



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

CANDIDATE  
NAME

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**DEVELOPMENT STUDIES**

**0453/01**

Paper 1

**October/November 2010**

**2 hours**

Candidates answer on the Question Paper.

No Additional Materials are required.

**READ THESE INSTRUCTIONS FIRST**

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.

**DO NOT WRITE IN ANY BARCODES.**

Answer **all** the questions.

You may not need all the answer lines for your answer.

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.

For Examiner's Use	
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>Total</b>	

This document consists of **16** printed pages and **4** blank pages.



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- 1 Study Fig. 1, which shows information about the world production of rice and the world price of rice between 2000 and 2007.

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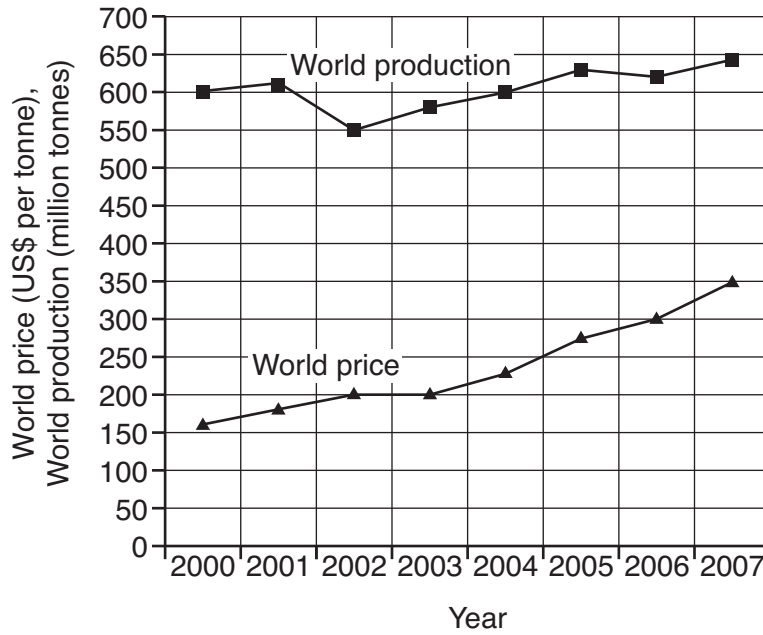


Fig.1

- (a) (i) By how much did the world production of rice increase between 2000 and 2007?

..... [1]

- (ii) What was the world price of rice per tonne in the year 2000?

..... [1]

- (iii) How did the world price of rice change between 2000 and 2007? Choose the correct answer A, B, C or D and tick (✓) the box.

A It increased a little.

B It more than doubled.

C It went down.

D It increased four-fold.

[1]

- (iv) Describe the relationship between the total world rice production and the world price of rice.

.....

..... [1]

(b) Study Fig. 2, which shows information about world rice production and world rice consumption.

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- 700 million very poor people live in the rice growing countries of Asia.
- 2 kg of rice costs half the daily income of very poor people in Bangladesh.
- The world production of rice increased rapidly in the 1980s and 1990s due to improved farming technology (the Green Revolution).
- By the year 2015 world annual demand for rice will increase by 50 million tonnes.
- Rice production is competing for land, labour and water with other economic activities, and with other crops including those grown for petrol substitutes (biofuels).
- Global warming and natural disasters are also affecting rice production.

**Fig. 2**

(i) Give a definition of *very poor people*.

.....  
..... [1]

(ii) Describe **three** of the features of improved farming technology.

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..... [3]

(iii) Suggest **one** reason why the demand for rice is rising.

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..... [1]

(iv) Describe **three** different ways in which rice production is competing for labour and water.

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..... [3]

(v) Explain why many farmers are growing other crops rather than staple foods like rice.

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(c) Explain, using examples, how global warming and natural disasters may affect world rice production.

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**[Total: 20 marks]**

- 2 Study Fig. 3A, which shows the percentage of children in primary school in five countries in 1991 and 2005.

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	Bangladesh	Ghana	Morocco	Turkey	Venezuela
1991	78	54	56	69	87
2005	85	64	88	91	91

**Fig. 3A**

- (a) Millennium Development Goal 2 is to achieve universal primary education.

- (i) Explain the phrase *universal primary education*.

.....  
 .....[1]

- (ii) Which country had the lowest percentage of children in primary education in 1991?

