DEVELOPMENT STUDIES

| Paper 0453/01 |
| Paper 1 |

General Comments

There were excellent responses to several parts of questions and candidates showed high levels of understanding of some issues. It is encouraging to see that many candidates are now developing their ideas and extending answers in the last parts of the questions.

In some instances candidates appeared to have misunderstood the question and, consequently, their answer did not fulfil the requirements. It is important to consider exactly what answer the question is seeking, especially in the sections that may be worth 4 or 6 marks. For example, if the question asks for a manufacturing industry to be chosen, an example of a primary or tertiary industry is not acceptable. If the question refers to global warming, an answer that considers the effects of acid rain is not relevant. If a question is asking for a description, an answer that concentrates on an explanation or on effects is not going to be worth credit.

Candidates seem to be more familiar with different forms of data representation and so are able to analyse the tables and figures provided. Care must be taken not simply to copy sections of the source material provided, as the information given in the question should be used as a stimulus for further ideas.

Question 1

(a)(i) and (ii) These were generally answered correctly. Candidates must always remember to give the correct units if these are not stated in the answer space.

(iii) Most candidates interpreted the graph correctly and understood that the price of rice had more than doubled between 2000 and 2007.

(iv) Candidates were asked to describe the relationship between the total world rice production and the world price of rice as shown in Fig. 1. Some candidates used their knowledge of supply and demand, which did not support the longer-term trends shown in the graph.

(b)(i) Definitions of 'very poor people' showed clear understanding of these people's situations. Common answers referred to earnings of less than US$1 per day, which were insufficient to meet basic needs.

(ii) Many candidates gave full descriptions of improved farming technology. The use of modern machines was developed to include examples such as combine harvesters and the increased use of pesticides and fertilisers was explained in terms of the effect these would have on crop yields. Several candidates were familiar with the advantages of using hybrid seeds and GM crops were also given consideration. Modern irrigation methods were described and it was encouraging to see that candidates were not giving a simple list of features.

(iii) Most candidates made the link between rising demand and population increase.

(iv) Candidates used Fig. 2 and appreciated that rice production was competing for labour and water with other economic activities. However, credit is not normally given for merely copying statements off the source material. This idea should have been a trigger to suggest to candidates other economic activities that they could describe but the growth of industries and services in cities was rarely mentioned, nor was the growing population's demand for water for various activities for living. The fact that rice needs water to grow is irrelevant, as all crops require this, but what is important is that rice needs large quantities of water. Many candidates suggested this, as well as the fact that rice production is very labour-intensive, so its demands on the labour supply are high. There seems to be some confusion with the terms 'more' and 'a lot of'. 'Rice needs more

water/labour' requires a comparison with something else, whereas 'rice needs a lot of water/labour' is a sufficient statement.

(v) Many candidates were able to score one mark here by stating that farmers were able to make a bigger profit growing other crops due to the oversupply of staple food crops and consequent fall in their price. There were several excellent answers, which included ideas such as the fact that as people were now more aware of the need for a balanced diet, there was a demand for a greater variety of foods. Also, the need to rotate crops to ensure continued fertility of soils and the importance of diversification so as to reduce dependency on one crop were well described. There is a difference between farmers wanting to increase the variety for consumers and the fact that consumers demand more variety. Farmers will grow crops to meet a demand rather than try to create a new market for a product. Changes in government policy to encourage a greater level of food security were also valid answers.

(c) Many candidates were able to give several basic statements about the effects of global warming and natural disasters on rice production. 'Increased temperatures and drought cause crops to wilt' and 'floods wash away the crops' are both only Level 1 statements, as they are not developed in any way. Candidates who developed a flood disaster into the fact that, as well as washing away the seedlings, floods may also cause soil erosion and so affect the quantity of crops grown in future years showed they had extended an idea and gained marks in Level 2. Those who continued to expand on the same theme by giving an example of where flooding is a serious problem and stating other impacts, such as disease or loss of life affecting the supply of labour or flood water destroying lines of communication, were able to access marks in Level 3. Several candidates explained how global warming actually leads to flooding and so combined the two parts of the question together.

This was a question where candidates are given the opportunity to think laterally and use their knowledge from other areas of the syllabus to give a comprehensive answer by discussing some of the wider economic implications.

Some candidates unfortunately misunderstood this question and dealt with the effects of acid rain.

