

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

**DEVELOPMENT STUDIES**

**0453/02**

Paper 2

For Examination from 2008

**SPECIMEN PAPER**

**2 hours**

Additional Materials: Answer Booklet/Paper

**READ THESE INSTRUCTIONS FIRST**

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

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

Write in dark blue or black pen.

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

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

Answer **all** the questions.

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.

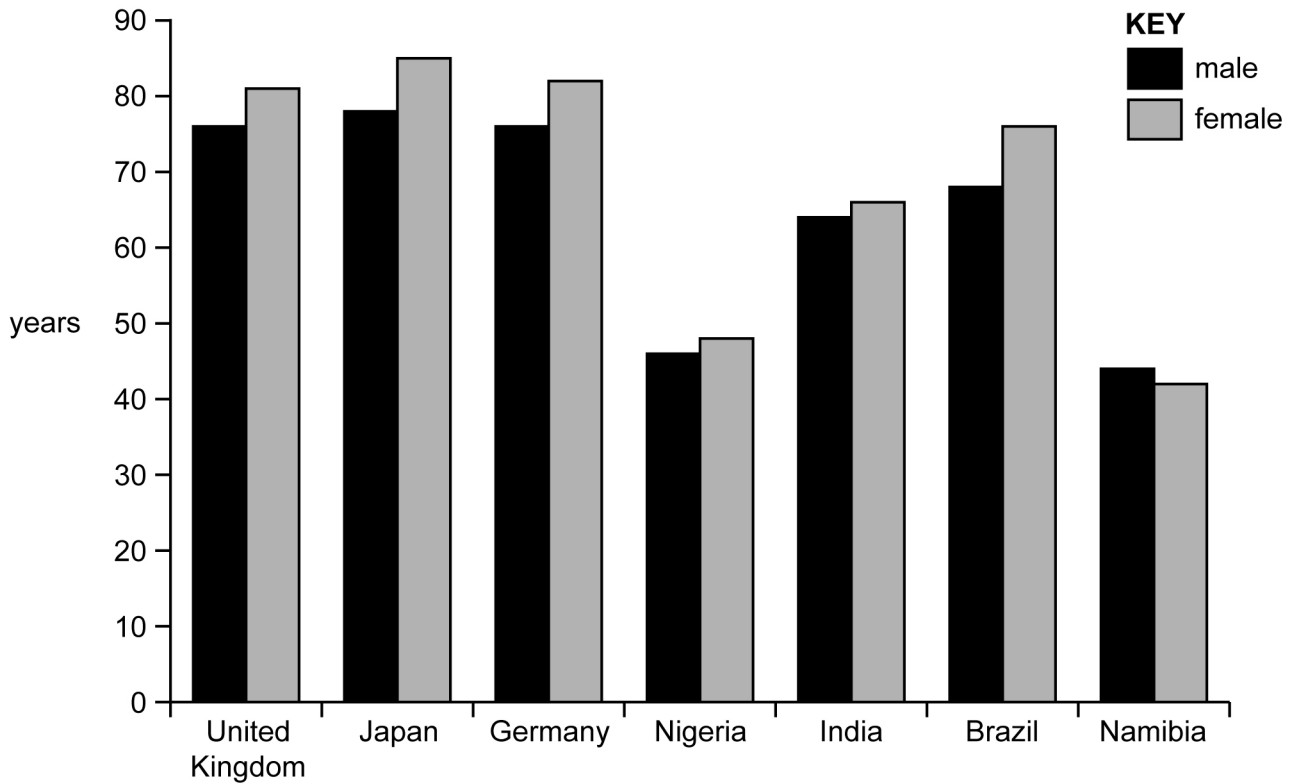
This document consists of **11** printed pages and **1** blank page.



UNIVERSITY of CAMBRIDGE  
International Examinations

1 (a) Study Fig. 1, which shows the life expectancy of males and females in selected countries.