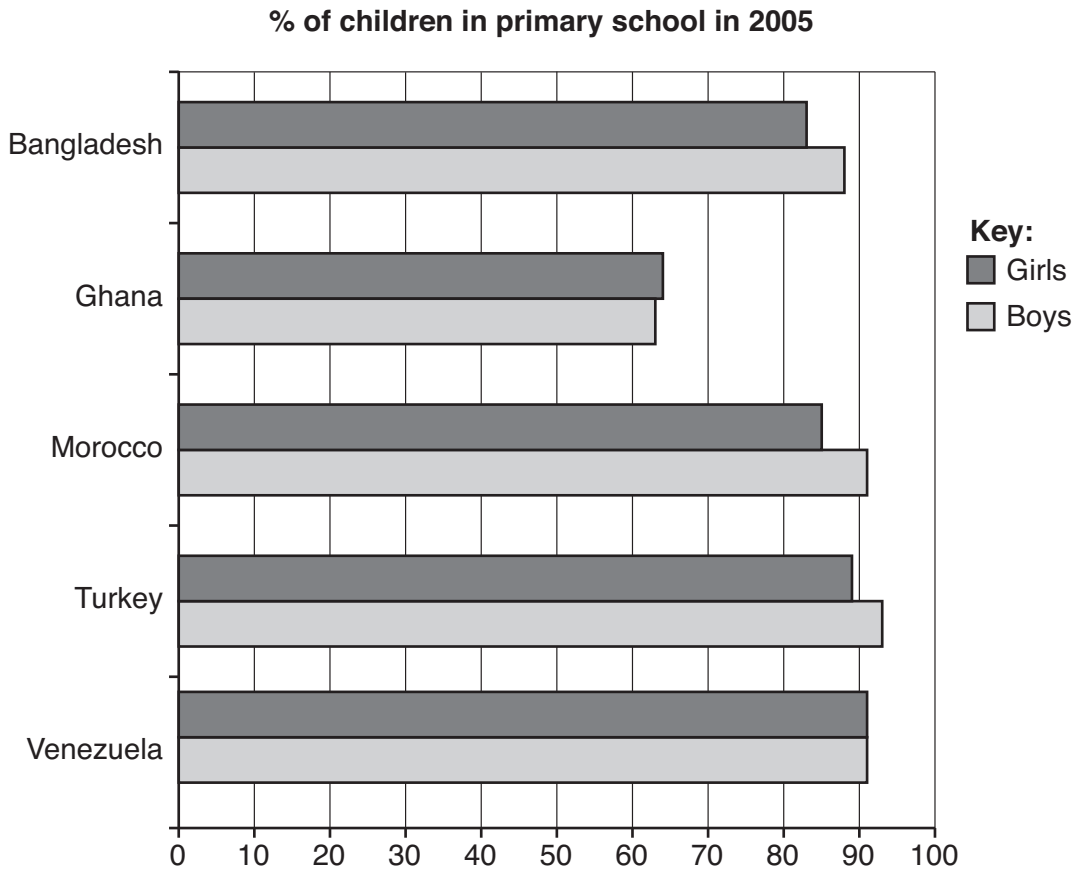
.....[1]

- (iii) Which country achieved the largest increase in the percentage of children in primary education between 1991 and 2005?

.....[1]

Study Fig. 3B.

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Use



**Fig. 3B**

**(b)** Millennium Development Goal 3 is to promote gender equality and empower women. The target was to eliminate gender differences in education by 2005.

**(i)** What is meant by *gender equality*?

.....  
 ..... [1]

**(ii)** Which country in Fig. 3B has the greatest gender equality?

..... [1]

**(iii)** Did the countries in Figs. 3A and 3B reach the targets for Goals 2 and 3 by 2005? Explain your answer using examples.

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(c) Study Fig.4, which shows what some girls said about their life and their education.

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- “My parents think I am their property, to use how they want.” *Girl aged 14, Bangladesh*
- “When my brother and I both passed our school exams, my father couldn’t pay for us both to stay at school, so I had to stay and help at home.” *Girl aged 12, Ghana*
- “My father says there is no point in educating girls because they only leave home and get married.” *Girl aged 10, Morocco*
- “In rural areas the elders think that girls are born to give birth and for cleaning the house. They don’t send them to school.” *Girl aged 15, Turkey*
- “I want to work and study. I don’t want to be like a girl I know who is only a year older than me and is getting married.” *Girl aged 13, Venezuela*

**Fig. 4**

(i) Give **two** reasons why more girls than boys drop out of education.

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..... [2]

(ii) Suggest **four** reasons why it is important for families that both the mother and the father are educated.