Question 2

(a) (i) Good answers explained the phrase in terms of basic education for every child around the world or the fact that all children should reach at least Grade 7 in their education. Some candidates did not understand the term *universal* and just explained what was meant by primary education.

(ii) and **(iii)** These were answered correctly by most candidates.

(b) (i) The meaning of the term *gender equality* was well understood.

(ii) This was answered correctly by most candidates.

(iii) There was a tendency for candidates to write about one or two countries and to ignore the overall pattern. The majority of candidates reached the conclusion that the target had been met for Goal 2 as the percentage figures had improved. Those who had not understood the term 'universal' in part **(a)(i)** found this question difficult. However, the more able candidates realised that, although progress had been made towards achieving the target, all the countries still had fewer than 100% of children in primary school. Correct examples of this were given, as required by the question. Some used Turkey as an example of a country that had made very positive advances towards achieving the target but still had 9% of children not attending school.

For Goal 3, many candidates stated that there had been an improvement towards gender equality, but the data provided did not give evidence of this. The more able candidates, however, did recognise that Venezuela was the only country that had managed to achieve gender equality in primary education.

(c) (i) Candidates usually scored full marks here, though care must be taken to ensure that sections of the source material are not copied directly. It should be used to give ideas for answers.

(ii) There were some excellent responses to this question, with many candidates giving four different ideas. These included the facts that educated parents would practise family planning and both would understand the importance of good hygiene and a balanced diet. Several answers considered the issue for families if only the father was educated and he died. The need for the mother also to be educated so she could earn a good income and therefore provide a decent standard of living for her children was a point often made. Following on from the earlier sections of the question, most candidates suggested that educated parents would want the same for their children and that they understood the value of educating both boys and girls. Mutual respect between the mother and father and the importance of both being able to help make decisions for the family were also discussed.

(d) Candidates were asked to describe 'in detail' how government policies could encourage gender equality. Detail, however, was often lacking and policies were suggested in list form, so many candidates only scored marks in Level 1. They gave a number of different ideas, such as help for women to set up co-operatives, free education so that both boys and girls can go to school and giving women the right to vote, but no points were developed to gain marks in Level 2.

More comprehensive answers considered a policy and then extended this to explain how it empowered women. For example, laws to prevent early marriage and provide low-cost education would enable girls to stay at school and gain qualifications. They would then be more likely to get a good job and, by earning their own income, they would become more independent. The idea of education was also developed into the idea that educated women are more likely to take part in politics and if women are given opportunities to hold ministerial posts then women's issues will more likely be addressed.

Question 3

(a)(i) and (ii) These were answered correctly by most candidates.

(iii) Interpretation of the divided bar chart was sound and most candidates scored full marks. Explanations of the changes were often given but these were not required.

(iv) Several candidates took 'sectors' to be formal and informal rather than the categories shown on Fig. 5. Industrialisation and the increase in the level of skill through education were recognised as reasons why the percentages employed in the different sectors of the economy change as countries develop, but the impact of mechanisation on agriculture was largely ignored. The more able candidates understood that higher prices are earned through the export of manufactured goods rather than primary products and so countries begin to process their raw materials in order to develop. Higher earnings in industry create a greater demand for services and tax revenues allow governments to invest in services, which means a greater percentage of people become employed in the tertiary sector.

(b) (i) The definition of the term 'services' proved to be a problem in spite of Fig. 6 showing many different types. A simple statement such as 'ways of providing things that people need to improve their lives' was quite acceptable, as was 'activities that help people to produce goods'.

(ii) There were excellent answers here from candidates who had read the question carefully. For health services, issues such as more highly skilled doctors, advanced equipment such as x-ray machines, more clinics in rural areas, primary health care to include disease prevention as well as cure and a smaller number of patients per doctor were well described. Those candidates who scored well on the education service included facts such as classrooms with trained teachers replaced traditional teaching by elders outdoors, new facilities such as computers with Internet connections were used in conjunction with textbooks and more secondary schools and universities were built as a country developed. Transport service change was considered in terms of tarred roads replacing dirt tracks, a greater network with better roads being built to access remote areas and finally air travel becoming a means of transport for residents. However, those who considered the effects of the changes, such as higher life expectancy for improvements in the health service, gained no credit. Also, several gave a list, such as 'more hospitals, more nurses' and the idea of progressive changes through time was not always sufficiently addressed.

