (3)

6 at 1 mark or development with maximum of 4 marks per option chosen [6]

(ii) No marks for choice of option to reject. Candidates can choose any one and gain marks for justification.

e.g. connect the school to piped water supply – may be too expensive (1)  
as the nearest supply is 5km away (2)  
because of stereotypes it may be seen as wasteful (3)  
and it would not address the perceptions of parents that girls are not worth educating (4)

3 at 1 mark or development [3]

**[Total: 25 marks]**

3. (a) (i) To check whether questions on questionnaire worked. [1]

(ii) Ideas such as:  
random sample / names in hat;  
systematic sample / at different distances from road / different parts of country etc. [1]

(iii) Advantages such as:  
ease of administration;  
speed / convenience;  
comparing like with like etc.

Disadvantages such as:  
will not be representative of other age groups / whole school.

2 at 1 mark [2]

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**(b) (i)** Levels marking

Level 1 (1 mark)

An attempt to show how an appropriate graph can be used.

Level 2 (2 marks)

Information plotted graphically (bar or similar) with up to two errors (e.g. axes not labelled or drawn accurately, minor plotting errors)

Level 3 (3 marks)

Information plotted graphically using an appropriate graph (bar or similar) with no obvious inaccuracies in plotting or graph construction. [3]

**(ii)** Ideas such as:

literacy improves if there is a library in the village;  
more books are read;  
as students use library more in villages which have them;  
data to back up any of above from Fig. 9A or 9B.

4 at 1 mark

[4]

**(c)** Levels of response marking

Level 1 (1 – 3 marks)

Simple statements which briefly describe how the research enquiry could be carried out.

e.g. use questionnaires, graph the results, write about the findings, get secondary data, look in newspapers, present clearly, interview people, etc.

N.B. Do not credit simple copy of boxes in sequence of enquiry diagram.

Level 2 (4 to 6 marks)

More developed statements which describe how the enquiry could be carried out.

e.g. ask a sample of the village's population to complete a questionnaire about their education, draw bar graphs to show literacy levels of males and females / draw line graphs to show how levels of literacy have increased over time, test the levels of literacy by use of reading tests; obtain figures from schools / ministry of changes in levels of literacy, use newspaper articles about gender inequalities and school attendance, present a report to the local authority, make recommendations to the education ministry, etc.

Level 3 (7 to 8 marks)

A comprehensive account which includes more developed statements (Level 2) and covers at least 3 of the boxes in the sequence of enquiry diagram e.g. identification of enquiry question / hypotheses / collection of data / presentation and analysis. [8]

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- (ii) The problems which can be credited are likely to be similar for each example and include ideas such as:

many residents are unlikely to be cooperative / may not answer questions / do not have enough time to answer questions;  
many residents may not reveal / do not know answers to all questions;  
residents may not trust researchers / be suspicious;  
residents may not tell the truth / be embarrassed;  
there could be hostility from local people;  
the authorities involved may not divulge information / may give biased information;  
unlikely to achieve much by use of observation;  
some types of data (e.g. secondary data) are likely to be limited / unavailable;  
literacy is difficult to assess without training;  
information may be subjective and not always reliable;  
language difficulties relating to interviews / questionnaires;  
illiteracy – difficulty in handling questionnaire;  
cost of materials / transport;  
time consuming to carry out survey, etc.

6 at 1 mark or development

[6]

**[Total: 25 marks]**