MARK SCHEME for the October/November 2011 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.

1 (a) (i) India, South Africa, Brazil, Australia

Correct order needed for 1 mark [1]

(ii) Descriptions such as:
In Africa,
West Africa/Central Africa
South of the Sahara
In south (east) Asia
In tropical areas/between the equator and the Tropic of Cancer/Capricorn
South of the Brandt line/the South
In LEDCs
Any named examples to max. 1, including one country in Central Asia

No marks for southern hemisphere/south of the equator

3 at 1 mark [3]

(b) (i) Life expectancy: Average number of years people are expected to live
Accept expected/estimated

GDP per person: The average value of goods and services produced/earned/spent by a person in a year

Adult literacy: The ability of adults to be able to read/write

3 at 1 mark [3]

(ii) Freedom and justice (1 mark reserved)

Ideas such as:
It is an abstract/may exist on paper but not a guaranteed concept
Not all human rights violations recorded
Not measurable by statistics/not an exact science
Complex/involves different issues/variables
Information withheld by governments

3 at 1 mark [3]

(c) Levels marking:

Level 1 (1–2 marks)
Simple statements which could be a straight lift of figures with no interpretation.
e.g. in most years GDP has increased, GDP changed from year to year etc.)

Level 2 (3–4 marks)
Statements supported by reference to years and figures.

Level 3 (5 marks)
Comprehensive answer with reference to years and figures which shows an understanding of rate of increase.

Allow 0.1 tolerance either side for figures. [5]

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(d) Levels marking:

Level 1 (1–2 marks)
A simple identification of one or more direct or indirect indicators of income.

Level 2 (3–4 marks)
An explanation of how at least one indicator of income could be used.

Level 3 (5–6 marks)
A full explanation, referring in detail to how two or more different indicators of income can be used. [6]

[Total: 21]

2 (a) (i) Descriptions such as:
In southern Kenya
Between Nairobi and Mombasa/North of Nairobi, South of Mombasa
Close to border of Tanzania etc.

2 at 1 mark [2]

(ii) Differences such as:
Wote is higher land
Wote is a wetter area/more rainfall
Wote has more markets/two markets compared to one
The main road passes through Kibwezi but not Wote
Wote is further North etc.

2 at 1 mark [2]

(iii) Reduction/decrease
Kyamosoi/Kaiani
Athi Kamunyuni
Athi Kamunyuni/Darajani

3 at 1 mark [3]

(b) (i) Explanations such as:
To test out the questions
To see if wording is correct/needs to be amended
To see if questions can be understood by respondents
To check whether questions are ambiguous etc.

1 mark [1]

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(ii) Advantages such as:
They are not time consuming/they are quick/easy
Researcher cannot introduce bias

Disadvantages such as:
They are time consuming when using random number tables
Sample chosen may not be representative etc.

2 at 1 mark [2]

(iii) Methods such as:
Systematic sampling – every nth house/person
Stratified/quota/cluster sampling – samples reflecting the various parts of society/ weighting of total population
Opportunity sampling – any house where people are available
Snowball sampling – give questionnaire to one person who then passes it on to another and so on

No mark for random sampling.
One mark for naming sampling method and one for description of it.

2 at 2 marks [4]

(iv) Max. 2 marks for any two methods from:
Interviews
Group discussions
Observations

Max. 4 for reasoning such as:

Interviews:
Information obtained from those people directly involved/first hand
Flexibility in questions being asked/can respond to a remark made by the interviewee with a further question/get clarification/can explain question
Can be carried out with those people who are unlikely to be able to read and write
Information obtained instantly/do not have to wait for return of questionnaires etc.

Group discussions:
Respondents will not feel intimidated
To save time
So more people can contribute than the 12 farming households/so that all villages can be involved etc.

Observations:
To verify answers given by interviewees
To see for themselves/with their own eyes/can get information at first hand
Does not disturb villagers
It is a quick method etc.

