

CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the November 2003 question papers

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

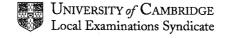
These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking 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	minimum mark required for grade:			
	mark available	Α	С	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.

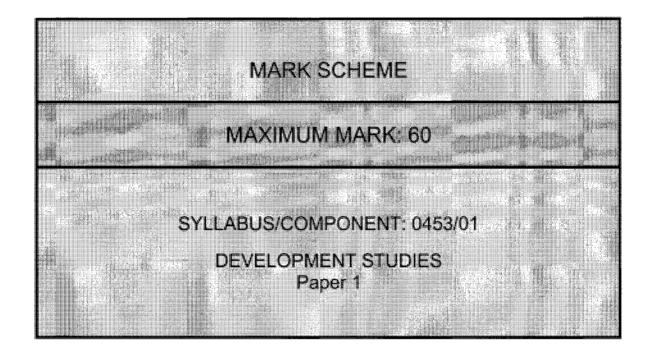
The threshold (minimum mark) for D is set halfway between those for Grades C and E.

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.



INTERNATIONAL GCSE



0453/1

Final Mark Scheme, Paper 1

Qn.1

(a) Three reasons:

> Shortage of land/population pressure Lack of skills/ technolgy Poor soil Lack of fertiliser etc Unequal access to land Poor seeds Lack of alternative income Drought/lack of water/ low rainfall

Lack of money/ investment (Must refer to difficulty for small farmers to get loans or about what to invest in) [3]

(i) A Cooperative is a group of farmers who join together: (b) 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.

[15 marks]

Qn.2 (a) B	ecause i	t is an average/ it hides variation between ric	ch and poor.	[1]
(b)	(i) (ii)	Country X Country X is already rich/ developed /indu OR South Africa is still developing.	strialised country	[1]
		on sound in sound to the party		[1]
South South Level Level Level	African Africa (1) \rightarrow 1 m 2 \rightarrow 2 m 3 \rightarrow 3 m Or exp 4 \rightarrow 4 m	a life expectancy- is low at 55 years - compare infant mortality - is still high at 60 per 100,000 doctors- is too low at 59 doctors per 100,000 mark for naming 2 indicators correctly marks for explaining 1 indicator for S.Africa marks for explaining 2 indicators for S.Africa plaining 1 indicator for making correct comparismarks for correctly interpreting 2 indicators are and Country X	O - compared to X at 6 O - compared to X at 170 I too high or too low I too high or too low I too high or too low on bet S.Africa and Count) ry X
(d)Edı	now 9	in South Africa improving because (<i>must us</i> 9% of children are in primary school whereathat many adults did not go to school in the	as adult literacy at 84%	[1]
Proble Availa High i Poor s	iblity of nfant m tandard	ons: IDs killing large numbers of people birth control/ contraceptives ortality rate/ death rate of living/ poor nutrition cal care.	·	
NOT (f) Two Count is a de has high	'educati vo reaso ry X: veloped gh stand	ion" ons: l country/ industrialised/ in NORTH lard of living/ high income		[1]
		electricity technology in developed country		[2]
"Rule Univer Regula Choico Equali Repres	by the pressure the sall suffer election of partitive to the sentative or of specific to the specific to the sentative or specific to the specific to the sentative or specific to the specifi	rage/ voting/ right to vote		
		rights if freedoms not already mentioned.	NOT "education".	[3] .rks]

IGCSE Development Studies November 2003 0453/1 Final Mark Scheme, Paper 1 On.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: volcanoes flood 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 2nd mark for developing the idea. [2] (i)International Organisation, or foreign government. (d) [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

- 3 -

[4]

[15marks]

May accustom people to handouts (basket cases)

Higher debt/ repayment difficulties

IGCSE Development Studies November 2003 Final Mark Scheme, Paper 1	0453/1
 Qn.4 (a) (i) Conservation is protection and saving/ looking after/ taking care. 	
NOT an example	[1]
(ii) Three reasons: They take in CO2/ 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 easome are destroyed it cause loss of many others.	ach other/ if [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 the enjoyed by future generations. (ii) Three rules: Replant every tree that is cut down 	fat it can [1]
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]

