Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

DEVELOPMENT STUDIES **0453/02**

Paper 2 **October/November 2017**

MARK SCHEME

Maximum Mark: 80

Published

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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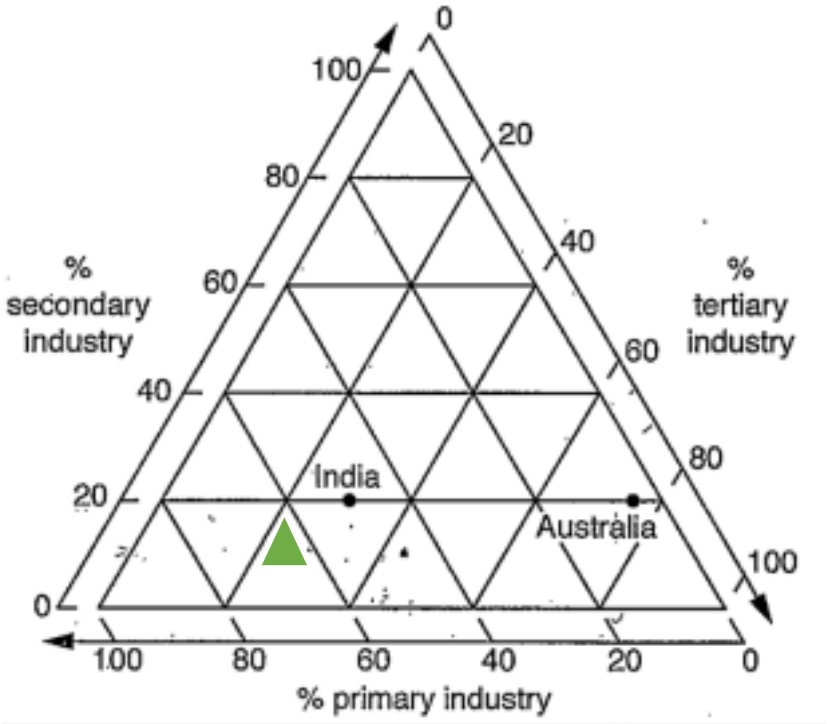
Question	Answer	Marks
1(a)(i)	Human Development Index	**1**
1(a)(ii)	Algeria Cameroon 2 @ 1 mark	**2**
1(a)(iii)	2 marks for a full answer: The average amount of goods and services produced per person per year in Cameroon is US $3000 1 mark for reference to the amount / value of goods / services or countries income produced in one year 2nd mark for further information – per person / US $3000 2 @ 1 mark	**2**
1(a)(iv)	Algeria and Tunisia are likely answers with Botswana as another possibility. No marks for country choice; the marks are to be awarded for reasoning. Tunisia / Algeria has: • high HDI rank • high GDP per capita • high life expectancy • high literacy / number of people that can read and write • uses large amount of energy per person etc Botswana has: • high GDP per capita • high literacy / number of people that can read and write • relatively high use of energy per person 3 @ 1 mark	**3**

Question	Answer	Marks
1(b)(i)		**1**
1(b)(ii)	Ideas such as: • More primary in India / Less primary in Australia • Similar secondary percentage in each country / both have 20% • More tertiary in Australia / Less tertiary in India • India has most in Primary and Australia has most in Tertiary • India has least in Tertiary and Australia has least in Primary • Australia has 75% in tertiary industry **but** India has **only** 30% 3 @ 1 mark	**3**

Question	Answer	Marks
1(c)(i)	Primary = Decrease / goes down Secondary = Increase followed by decrease Tertiary = Increase / goes up 3 @ 1 mark	**3**
1(c)(ii)	Ideas such as: • Exhaustion of raw materials • Investment in manufacturing by government / multinationals • People become more skilled / better educated / better literacy • Mechanisation / use of technology (of agriculture / industry) • More people can afford services / need services / greater demand for services • Import of primary products / manufactured goods • Outsourcing • Cheaper to manufacture goods elsewhere • Less subsistence agriculture / more commercial agriculture etc 4 @ 1 mark or development	**4**