**Bar graph to show life expectancy**

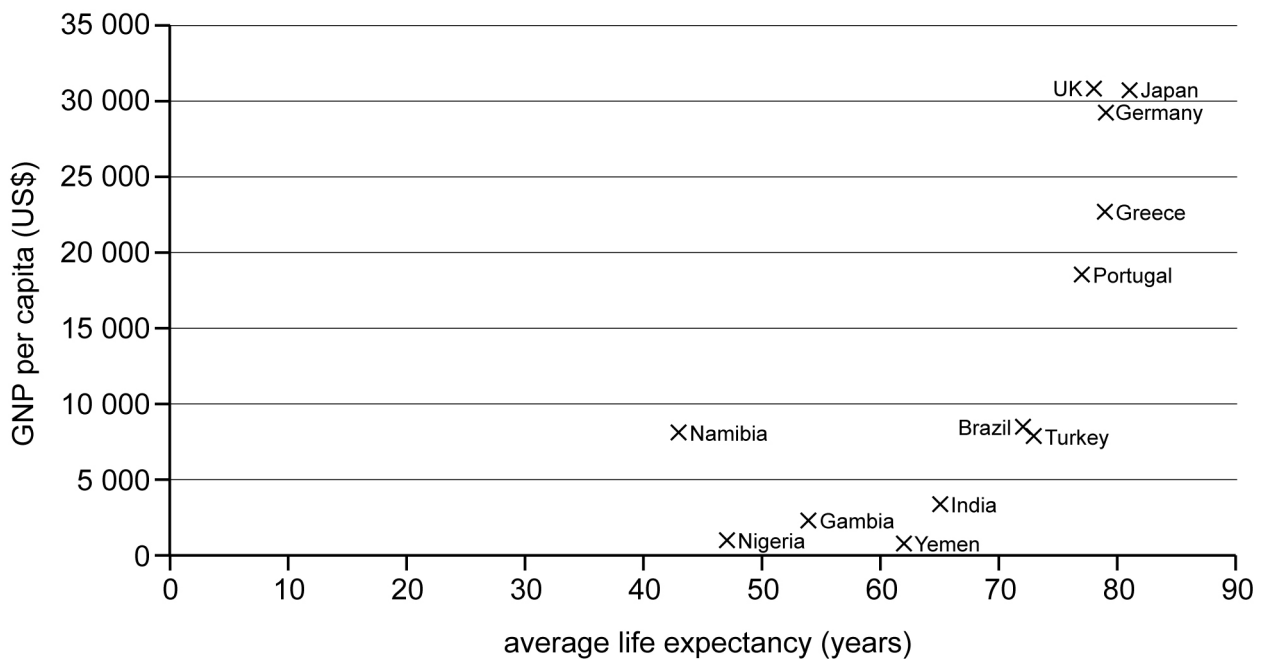


**Fig. 1**

- (i) What is meant by *life expectancy*? [1]
- (ii) What is the life expectancy of a male in Nigeria? [1]
- (iii) Compare the life expectancy of people in Japan and Namibia. [2]

(b) Study Fig. 2, which shows the relationship between life expectancy and GNP per capita in selected countries.

**Scatter graph to show the relationship between GNP and life expectancy**



**Fig. 2**

- (i) Identify the country which has an average life expectancy of 79 years and GNP per capita of US\$ 23 000. [1]
- (ii) Describe the relationship shown in Fig. 2, between life expectancy and GNP per capita. Illustrate your answer using examples of countries and figures. [3]
- (iii) Suggest reasons for the relationship which you have described in (b)(ii). [4]
- (c) Study Fig. 3, which is about the health of some of the world's poorest people.

Of the world's 6.5 billion people:

- 1.3 billion people live on less than US\$1 per day;
- 1.3 billion have no access to clean water;
- 3 billion have no access to sanitation;
- 2 billion have no access to electricity;
- More than 500 000 women die each year during pregnancy and childbirth.

Of the world's 2.2 billion children:

- 1 billion live in poverty;
- 10.6 million children under the age of 5 died in 2003, most from preventable diseases;
- 115 million children of primary school age do not attend school, 60% of whom are girls.