6 at 1 mark [6]

(v) Ideas such as:

Villagers may not have time to answer questions/attend discussion – as they may be too busy with their work (development)

Villagers may refuse to answer/cooperate – they may be suspicious of surveying/ they may think researchers are officials who may evict them (development)

Some villagers will not understand the questions – as they do not speak English (development)

Some villagers will not tell the truth – as they are embarrassed to reveal personal details/want to hide their earnings (development)

It will take a long time to reach the villages – as roads are poor (development)

There may be health risks for the interviewer – as conditions may not be hygienic (development)

It may be dangerous/they could be attacked/robbed – as some villagers could be poor

Costs a lot of money – as they have to travel to different villages to collect information (development) etc.

To gain developed marks the problem must be stated.

5 at 1 mark or development [5]

(c) (i) Completion of 10 squares (1)
Correct shading (2 crops/8 animals) (1)

2 at 1 mark [2]

(ii) Farm size and percentage land used for crops:
Bigger farm size in Kyamusoi/smaller farm size in Darajani
15 Kyamusoi/4 Darajani
More land used for crops in Kyamusoi than Darajani
7 hectares Kyamusoi/3 hectares Darajani
Higher percentage crops in Darajani
Less than half/44% in Kyamusoi/75% in Darajani

4 at 1 mark [4]

(iii) Livestock:
There are more people with livestock in Kiani than Athi Kamunyuni/or more people with no livestock in Athi Kamunyuni
There are more people with cattle in Kiani
There are more people with goats in Athi Kamunyuni

Credit to be given for comparative statistics about cattle and goats to a maximum of 2 marks.
4 at 1 mark [4]

(d) (i) Correct plotting and shading on pie chart (2)
Accept correct labelling if no shading
Allow 1 mark if partially correct [2]

(ii) Ideas such as:
it shows proportions
it is visual/easily interpreted/easy to understand

2 at 1 mark [2]

(iii) Levels marking:

Level 1 (1–2 marks)
Simple statements which identify differences or suggest simple reasons for differences in sources of water.
e.g. Kaiani does not use river water but other villages do.

Level 2 (3–4 marks)
Statements which identify differences and suggest simple reasons for differences in sources of water.
e.g. Kaiani may not have river passing through it so people do not use river water, more people in Darajani use tanks on roofs as farmers are more wealthy.

Level 3 (5–6 marks)
Statements which identify and suggest developed reasons for variation in sources of water referring to all four villages.

Generic answers with no named villages: level 1 for reasons only [6]

(e) Any two ways of investing money can be chosen (no mark for choice of ways).
e.g. Build dam:
Water can be provided regularly/all year round
Can be used for irrigation
So crop yields are higher/farmers gain more income from sales of crops
People do not have to walk long distances to collect water
So they have more time for working
More water available for all people's needs
More water available for animals
They do not use river water which may be is polluted by other people etc.

Point marking but allow development points as appropriate
Maximum 6 marks on each section

2 at 4 marks [8]

(f) **Levels marking:**

Level 1 (1–2 marks)
Simple suggestions of methods of data collection which could be used.
e.g. Give questionnaires to farmers, interview farmers, observe changes etc.

Level 2 (3–4 marks)
More specific or developed statements which explain or justify methods which could be used.
e.g. Give questionnaires to farmers asking how their crop yields and income has changed, ask farmers about their income before and after the improvements etc.

Level 3 (5–6 marks)
A comprehensive answer which explains and justifies methods which could be used.
e.g. Give questionnaires to farmers asking how their crop yields and income has changed to discover if yields have increased as a result of the investments, ask farmers about income and compare income earned before and after the improvements to see if the improvements have had a positive effect etc. [6]

[Total: 59]

Assessment Objectives Grid

Questions	1	2	Total
A Knowledge and Understanding	12	8	20
B Analysis and Evaluation	9	21	30
C Investigation and Decision Making	0	30	30