(iii)   Most candidates answered this correctly.

(iv)   Several candidates misread the question and gave advantages of both private and public types of ownership. Sometimes it was not clear which one the candidate had chosen to describe, so no marks could be awarded.

(c)   Most candidates were able to make basic links between their chosen manufacturing industry and the primary sector in terms of the raw material used, although knowledge of the components used for various industries was limited (e.g. 'cloth' for the clothing industry). However, most of them did not consider how that raw material reached the factory. Similarly, the link to the tertiary retail sector was made but there was little reference to how it was delivered, marketed etc. Consequently, marks in Level 1 were common. In terms of the production process, few candidates considered what was actually required to make the product, apart from the raw material. Links to energy production and water supply were missing, as was the idea that the factory depended on the tertiary sector for the education and training of its workforce and Information Technology services. Some candidates, however, gave excellent accounts of how the tax revenues and foreign exchange received from exports enabled the government to invest in the service sector and how improvements in transport infrastructure and the health service were a result of the income generated by the secondary industry chosen. It is these sorts of interrelationship that candidates need to consider in order to gain marks in Level 3.

Some candidates did not choose an example of an industry and described in general terms the inputs, processes and outputs of any industrial process. Others selected a primary or tertiary industry, which was not answering the question.

Question 4

(a) (i)   This was correctly answered by most candidates.

(ii)   Many candidates merely stated that the countries were not able to pay them. However, explanation as to why they were unable to pay the debts was required.

(iii)   Candidates interpreted the world map correctly in nearly all instances.

(iv)   Many candidates confused 'fighting corruption' with wars and fighting. However, the majority of candidates understood that corruption means that money for improving schools etc. is taken by corrupt officials for personal benefit. Statements such as 'corruption slows down development' were too vague to be worthy of credit. Candidates need to be more precise in terms of giving an example of the type of development that would suffer or how the general public may be affected as a result.

(v)   This question was very well answered by the large majority of candidates.

(b) (i)   Many candidates correctly gave the name of an international agency, such as those linked to the United Nations or World Bank, although several candidates gave an NGO as an answer, yet the division is clear in Fig. 8.

(ii)   Candidates clearly understood the sort of aid required in the event of a natural disaster.

(iii)   This section was not answered well. Candidates were unsure of the nature of the specific 'tied' aid. It was clear that many were unfamiliar with the term. Some knew that it was aid that came with 'strings attached' but they did not know what that actually meant and so were unable to explain the disadvantages of a country becoming involved in that sort of arrangement.

(iv)   Suggestions of a type of technical aid were generally sound.

(c)   Candidates were asked to choose *an* aid project. Those who chose several were unable to score high marks as only the best example they had chosen was given any credit. Some referred back to Fig. 8 and chose 'aid for large projects', which generated a very vague answer such as 'improve infrastructure'. The best responses were either descriptions of one large project, such as the building of a dam, or a smaller-scale local project, such as 'wells and greenhouses for a small rural community'. Examples were given of local projects which had clearly been studied in depth.

The building of a dam and the creation of a reservoir give several social benefits which were well described. These included the availability of water for various household uses as well as for irrigating crops. These, together with the opportunity for fishing, enabled families to generate a more varied diet for themselves, which promoted good health. Earning a greater income enabled them to improve other aspects of their standard of living, such as by sending their children to school. In terms of further economic development, the dam provides HEP, which attracts industries that in turn generate employment and tax revenues for the government. The whole project could stimulate a tourist industry, which would not only benefit locals in terms of employment as tour guides, selling home-made crafts etc., but foreign exchange would be earned which could be used to improve services and so promote social and economic development throughout the country.

On a smaller scale, the provision of wells and greenhouses to a community would provide clean drinking water as well as water for improving hygiene within the household. Health would improve, which would mean children did not miss so much school and the parents would work more efficiently to earn income for the family to help improve their lives. The girls would not spend so much time travelling to collect water and so would have more time and energy for studies. They may gain qualifications which would enable them to get good jobs in the future. The greenhouses would allow a variety of crops to be grown in controlled conditions all year round, which would mean a more balanced diet for the community as well as more to sell.

