

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the November 2004 question paper

0453 Development Studies

0453/02

Paper 2, maximum mark 70

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the November 2004 question papers for most IGCSE and GCE Advanced Level syllabuses.

Grade thresholds taken for Syllabus 0453 (Development Studies) in the November 2004 examination.

	Minimum mark available	Minimum mark required for grade			
		A	C	E	F
Component 2	70	46	37	32	28

The threshold (minimum mark) for B is set halfway between those for Grades A and C.
The threshold (minimum mark) for D is set halfway between those for Grades C and E.
The threshold (minimum mark) for G is set as many marks below F threshold as the E threshold is above it.

Grade A* does not exist at the level of an individual component.

November 2004

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 70

SYLLABUS/COMPONENT: 0453/02

DEVELOPMENT STUDIES
Paper 2

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- 1 (a) (i) 6260 million Allow 6200 - 6300 - must have million
- (ii) 2664 Allow 2500 - 2700 [1]
- (iii) 1 mark for simple statement: - must be a comparison – ‘er’ word can be used
Developing countries have grown rapidly but developed countries have hardly grown.
- 2nd mark to show difference using figures from Fig. 1
e.g. between 1965 and 2000 developed countries only grew from about 1000 million to 1300 million whilst developing countries grew from about 2300 million to 5000 million. Developed grew 300 million, developing 2700 million
- Figs. must be correct [2]
- (iv) **Three** reasons for why there is a high growth rate: Conc. on decline in death rate
- 1 Decline in death rate or increase in life expectancy - basic mark
 - 2 Reasons for (1) above - 2 marks
 - a Improved sanitation
 - b Health and Medical facilities - allow 1 for devel e.g. more trained doctors
 - c Better nutrition
 - d Less war
 - e Less babies die in infancy
- No credit for reasons for high birth rate or ‘better living conditions’ [3]
- (b) (i) 25 [1]
- (ii) 2015 [1]
- (iii) Urbanisation [1]
- (iv) Using data from Fig.2
- 1 mark - for simple statement that urban population has grown.
- 2 marks - for reference to growth and stating grown from 25% or 1/4 in 1970 to 37% in 1995 and 49% or almost half in 2015
- 3 marks - changes using all three dates and figs.
- Also allow **one** mark for idea of change at a steady rate [3]

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- (v) **Three** pull or push factors.
 Employment
 Bright lights/aspirations/opportunities
 Health facilities/medical supplies
 Hazards in rural areas
 Education
 Services - electricity, water etc. (1 mark)
 Difficulties of working the land

Allow reverse for rural areas. NOT - cheaper housing, higher living standards [3]

(c) (i) Tokyo [1]

(ii) Asia [1]

(iii) Mumbai [1]

(iv) Dhaka [1]

- (v) **Two** cities:
 Mexico City
 Seoul
 New York
 Osaka
 Los Angeles
 Tokyo
 Buenos Aires [2]

(d) (i) A quarter/25% [1]

- (ii) Evidence for living in a poor part of the city:
 Eight of them live in two rooms/cannot afford more than 2 rooms
 Has to buy water/no water supply
 Has to buy fuel for cooking/no gas or electricity [2]

(iii) **Three** reasons:

- a Causes malnutrition
- b Not a balanced diet/no variation in diet
- c Too much carbohydrate/starch
- d Lack of nutrients
- e Lack of vitamins/minerals
- f More vulnerable to disease
- g Lowers energy levels [3]

(iv) Informal or service/tertiary sector. [1]

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- (v) **Two** reasons:
 Poverty/they are very short of money.
 To help buy the extra things they need - more food/clothes for the children etc
 Six children to feed. [2]

- (vi) Reasons -
 Lack of education
 Lack of skills
 Vulnerability to health problems
 Lack of alternative employment in area
 Low social class
 Caught in circle of poverty
 Cannot afford to educate children
 Cannot afford to improve 'named' living condition e.g. water supply
 Cannot save money [4]

[35 marks]

- 2 (a) (i) Ability of adults to read and write - need both [1]

- (ii) Japan [1]

- (iii) 1 mark for general statement higher the adult literacy the lower the infant mortality.

2nd mark for quoting e.g. of high adult literacy and low infant mortality country

3rd mark for quoting e.g. of low adult literacy and high infant mortality country

4th mark for identifying anomalies in the figures e.g. Zambia/correct use of figures to illustrate both countries [4]

- (i) **Three** reasons:
 Educated parents/women: accept reverse for uneducated women/adults understand about **nutrition**
 Have **fewer children**/marry later/less teenage pregnancies
 Take their children to clinics for **inoculations**, keep child healthy
 Practice better **hygiene**/access to clean water.
 Know how to care for themselves during pregnancy [3]

- (b) (i) **Two** reasons:
 Too poor to stay at school/have to start to earn
 Girls become pregnant/taken out of school to help mother/marry etc
 Lack of schools
 Lack of teachers
 Qualifications were not important [2]

- (ii) **Two** points:
 Adults can make up for lack of education (NOT gain qualifications)
 Distance from formal classes can be overcome/lack of transport to schools
 Adults can work in own time/study at night [2]

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- (iii) **Two** reasons:
 Helps shortage of qualified teachers
 Helps where there is shortage of equipment/schools
 Enables a high standard of teaching to reach everybody
 Helps if schools are too far away to reach
 Lack of classroom disruption/increases motivation [2]
- (iv) **Two** disadvantages concerning provision in some countries (not all)
 Lack of good television network/poor reception
 Lack of electricity/equipment/breakdowns
 Language difficulties in some countries
 High cost of developing programmes
 Cost to student of a television set [2]
- (v) **One** named:
 e.g. plumbing/electricity supply/carpentry/agricultural studies
Not just engineering/building unless specified. [1]
- (vi) **Three** advantages:
 Standardised qualifications
 Enables people to learn on the job
 Raises the standard of skills in the country
 Allows people to earn whilst they learn
 Involves businesses directly in training
 Working alongside skilled professionals [3]
- (c) (i) Industrial countries and developing countries. [2]
- (ii) 17% - allow 18% [1]
- (iii) **Two** reasons:
 Lack of government money to build schools
 Poverty/people cannot afford to stay on at school
 Lack of skilled teachers
 Cultural attitudes towards education [2]
- (iv) **Three** points:
 Shortage of skilled labour
 Need to employ ex-patriates/reliance on foreign workers
 Inability of country to use modern technology/slower rate of industrialisation
 Country at an economic/political disadvantage in global trade/negative balance of trade
 Slows down rate of development
 GNP/GDP will remain low
 Overdependence on Primary sector [3]
- (d) (i) Brazil or Namibia. [1]
- (ii) 70 [1]

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(iii) Description of differences:

- 1 mark general statement:
Namibia more, Ghana less girls than boys both in universities and schools
- 2nd mark for bringing out marked difference in equality between sexes in Namibia and Ghana i.e. Ghana only 70 girls to every 100 boys in schools and only 30 girls to every 100 boys in universities whereas Namibia more than equality. [2]

(iv) Two reasons:

- Cultural reasons/girls not valued so much/religion
Prejudice about girls innate ability/brains etc.
Girls leave the family home/marry/money spent on girls is wasted/boys look after family in old age. [2]

[35 marks]