IGCSE Development Studies November 2003 Final Mark Scheme, Paper 1			0453/1		
6. (a)	(i)Brazil		[1]		
	(ii) Japan and Nigeria	2 marks	[2]		
Many It is tra Wome	(i) Reasons so few are managen are discriminated against men will not work for a woman aditional for men to give the or an have children/household dut their home/ interrupt their care	n ders in many societies. ies and are not considered to put their c	career		
Many Lack of of hav Many	(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]				
so that	Two reasons: women's issues will be addrest children's issues will be addrest equal rights to women/ so that		esented. [2]		
by affi by a qu by mal by edu by enc	o ways: rmative action/ positive discring uota system/ reserve more jobs king a woman Minister of Work cating people to expect women ouraging women with cash incomment etc.	s for women men's Affairs.	y friendly		
e.g. in	1 – general statement without so most of the countries there are most of the countries there are n		[2]		
	2 - statistics to support a gener ument workers about one count	al statement about professional/ manag try.	ers/		

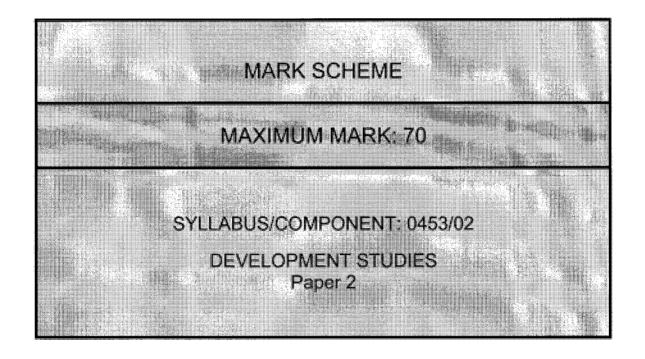
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[3] [15 marks]

Level 3 – statistics as for Level 2 but describing 2 countries.



INTERNATIONAL GCSE



0453/2

IGCSE Development Studies November 2003 Final Mark Scheme, Paper 2	0453/2
(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 prop	perly [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 (ii) Three reasons:	[1]
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.	y. [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	£0.1
	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 a time, long training, run from home or small workshop. Industrial production: mass production, large scale, company owned, specipremises.	
(b)		
(i)	New/ly Industrial/ised Country	[1]
(ii)	Japan, UK, France or Namibia.	[1]
(iii)Th	ree 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 (49)	
(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	[3]
	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 <i>individual</i> might set up: Any reasonable business eg. taxis, buses, car repair, food outlet etc. 1 mar Capital from own savings, borrowing from family, borrowing from bank, government grant.	k
	go voriment grant.	[2]
(d) (i)	A multinational: a company that operates in a number of different countries	es. [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]
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Final Mark Scheme, Paper 2

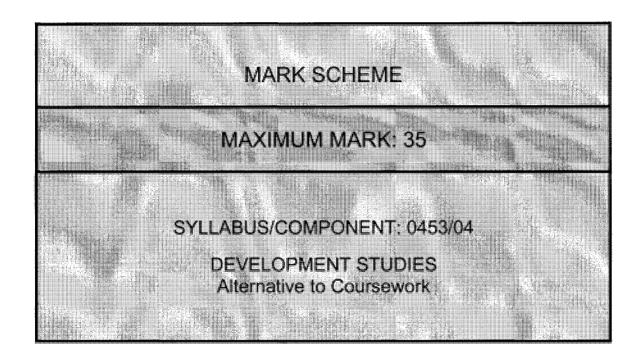
IGCSE Development Studies November 2003

[35 marks]

0453/2



INTERNATIONAL GCSE



IGCSE Development Studies Paper 4 Marking Scheme November 2003

[1]

[3]

Question 1

Kindwitwi

(a)(i)

((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 teach which are not listed in (ii) below (1 mark). Second mark for explaining the information was useful, the explanation being related to the fact that answer is relevant in terms of the aim of the research (2).	why
((ii)	Why is education important? or Are the students attentive in class? or W 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.	
1	This be talon the	terview every parent taking each child to school on each morning of the w would not enable interviews with parents of older children/who do not need sen to school (1) or do not attend school (1) and would not be representative assumption that parents taking children to school may have different des towards education from those who do not (1), the method may not	ed to

produce an appropriate gender balance as many of the people interviewed could be

women taking children to school. (1) (Max 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)
- (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