DEVELOPMENT STUDIES

Paper 0453/02
Paper 2

General comments

This is the third paper to be taken by candidates following the revision of the syllabus and the first time that candidates have had to write their answers in a combined question and answer booklet. It was pleasing to see candidates of all abilities trying to relate many of their answers to development issues and the vast majority made a genuine attempt at all questions. The mark scheme enabled candidates to be credited for what they knew, understood and could do, and it enabled stronger candidates to develop their answers to access the higher marks in those sections where it was appropriate. In only a small minority of cases were questions not understood and most candidates were able to attempt all tasks. Time management did not seem to present problems for candidates as all had sufficient time to complete all questions. The combined question and answer booklet, along with the mark allocations in brackets, provided clear guidance in terms of the length of answers required and this helped candidates to avoid writing a paragraph when only one or two marks were being awarded, or writing only one sentence when a question was worth several marks and required an extended response.

Comments on specific questions

Question 1

(a) (i) This was generally well answered, with a minority adding enterprise as a factor of production.

(ii) Many candidates scored one or both marks. Some candidates did not appear to understand that the concept of 'land' goes beyond the idea of the actual land area which is being used for production and includes any natural resource extracted from under the earth's surface or grown on it.

(iii) This was well answered by most candidates, though some answered 'money', which is not a capital good.

(iv) There were some excellent definitions which had clearly been learned and rehearsed by candidates. Candidates do need to learn key words and definitions, in this case that enterprise 'organises the other factors of production to produce the goods and/or services'. Some candidates did not define the word 'enterprise' as part of the production process, suggesting for example that it was 'selling' or 'exporting' or a type of business organisation.

(b) (i) This was generally well answered and most candidates could clearly distinguish between labour intensive and capital intensive production. Others needed to make their understanding clearer by avoiding using directly those words which are part of the term being defined, in this case 'labour' and 'capital'. A significant number suggested that labour intensive used 'lots of labour' whilst capital intensive used 'more capital'. In such examples it was difficult to know if the concepts of labour and capital were understood.

(ii) Economies of scale occur when the unit cost of production is reduced as a result of producing large quantities. Some candidates knew this and wrote an acceptable definition. Although some candidates could not define economies of scale, they did show in **b(iii)** that they had some understanding of the concept despite their inability to define it.

(iii) Many good answers were seen. Some candidates suggested how economies could be achieved which were not related to scale (e.g. pay the workers less), which limited their marks. In this type of question, candidates need to link their answers clearly to the theme of the question. For example, 'save cost of raw materials' has no such explicit link, however 'the cost of buying raw

materials is reduced when they are bought in bulk' clearly shows how an economy of scale can be achieved.

(iv) There were many accurate observations and generally high marks were achieved on this question. A number of candidates however felt that they needed to describe the things they would look for if they visited the factory (e.g. 'how are the workers being treated?') rather than giving actual observations, as the question asked. Candidates should remember that in any question where they are asked to use evidence from a photograph, they should only write about what they can see, rather than what may be the case. Answers relating to low pay and long hours, for example, could not be credited as, while it may be true, it cannot be observed in the photograph.

Question 2

(a) (i) and (ii) The resource used was unusual but this did not cause problems, as both questions were correctly answered by the vast majority of candidates.

(b) (i) The simple response was that the total number decreased and most candidates gained the mark. As the question asked about the total, there was no need to refer to each area in turn, which some candidates did. Many stated that all areas except Sub-Saharan Africa showed a decrease, which was accepted.

(ii) The graph was well interpreted by almost all candidates and many scored all three marks here.

(c) (i) This was correctly answered by most candidates, although a few selected Brazil as they confused the two axes.

(ii) Candidates need to be familiar with the concept of a 'relationship' between figures which may be shown by a graph such as a scatter graph or by a table of data. Those who were not familiar simply stated that the percentages of children attending school were higher than percentages of economically active children, which is true but not what was being asked. Well-prepared and astute candidates did understand what was required and recognised the inverse relationship shown in Fig. 4. Some went on to use one or more examples of countries to illustrate their answers. Many quoted accurate figures, while some needed to be more accurate. The lined background of resources such as Fig. 4 should be used carefully to give accurate figures, as only a small tolerance is allowed.

(iii) Some candidates could define a random sample, though a significant number used the word 'random' or 'randomly' in their answer, so they did not clearly demonstrate understanding. Referring to ideas such as 'choosing names out of a hat' is a good way to show that a random sample is one where 'no criteria have been used in selection'. Candidates can learn in a practical way about how different types of sample are selected by sampling candidates from within a class using the different methods.

