

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

DEVELOPMENT STUDIES

0453/04

Paper 4 Alternative to Coursework

October/November 2003

Additional Materials: Answer Booklet/Paper

1 hour 30 minutes

READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.
Write your Centre number, candidate number and name on all the work you hand in.
Write in dark blue or black pen on both sides of the paper.
You may use a soft pencil for any diagrams, graphs or rough working.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **all** questions.
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.

- 1 Study Fig. 1 which is about research carried out in Tanzania, a developing country in

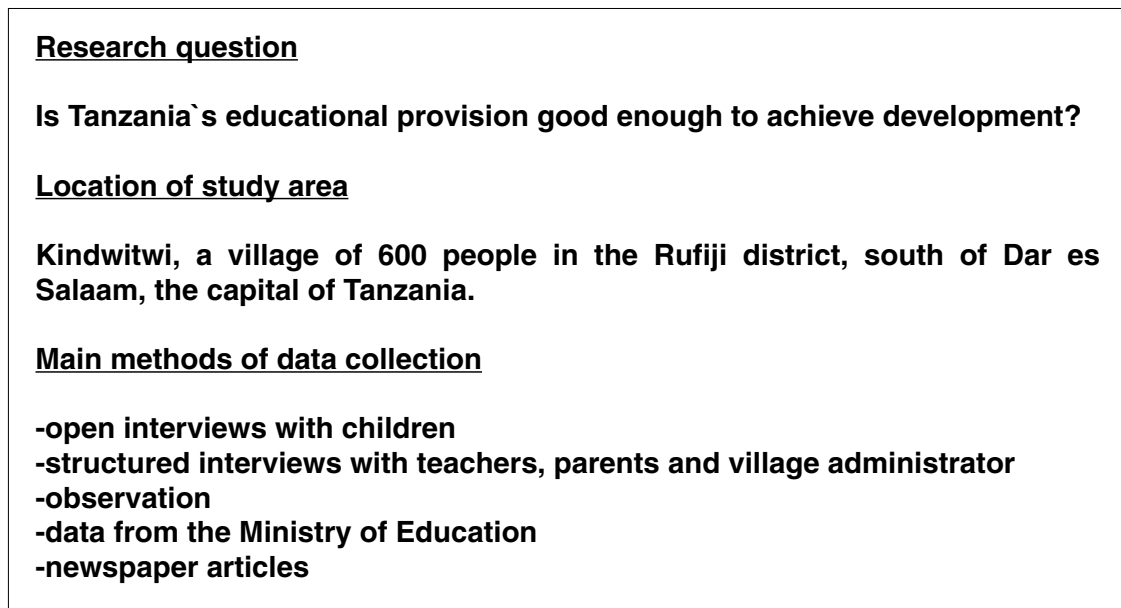


Fig. 1

- (a) (i) In which village was the research described in Fig. 1 carried out? [1]
- (ii) Use your own words to describe the purpose of this research. [2]
- (iii) Give **two** examples of secondary data used in this research. [2]
- (iv) How is a structured interview different from an open interview? [2]
- (v) Suggest why the researcher decided to use interviews with children rather than questionnaires. [1]

(b) Study Figs 2A and 2B.

How many schools are there in the area?
One

How many children could attend school in the area?
200

How many children do attend the school?
100

What are the general problems with education in the village?
Enrolment is not high and there are general shortages in school supplies.

What shortages do you have in school supplies?
We lack desks, chairs, staff houses and classrooms.

What improvements have you seen in the school while you have been village administrator?
New desks have arrived but still not enough.

How far is the nearest secondary school?
Very far, it is not possible to walk there. It is in Utete.

Fig. 2A Interview with Mr Barchard Rumatongo, village administrator.

Why is education important?
To prepare children for the future so they can live better lives.

What are your main teaching methods?
I expect the children to memorise what is on the board.

Are the students attentive in class?
If they are not attentive I punish them.

Do you persuade students to go on to secondary school?
Most of them cannot afford it.

What percentage of your students go on to secondary school?
Very few, I don't know the percentage.

What improvements would you like to see in the school?
More desks, chairs and a new blackboard. There should be more classrooms and therefore more teachers.

How many teachers are there at the school?
Two, myself and a parent who is fairly well educated.

Fig. 2B Interview with a teacher in Kindwitwi.

- (i) Choose **one** question that you feel was a good one. Explain why the information obtained by this question was useful in the research.
- (ii) Choose **one** question which was poor. Explain why you would criticize this question.
- (c) The researchers needed to interview a representative sample of parents of children in the village.
- (i) Why do researchers often need to use a sample? [1]
- (ii) The following are **poor** methods which could have been used to try to obtain a representative sample of parents.

FOUR POOR METHODS OF SELECTING A SAMPLE

- A Interview every parent taking a child to school each morning of the week.
- B Interview the parents of all the 7 year old children in the village.
- C Interview all parents of children living within 1 kilometre of the school.
- D Interview all mothers with young children in the village.

Choose **one** of these methods, A to D, and write down the letter of your choice. Explain fully why this would have been a poor method to use. [3]

- (iii) Describe a **good** method which could have been used to choose a representative sample of people to interview for this research study. (You should **not** choose any of methods A to D.)

Explain why this would have been a good method to use. [3]

- (d) Study Fig. 3 which shows information obtained by the researcher from the Ministry of Education in Tanzania.

School supplies in Dodoma (a district in Tanzania)		
	Required	Actual
Classrooms	5 000	2500
Chairs	10 000	3000
Tables	9 500	3000

Fig. 3

- (i) How could the researcher present the information shown in Fig. 3? You should draw a suitable method which could be used to show the information about school supplies. [4]
- (ii) What conclusions can you draw about school supplies in the Dodoma district of Tanzania from Fig. 3? Suggest an explanation for this. [3]

2 Study Fig. 4, a newspaper extract about girls' education in the Igunga District of Tanzania.

3000 Igunga schoolgirls drop out to get married

**By Fumbuka
Ng'wanakilala, Igunga**

Parents in Igunga District do not recognize that not educating girls is a violation of human rights. Over the past 10 years they have taken 3339 young girls out of primary schools and married them off.

According to the Igunga District Commissioner poor families regard girls as assets to be exploited for the sake of getting some wealth in the form of cattle. "Parents

here consider their daughters as assets. They go as far as bribing teachers so they get a chance to marry them off for a large dowry" she said. Parents demand between 30 and 40 heads of cattle as bride price for a daughter.

Though many teachers and parents have been criticized for allowing schoolgirls to drop out the District Commissioner said "incidents of early marriage in Igunga are not uncommon." She said the government was making efforts to stop early marriages of schoolgirls and vowed to take tough measures against people involved.

Fig. 4

Students of development studies should be able to identify problems and take part in small scale practical activities related to development.

- (a) Using evidence from Fig. 4 explain why many girls who live in the Igunga District are not being educated. You should use your own words. [3]
- (b) Suggest practical solutions to encourage girls to attend school for longer. [6]

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- Figure 2b © International School of Tanganyika
- Figure 4 © Fumbuka Ng'wanakilala. Tanzania Guardian.

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