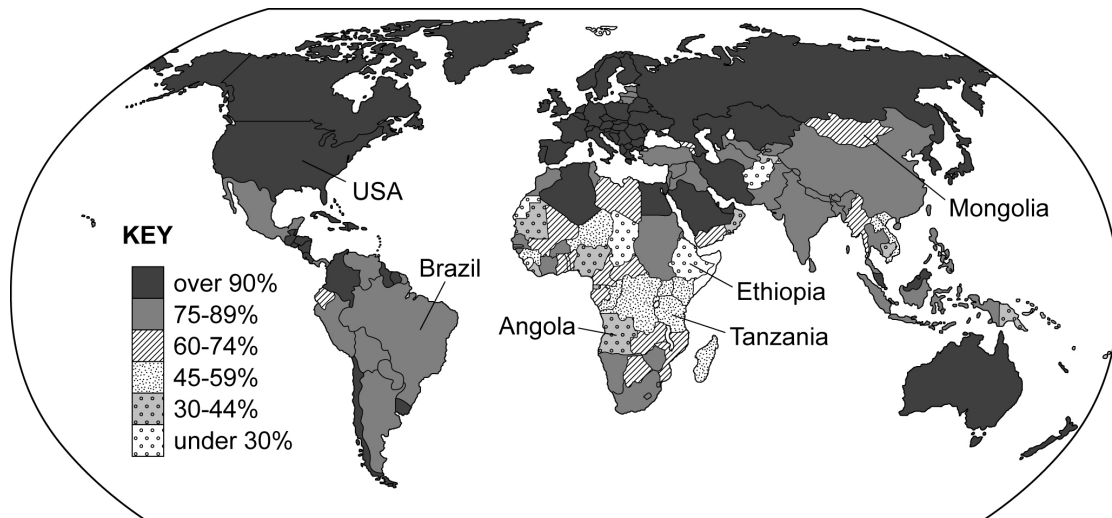
**Fig. 3**

- (i) Estimate the percentage of the world's population living on less than US\$1 per day. Choose from the following: [1]
- 12%                  20%                  45%                  63%                  85%
- (ii) Give **two** reasons why living on less than US\$1 a day will result in poor health. [2]
- (iii) Name **one** disease which causes the death of many children under five. Explain how it might be prevented. [2]
- (iv) Suggest reasons why so many women die during pregnancy and childbirth. [2]
- (v) Explain why levels of health in a country improve when more girls attend primary school. [3]

**[Total 22 marks]**

- 2 (a) Study Fig. 4, which shows information about access to clean drinking water.

**Percentage of population with access to clean drinking water.**



**Fig. 4**

- (i) Rank the following countries in order of access to clean drinking water. Rank from highest to lowest.

Angola

Brazil

Ethiopia

Mongolia

Tanzania

USA

[1]

- (ii) Describe the distribution of countries where less than 45% of the population have access to clean drinking water. [3]

- (iii) Suggest reasons why in some countries a small percentage of the population has access to clean drinking water, but in others almost everyone enjoys a clean water supply. [4]

- (iv) Explain fully how a lack of clean drinking water can affect people's health. [6]

- (b) Study Fig. 5 and Table 1, which show information about water and waste disposal in poor urban areas in four cities in South-East Asia.