(iv) Many candidates named types of sampling such as stratified, systematic and quota sampling, although some did not score the second mark as they described the method rather than explaining why they would choose it.

(d) There were many good examples given here, in all three employment sectors. The question clearly asked for 'a job' in each section, so answers such as 'growing crops' and 'working in a factory' were considered too vague. Jobs chosen needed to be those which children could and would be likely to do, for example 'watering crops', 'sweeping the factory floor' or 'shoe shining'.

Question 3

(a) (i) and (ii) The concept of primary and secondary data was well understood and most candidates gained all four marks here, though a few reversed the two answers.

(b) (i) This graphing task was well executed by many candidates, who chose an appropriate graph (e.g. a bar graph, pie chart or divided rectangle) and drew it accurately. Candidates must ensure that appropriate scales are chosen, that axes are labelled and that points are plotted with a reasonable degree of accuracy. At the very least, a ruler is required to do this, though candidates should also consider bringing a compass and protractor to the examination, in case they are asked to draw or complete a pie chart.

(ii) The full range of marks was used here. Level 1 was achieved by candidates who made simple statements without any use of figures to support them. Levels 2 and 3 were achieved by those who supported their statements by referring to data, the highest level involving the interpretation of the data (e.g. 'twice as many male children as female children work at 14') rather than the simple quoting of figures.

(c) (i) Most candidates recognised that previous research could be out of date and/or inaccurate or irrelevant. Some candidates answered a different question from the one asked and described general difficulties of research that were more appropriate for **(e) (ii)**.

(ii) Generally this was well answered, with many good references to low pay, long hours and the fact that children could easily be dominated without complaint. Some candidates incorrectly answered that the motives of employers were entirely benevolent and a few candidates answered from the perspective of the families.

(iii) This differentiated well and able candidates wrote fluently, developing their ideas about the impacts of using child labour. Generally the economic impacts were the ones which candidates developed most clearly, particularly the impact of young children working rather than being educated. Candidates should understand that social development extends beyond the concept of socialising and involves the wider impacts on the development of the society. Answers such as this, which require extended writing, are marked using a 'levels of response' mark scheme which judges the quality of answer. The highest marks are gained by answers which not only include developed statements (showing depth of understanding) but also those which are balanced (showing breadth of understanding). Here therefore a balance was required between social and economic impacts for full marks.

(d) (i) The concept of a 'pilot study' was widely understood, though many simple and brief answers only scored one of the two marks available.

(ii) Candidates could score full marks by arguing that the questionnaire was well or poorly designed, as the marks were for the reasoning. Whilst some candidates did little more than repeat what the questions were asking, many candidates gained marks for showing an understanding of the rudiments of good questionnaire design (e.g. that questions are relevant, easy to understand etc.). Such understanding can be derived from practical exercises during the course which involve writing and carrying out questionnaires.

(e) (i) This was well understood, with many suggestions that an interview was a useful method to obtain first-hand information from a young child who may be illiterate, nervous, shy and in need of a sympathetic approach.

(ii) There were many good answers seen here, some of which could have been well rehearsed, whilst others were so precise and impressive that they may have reflected personal experience of carrying out interviews and questionnaires.

(iii) Again, there were many good answers that offered potential solutions to problems identified in the previous answer. Not all candidates made this link and some candidates wrote about solutions to other problems, in some cases solutions to problems resulting from child labour, which is not what the question was asking. It was not possible to credit simplistic answers, for example that researchers could 'tell the respondents to be truthful'. Candidates should be aware that suggestions should be realistic and be likely to achieve the desired end result. Simply telling respondents to be truthful is unlikely to have any real effect.

Question 4

This offered candidates the opportunity to consider three possible ways to reduce child labour and evaluate each one. Good evaluation considers the advantages and disadvantages of each method of achieving the desired aim, in this case reducing child labour. The question was well answered by many candidates, as almost all could offer at least some simple advantages and disadvantages of all the methods, the difference in quality of answers being reflected through the degree of detail and sophistication of answers. Only a small number of candidates missed the point and argued that a disadvantage of these methods would be a reduction in child labour. Some candidates misunderstood Method C and suggested that the newly-installed computers would be operated by the children rather than replacing them.