Question	Answer	Marks
2(a)(i)	Over US $500 billion	**1**
2(a)(ii)	European Union Asia Sub-Saharan Africa 1 mark	**1**
2(a)(iii)	Ideas such as: • It enables a country to obtain goods it cannot produce itself / more variety of goods available / necessary goods • It allows specialisation to take place • Imports may be cheaper / of better quality than locally produced goods • Larger market for home producers • It allows a country to exploit its comparative advantage • Enables producers to achieve economies of scale • It increases employment from transport / named industry • It encourages political / cultural links • It brings in money from other countries / increases foreign exchange / sells surplus goods / more exports than imports • Brings in money for the government through tariffs / duties / government revenue • Enables improvement of transport infrastructure • etc 5 @ 1 mark or development	**5**
2(b)	Ideas such as: • It has links in many parts of the world / many countries / all over the world / across the world • Suppliers are largely in LEDCs / South America and Africa • Outlets / offers services / It is sold / there are sales outlets in many parts of the world • Headquarters are in North America / MEDC 3 @ 1 mark	**3**

Question	Answer	Marks
2(c)(i)	Bar graph: • 1 mark for choice of scales • 1 mark for labelling both axes – Number of restaurants / countries • 1 mark for labelling bars with country names • 1 mark for correct plotting – all 6 must be correct plot for the mark 4 marks	**4**
2(c)(ii)	Ideas such as: • they have expanded their business globally / to increase business / revenue / make more money • the product is in demand in many countries / larger market / they are well known internationally • meat and other food products can be obtained in many different countries / access to raw materials • local sources can be used to keep costs low wherever that is possible • the labour required in the outlets is generally low skilled / cheap labour / there is no problem obtaining labour in any country • economics of scale • etc 4 @ 1 mark	**4**
2(c)(iii)	Ideas such as: • Workers have a contract • Workers earn pay / salary / wages • Workers are protected / have rights • Workers are able to join a trade union • Tax needs to be paid on earnings • Workers have a workplace / factory / office etc. • The work is legal / government registered / follows rules and regulations • They have a uniform / dress code • People can have pensions / sick leave • Workers have fixed hours / shifts • Workers have breaks / holiday entitlements 4 @ 1 mark	**4**

Question	Answer	Marks
3(a)(i)	Ideas such as: • Loss of habitat • Deforestation / cutting down trees • Extinction / death of species / animals / fish / wildlife die • Damage to food chains / ecosystems • Pollution of rivers / lakes / seas / water • Air pollution • Soil depletion / degradation / erosion • etc 2 @ 1 mark	**2**
3(a)(ii)	1 mark for simple explanation + 1 mark for development. Developed points outlined below can be used as simple explanations and vice versa. Ideas such as; • Workers are being exploited (1) as they may have to work long hours/receive low pay (dev) • working conditions are not good / safe / sanitary (1) as there are few regulations to protect them / as they have to breath in polluted air (dev) • they have poor conditions in their homes (1) as many people migrate to cities to get work / many live in squatter settlements (dev) • mechanisation/technology takes over some jobs (1) therefore people can't make a living (dev) • etc 2 + 2 marks	**4**
3(b)	Ideas such as: • Breathing difficulties / allergies / eye problems • Loss of soil / land fertility • Students cannot concentrate in school • Roads damaged / traffic held up 3 @ 1 mark	**3**

Question	Answer	Marks
3(c)(i)	Simple statement = 1 mark E.g. choose any 50 people / ask anyone / ask any people in the street / by chance / no pattern / no order / sequence to follow 2nd mark for a more precise indication of how a random sample could have been selected e.g. hand out questionnaires to any 50 people approached in the street; use a random number tables / draw names from a hat to select homes to which to deliver questionnaires. **2 marks can be awarded for 2 specific ways to get a random sample** 2 @ 1 mark	**2**
3(c)(ii)	1st mark: Use of a 1 to 5 / number scale (1) 2nd mark: problems people were concerned about had higher scores; with 1 being the lowest and 5 being the highest; etc. 2 @ 1 mark	**2**
3(c)(iii)	No mark for 'yes' or 'no'. Marks to be allocated for reasoning. Candidates can score up to three marks on justification of 'yes' or 'no' or it is possible to score 2 + 1 by giving a balanced response. <u>Could argue that it is well designed as it:</u> • is quick / easy to complete / easy to understand • does not require extended written responses • doesn't require much personal information • collects information about age and gender • uses simple numerical technique to assess concern/which is easy to present / analyse • is well focussed / finds out what problems are faced / addressed all issues • is left open for additional responses • uses mainly closed questions • is not biased • is anonymous / has no space for name	**3**