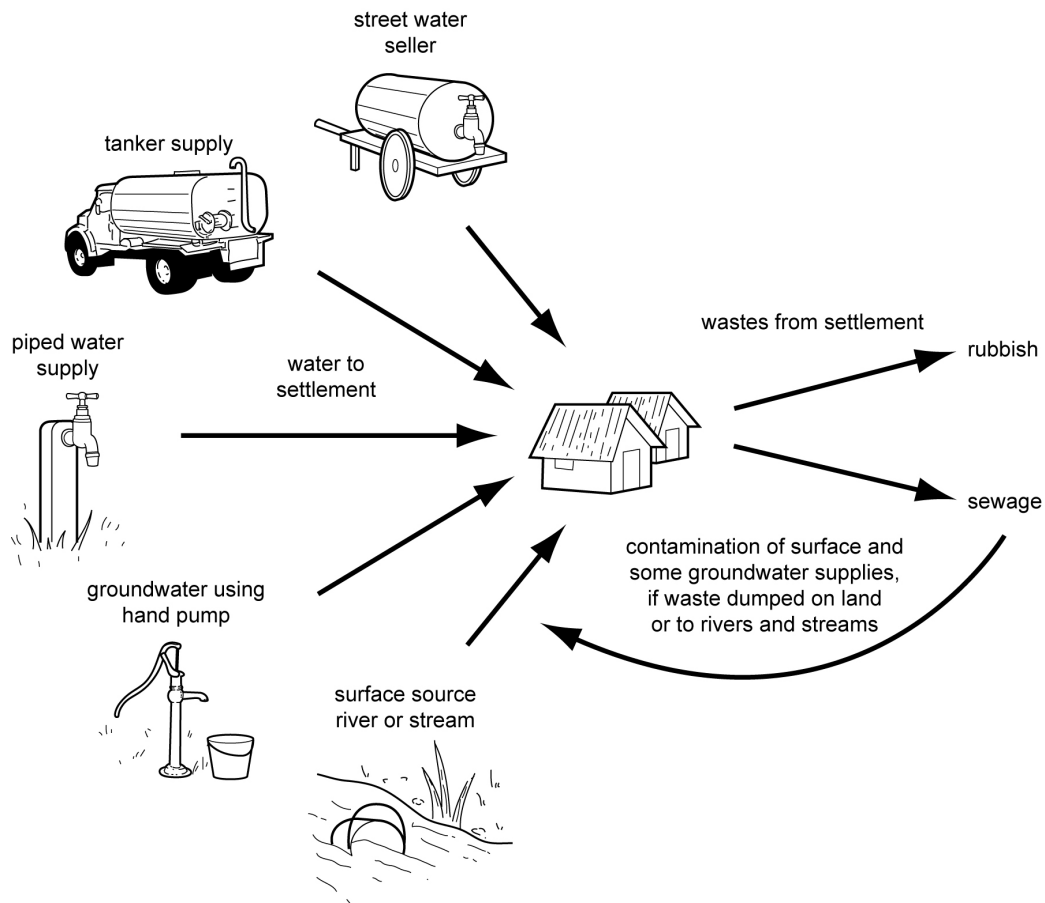


Fig. 5

City	House connections	Yard tap	Public standpipes	Tankers	Ground-water	Surface	Others
Bangkok	Y	Y	Y	–	Y	–	Y
Delhi	–	Y	Y	–	Y	Y	Y
Jakarta	Y	Y	–	–	Y	–	Y
Dhaka	few	few	Y	–	Y	Y	–

**Key**  
 Y = significant source of water in city.  
 – = source of water not found in city.

Table 1

- (i) Identify **two** ways in which water is supplied to the urban poor in Jakarta. [2]
- (ii) Suggest why a piped water supply is safer than surface sources. [2]
- (iii) In which city does the water supply to the poor urban areas appear to be the worst? Give reasons for your answer. [3]

- (c) Study Fig. 6, which is about three possible schemes being considered by the authorities of a large city in South-East Asia. Their aim is to reduce the diseases caused by poor water supply and sanitation.

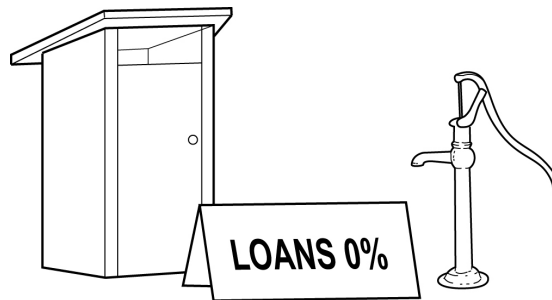
**Scheme 1**

Recruit health workers from the local people to educate the population in hygiene issues, through education sessions, discussion groups and practical demonstrations.



**Scheme 2**

Set up low-cost credit schemes to enable people to buy household latrines and hand pumps.



**Scheme 3**

Install public standpipes to provide piped water within 100 metres of all homes.



**Fig. 6**

Choose the scheme which you think will be most likely to reduce the diseases caused by poor water supply and sanitation.

Explain your reasons for choosing this scheme. You should do this by describing the advantages of the scheme you have chosen and the disadvantages of the two schemes you rejected. [7]

**[Total 28 marks]**

- 3 (a) Study Fig. 7, which is about health care in South Africa.

When the first democratic government was elected in South Africa, it wanted to improve health services for the black African population which formed the largest racial group. As part of this process, the Minister of Health outlined a plan to provide free primary health care to all South Africans.