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(d) Describe in detail how government policies could encourage gender equality and empower women.

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**[Total: 20 marks]**

3 Fig. 5 shows the percentage of the male population in six countries employed in different sectors of the economy.

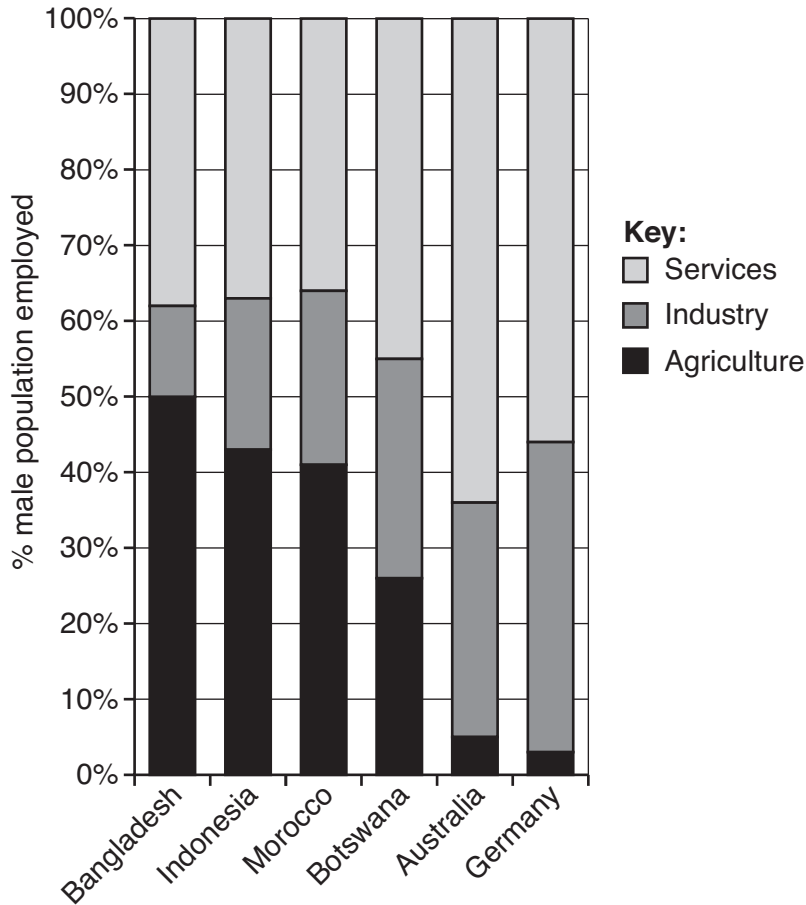


Fig. 5

(a) (i) What percentage of the male population in Bangladesh is employed in agriculture?

.....[1]

(ii) Name **one** country in Fig. 5 which is at an early stage of development.

.....[1]

(iii) Describe how the percentage of people employed in the different sectors of the economy changes as countries develop.

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 .....[2]

(iv) Explain why the percentage of people employed in the different sectors of the economy changes as countries develop.

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..... [3]

(b) Study Fig. 6, which shows different types of services.