Question	Answer	Marks
3(c)(iii)	<u>Could argue that it is badly designed as it:</u> • asks questions which may offend (e.g. age) • doesn't ask for place of residence • doesn't state purpose • lacks opportunity for detailed response / reasoning • asks limited information about respondent (e.g. nothing on employment / socio-economic status etc.) • should be offered with translation into local language • may be difficult for respondents to understand how the numerical scale works • uses words / phrases which may be hard to understand • unsuitable age scale / age scale overlaps • etc 3 @ 1 mark	
3(iv)	No need for a direct comparison as this is implied in each answer. Ideas such as: • proximity of homes to the industries / those living close by / people who live there may have greater concerns • age of respondent / older people may be more concerned if they feel it is destroying the area where they have lived for many years • health of respondent / healthy people may be less concerned than those in poor health / suffering asthma / having allergies • people with young children who could be at risk may be more concerned than single people • people who benefit financially (e.g. employees) as a result of the industry may be less concerned than those who do not • people with strong views about environmental destruction / are more educated will be more worried than those who are less aware / less educated • people whose livelihood could be threatened will be likely to be more concerned (e.g. farmers) • people who commute / travel to work will be more worried than those who do not • etc. 3 @ 1 mark	**3**

Question	Answer	Marks
3(d)	Levels marking **Level 1 (1 to 2 marks)** An evaluation of the options with basic points **Level 2 (3 to 4 marks)** An evaluation of the options with developed points **Level 3 (5 to 6 marks)** A full and sophisticated evaluation of the options with developed points Candidates can choose any of the four methods and justify them. Statements to be credited which explain why they have chosen the method and why they have rejected the other three. The disadvantages must be for the methods that they have not rejected. E.g. <u>Give grants and low interest loans to factory owners</u> • they will be able to buy new machinery which will cause less pollution • they will be able to use more efficient processes which will make less noise • making laws may not work as they may not be enforced • as factory owners may bribe local officials • closing down industries will cause poverty • enlarging clinics will treat the symptoms not the causes • and building clinics will not solve all problems e.g. traffic / noise etc. **Note: Do not double credit direct opposites**	**6**

Question	Answer	Marks
4(a)	Levels of response marking **Level 1 (1 to 3 marks)** Simple statements which briefly describe how the research enquiry could be carried out. (e.g. use questionnaires, graph the results, write about the findings, get secondary data, look in newspapers, present clearly, give a pilot study to friends, interview people etc.) **Note: Do not credit simple copy of boxes in sequence of enquiry diagram.** **Note: Repeat of 1–5 ratings from 3(c)(ii) can only be credited as an L1 statement** **Level 2 (4 to 6 marks)** More developed statements which describe how the enquiry could be carried out. (e.g. ask a sample of the town's population to complete a questionnaire about how the factory effects them, draw bar graphs to show pollution levels in different parts of the river / draw line graphs to show how levels of air pollution vary over time, test the levels of pollution in the water using testing kits; use newspaper articles about problems caused by the factory, present a report to the local authority, make recommendations etc.) **Level 3 (7 to 9 marks)** A comprehensive account which includes more developed statements (level 2) and covers at least 3 of the boxes in the sequence of enquiry diagram (e.g. identification of enquiry question / hypotheses / collection of data / presentation and analysis.)	**9**

Question	Answer	Marks
4(b)	The problems which can be credited are likely to be similar for each example and may include ideas such as: • many residents are unlikely to be cooperative / may not answer questions / may not hand them back; • many residents may not reveal / do not know answers to all questions; • residents may not trust researchers / be suspicious; • residents may not tell the truth; • there could be hostility from local people; • residents may fear loss of their jobs and therefore not cooperate / residents may be threatened by employers; • the industries involved are unlikely to divulge information / may give biased information; • unlikely to achieve much by use of observation; • some types of data (e.g. secondary data) are likely to be limited / unavailable; • pollution of the air / water is difficult to measure without scientific equipment; • Information collected about pollution based on questionnaires / interviews is subjective and not always reliable; • language difficulties relating to interviews / questionnaires; • illiteracy – difficulty in handling questionnaire; • cost of testing water samples / printing questionnaires / equipment / transport; • difficulties of transport to less accessible parts of the study area; • costs of transport to different locations within the area / to laboratories for testing of water samples; • time consuming (to carry out interviewing/test changes in water quality over a period of time); • bias in bi-polar surveys; • people act out of character when observed; etc. 5 @ 1 mark but credit appropriate development	