A national household health survey was carried out before free health care was provided, so that the effects of these improvements could be measured. A questionnaire was carried out by `Market Research Africa` of a representative sample of 4000 households. The questions were pre-tested in a pilot study with representatives of different groups.

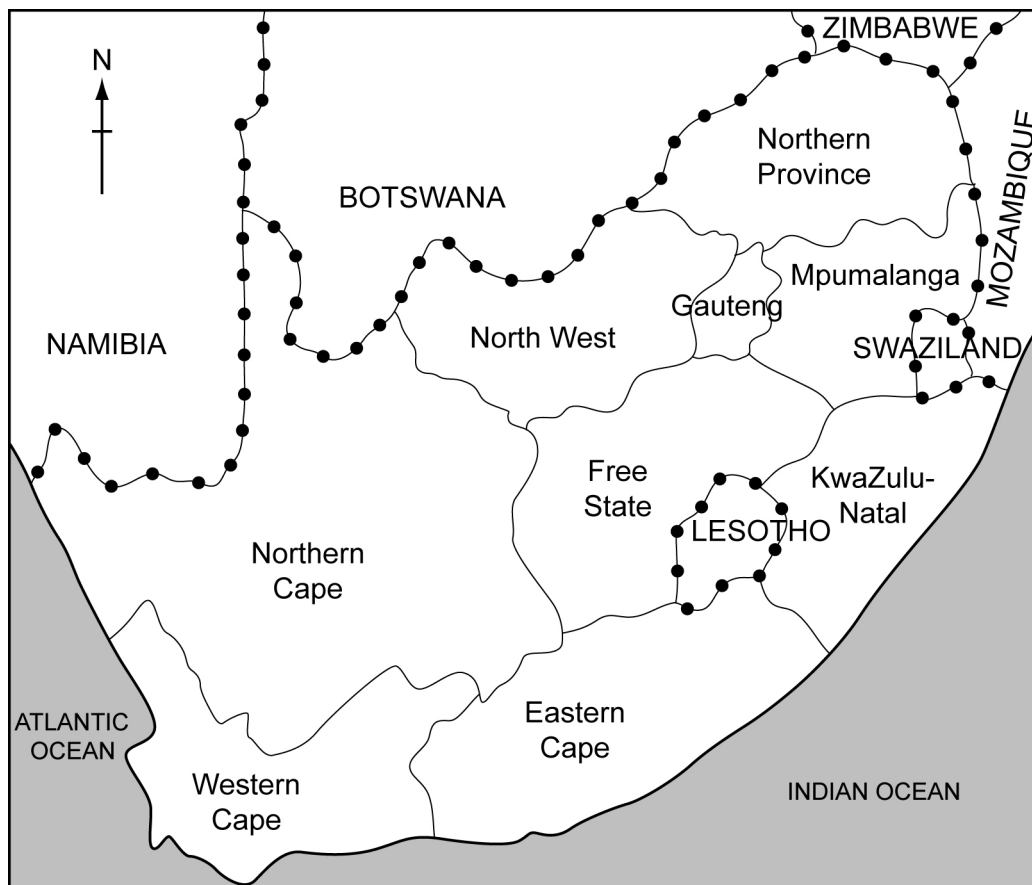
**Fig. 7**

- (i) Use your own words to explain why the survey was carried out. [2]
- (ii) What method of data collection was used in the survey? [1]
- (iii) The 4000 households used in the survey were chosen by using a stratified sample. Describe how a stratified sample can be selected from a country's population. [2]
- (iv) What is a pilot study? [1]



(b) Study Table 2, which shows the number of people of different racial groups in each province in South Africa. These provinces are shown in Fig. 8.

