

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the November 2004 question paper

0453 Development Studies

0453/04 (Alternative to Coursework) maximum mark 35

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 4	35	24	20	16	13

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: 35

SYLLABUS/COMPONENT: 0453/04

DEVELOPMENT STUDIES
Alternative to Coursework

Page 1	Mark Scheme	Syllabus
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- 1 (a) (i) South Africa [1]
- (ii) To find out about health care/find out about what health care improvements were needed/find out views of people about health care (1)
reference to investigation into effects of providing free health care which shows understanding (NB not copy of source) (2) [2]
- (iii) Questionnaire [1]
- (iv) Choose sample with same balance as population/choose people from all parts of country/rich and poor etc (1)
Shows understanding of stratified sample with reference to balance/proportions and exemplifies (eg same gender balance, same rural/urban balance etc) (2) [2]
- (v) A trialling of the questionnaire or survey/dummy run etc [1]
- (b) (i) KwaZulu-Natal [1]
- (ii) Northern Cape/Western Cape [1]
- (iii) Any two differences such as:
- Gauteng has many more Black (African) than white but in Western Cape the numbers are evenly balanced.
- Gauteng has more Indian people than Western Cape
- Gauteng has more white people than Western Cape
- Western Cape has more coloureds than Gauteng
- Majority population is Black (Africans) in Gauteng but it is coloureds in Western Cape etc [2]
- (iv) Levels marking
- Level 3 (5 marks)**
Information plotted showing spatial dimension eg using a map to show the black African population by either correct choropleth shading or located proportionate symbols.
- Level 2 (3 or 4 marks)**
Information plotted graphically (bar, pie or divided rectangle) with axes drawn accurately and labelled appropriately. OR map using shading which is not choropleth shading.
- Level 1 (1 or 2 marks)**
An attempt to show how an appropriate graph can be used or a map with the numbers written in the countries marked. [5]

Page 2	Mark Scheme	Syllabus
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- (c) (i) Fig. 4 = Bar graph/histogram
 Fig. 5 = Pie chart
 Fig. 6 = Divided rectangle/compound bar/segmented bar graph
- 3 @ 1 mark [3]

- (ii) Black Africans have further to travel for health care than white people,
 Black Africans have longer to wait to see a doctor than white people,
 Black Africans have a lower quality of health care than white people.
- 3 @ 1 mark [3]

2. (a) i and ii Both ideas need some specific amplification eg

- (i) - ask local people questions about their health care,
 - call a meeting so people can talk about their health
 - get them to tell me about their health etc
- (ii) - get figures from Ministry
 - ask for records at surgery of numbers treated
 - refer to books/magazines/internet etc

NB Reserve 1 mark each for reference to each of interviewing and secondary data. [2]

(b) Ideas such as:

- Health workers may not have time to answer questionsthey may be very pressured for time with their jobs.
- People may refuse to answerthey may be suspicious of intrusive surveying/may not want to discuss sensitive issues of health care.
- Statistics may not be availableif they are confidential.
- Some people will not understand the questions as they do not speak English.
- Some people will not tell the truthas they are embarrassed to reveal personal details.
- It will take a long time to reach people to interview themas many live in remote rural areas etc.

Maximum of 3 marks for simple description with further marks for development/explanation as illustrated above. [4]

Page 3	Mark Scheme	Syllabus
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3. (a) One mark per relevant point relating to any appropriate small scale activities to improve either water supplies or sanitation.
- Eg The people could co-operate with each other and wells/boreholes could be dug (1) to the water bearing rocks (1) hand pumps could be installed (1) and water supplies protected by a cover from insects. (1)
- NB 1. References to water can include both the quantity and quality of water.
2. References to sanitation can include details of the disposal of both sewage and refuse. **[4]**

- (b) Max 2 on organisation/Finance
- Organisation — ideas such as community involvement/cooperative; people work in teams; use of unemployed people; grass roots organisation; chief/elders ask people to participate; bring in experts for advise etc.
- Finance — ideas such as taxation; government grants/loans; donations from aid organisations/charities; community finance/pool money together; use of money earned from selling crops/crafts; loans from banks/credit companies; volunteer labour etc **[3]**

Total marks [35]