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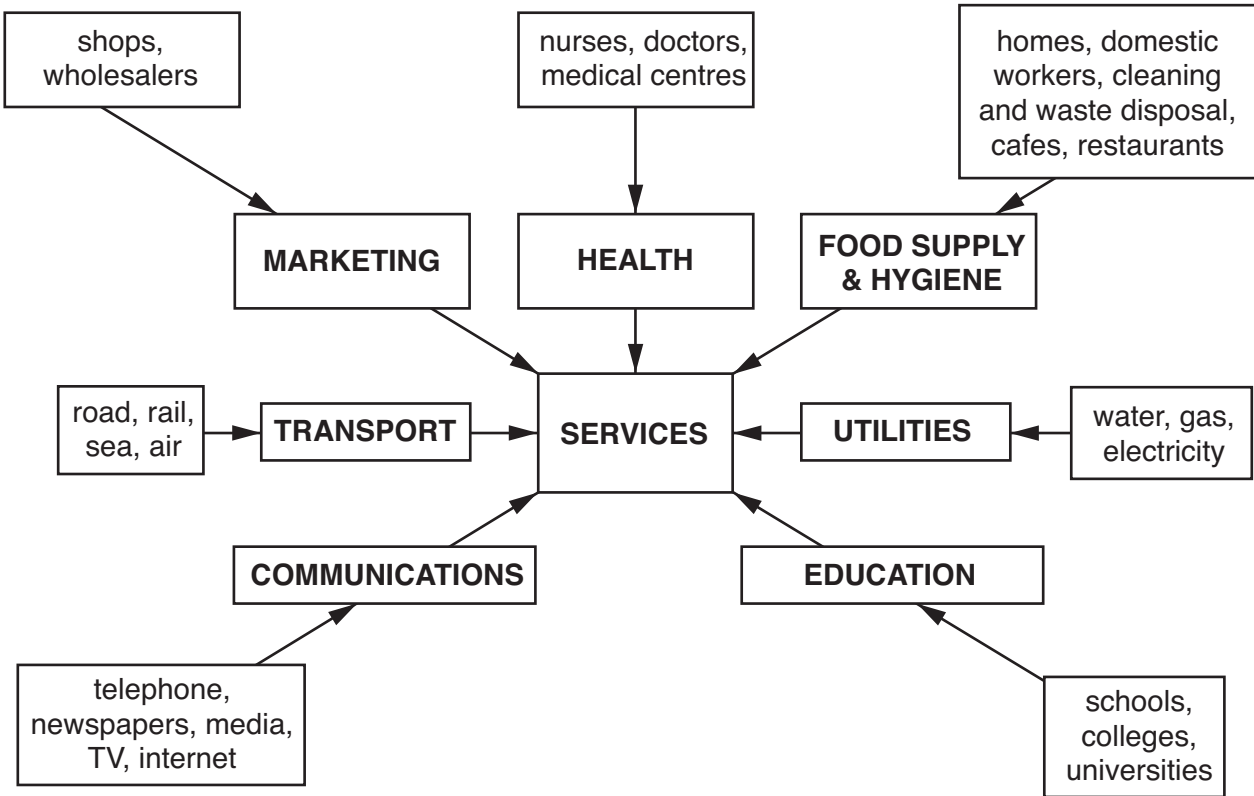


Fig. 6

(i) What is meant by services?

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 ..... [1]

(ii) Choose any type of service and describe how it changes as a country develops.

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(iii) What type of economy has some services in private ownership and some in public ownership?

..... [1]

(iv) Describe some of the advantages of **either** private ownership or public ownership.

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(c) Choose an example of a manufacturing industry and describe how its production process and its output are linked to the other sectors of the economy and to global trade.

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**[Total: 20 marks]**

4 Study Fig. 7, which is a map of the forty-one Least Developed Countries that have the highest levels of poverty and unpayable debt. The key shows which countries are receiving aid and which ones have not yet qualified for aid.