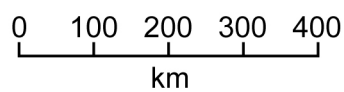
**Table 2**

Racial groups (population in thousands)				
Provinces	Black African	Coloured	Indian	White
Eastern Cape	5448	469	19	330
Free State	2224	79	3	316
Gauteng	5147	279	161	1702
KwaZulu-Natal	6881	118	791	558
Mpumalanga	2498	20	13	253
Northern Cape	279	435	2	112
Northern Province	4765	8	6	118
North West	3059	47	10	223
Western Cape	827	2146	40	822



**KEY**

-  country boundary
-  province boundary



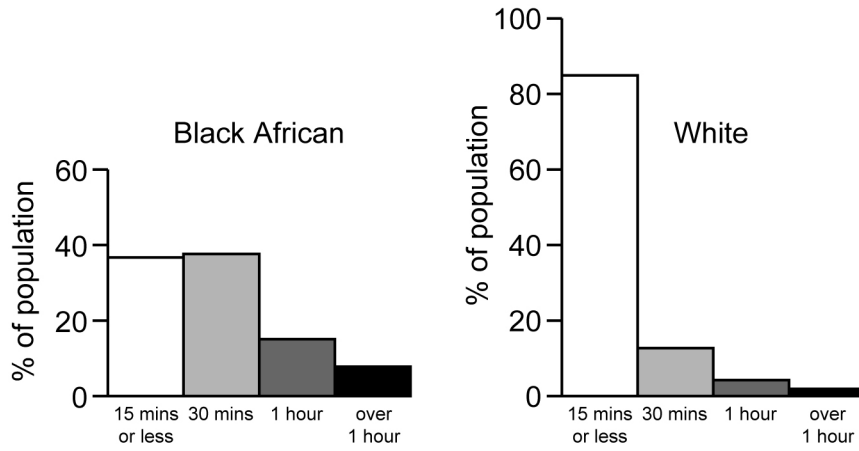
**Fig. 8**



- (i) Name the province with the largest black African population. [1]
- (ii) Name **one** province where coloureds form the majority of the population. [1]
- (iii) Using evidence from Table 2 only, describe how the racial structure differs between Western Cape and Gauteng. [4]
- (iv) How could the information on the black African population, shown by Table 2 and Fig.8, be presented? You should draw or sketch a suitable method to show where the black African population lives. [6]

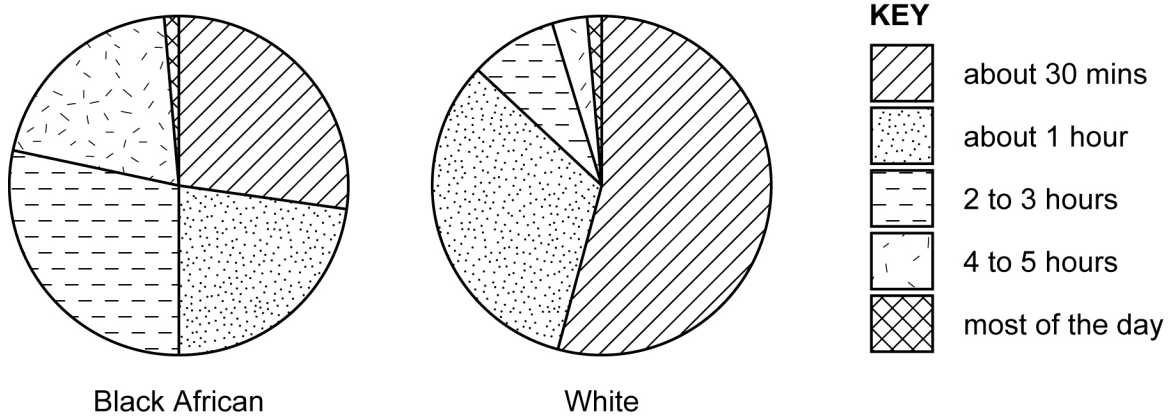
(c) Study Figs 9, 10 and 11, which show some of the results of the survey about health care in South Africa.

**Travelling time to visit doctor or clinic**



**Fig. 9**

**Waiting time at doctor or clinic**



**Fig. 10**

## Quality of health care



Fig. 11

- (i) Name the method of presentation which has been used in **each** of Figs 9, 10 and 11. [3]
- (ii) What conclusions can you draw from Figs 9, 10 and 11 about the differences in health care between the black African and white people? [3]
- (d) Imagine you are carrying out a research enquiry into levels of health care provision in the area where you live, or in another small part of your country.
- (i) Briefly describe how you could use the following methods to collect your information:
- Interviewing local people
  - Gathering secondary data [2]
- (ii) Describe and explain any difficulties which you think you might have in carrying out this enquiry. [4]

[Total 30 marks]