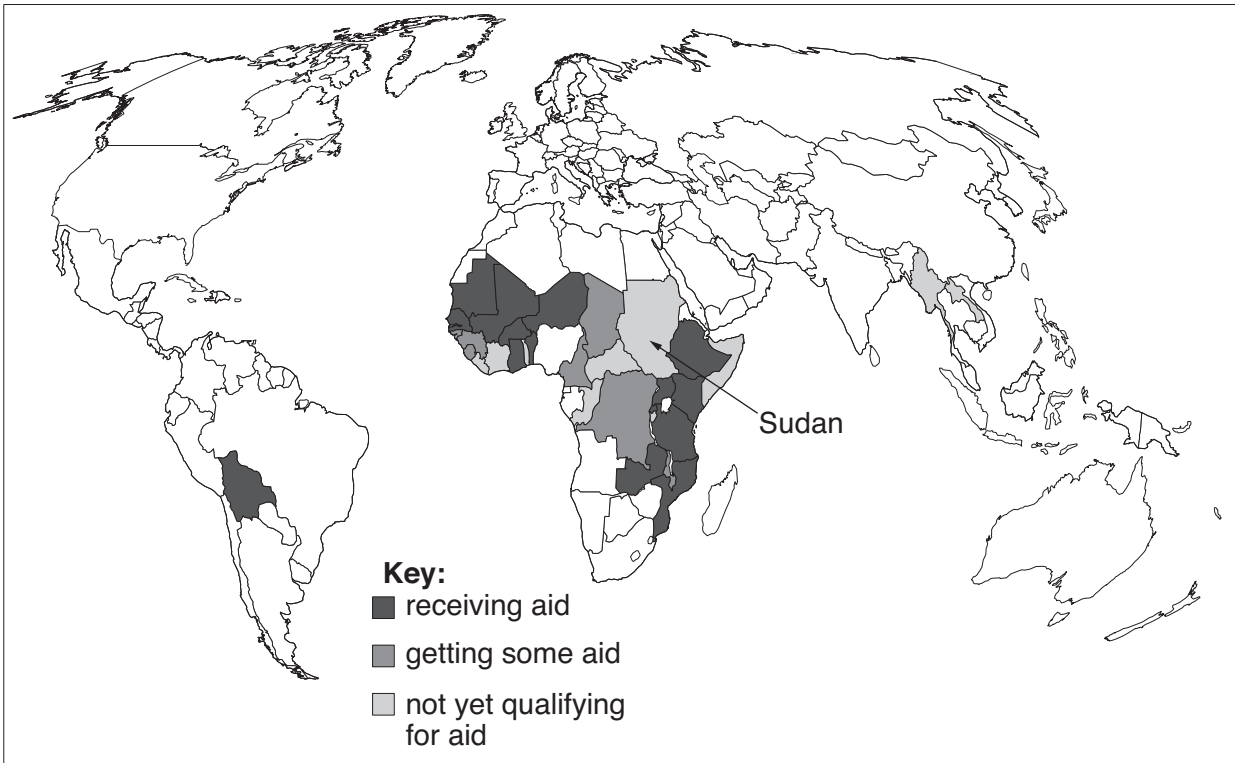


Fig. 7

(a) (i) In which continent are most of the countries with the highest levels of poverty and unpayable debt?

..... [1]

(ii) Explain why the levels of debt of these countries are described as *unpayable*.

.....  
..... [1]

(iii) Has Sudan qualified for aid?

..... [1]

(iv) One of the conditions of receiving such aid is to show that the country is fighting corruption. Explain why it is necessary to get rid of corruption.

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..... [2]

(v) Another condition of receiving aid for debt relief is that the country becomes democratic. What are the features of a democracy?

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Study Fig. 8, which shows different kinds of foreign aid.

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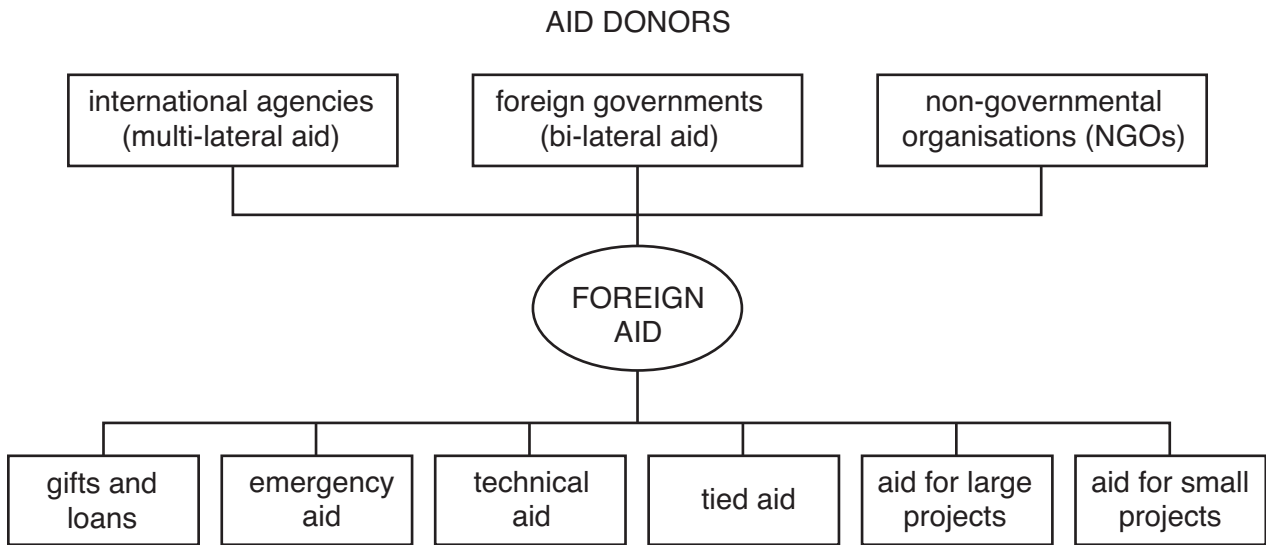


Fig. 8

(b) (i) Name one international agency that gives aid.

..... [1]

(ii) Give **one** reason why a country might be given emergency aid and describe the sort of aid that would be needed.

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(iii) Explain what is meant by *tied aid* and suggest **two** disadvantages of receiving tied aid.

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(iv) Suggest **one** type of technical aid that a country might receive.

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