DEVELOPMENT STUDIES

Paper 0453/01
Paper 1

General Comments

A fair number of candidates failed to complete answers to all the questions. Care needs to be taken to allocate time equally between the four questions. As candidates do not have to spend time deciding which questions to do, they should just work steadily through the paper.

Care should be taken to keep answer pages in the right order and the correct way up before submitting them to Examiners.

Previous Principal Examiner's reports have stressed the importance of extending answers by developing ideas in the latter parts of questions. This is particularly important when the marks allocated are five or six. Some methods of teaching encourage students to list bullet points, or create tables of advantages and disadvantages or social and economic effects. This is quite acceptable in the classroom and often makes the information easy to learn, but candidates must not reproduce these brief phrases in examination answers. Candidates must combine the separate points learnt into an answer that is coherent and detailed, linking together similar themes. The syllabus emphasises the importance of the interaction of economic, environmental, social and political processes and candidates can often show in their answers that they understand the interrelationships between these systems.

The last part of each question is marked using Levels marking. To gain 1 or 2 marks in Level I, candidates give basic points in simple statements. Six basic statements, with no expansion of ideas, are only worth a maximum of two marks. To gain 3 or 4 marks in Level II, these basic points need to be developed. In order to reach Level III, candidates need to write a comprehensive answer, covering all aspects of the question. A range of ideas must be fully extended.

Answers to Specific Questions

Question 1

(a) **(i) and (ii)** These were answered correctly.

     (iii) Most candidates failed to appreciate the significance of the two bars representing data for the USA. The USA has far more visiting tourists on average than any other country shown, and yet it receives the lowest tourist profits. But as it does receive a profit, then its residents cannot spend *more* abroad than visiting tourists, which was the answer given by the majority of candidates.

(b) **(i)** Many candidates failed to use the resource properly and copied out sections. The resource must be used as a stimulus for ideas. The facts that jumbo jets are the biggest things on the island and that the cruise ships dwarf the surrounding buildings are not reasons why Antigua is a successful tourist destination. However, if this information had been used to state that the island is accessible as it has docks and airports, then credit would have been given. The photograph should have triggered several correct answers but was not utilised in the majority of answers. Several answers stated the number of tourists but this is not a *reason why* it is successful. The fact that it is an island was a valid point if it was developed in some way as to why islands are favoured by tourists.

     (ii) Again there was much copying off Fig. 2 in terms of the IMR, life expectancy and literacy rates. It is important that candidates indicate that they understand the value of these in terms of being high or low. This would be the evidence that tourism has brought prosperity to Antigua. To justify these answers, it was necessary to state how the money brought by

tourists has been used, such as in improving medical facilities and education. Other answers relating to employment and infrastructure were also valid.

(iii) There were many excellent answers here with candidates clearly understanding implications for the environment of so many tourists. Answers concentrated on deforestation to build hotels with consequent loss of wildlife habitats and species. Water pollution resulting from inadequate waste disposal with its effects on marine life was also considered in detail. It is not sufficient to merely state water and air pollution without either detailing the causes or the environmental effects. Social problems such as crime were given no credit. There was little reference to examples candidates had studied, but case studies can always be used in questions like this one which asked for problems for places *such as* Antigua and so was not confined just to this island.

(c) Some answers were irrelevant as they repeated the environmental theme of the previous part to this question. Good answers linked the social and economic disadvantages which reflected the interrelationships of these factors in the development process, as outlined in the syllabus. Reasons were given as to why tourists may stop visiting a particular place. These varied from financial considerations to changes in fashion to natural disasters. The direct economic impact in terms of unemployment (with examples given of tour guides, hotel workers etc.) and loss of income were then linked to a lowering of people's standard of living. Lack of government revenue resulting in less money to spend on education etc. was also explored in detail in the better answers. The problems of not having a range of other industries to fall back on may result in countries getting into debt as they have to loan money in order to import food etc. It was extended answers such as these that were worth marks in Level III. Other answers concentrated on the social side in terms of loss of traditional cultures. To move from marks in Level I to II to III it was necessary to enlarge upon this idea in terms of perhaps giving examples of tourists' western culture that clashes with locals' traditional and religious beliefs and why the influence is so great.

Question 2

(a) **(i) and (ii)** These were answered correctly.

(iii) Most answers stated that enterprise combines the factors of production to produce goods and services.

(iv) If a question asks how something differs from something else, then it is important to either use comparatives in the answer or state what they both are. E.g. the labour is more intensive in craft production *or* craft production is labour intensive and factory production is capital intensive. A common misconception is that labour in craft production is unskilled whilst this if often far from being true.

(b) (i) This was correctly answered.

(ii) **A:** A good understanding was shown of free trade zones.

B: There was much repetition of 'specialised' and 'skills' instead of stressing the idea of training or expertise in a particular field of work. A good answer stated 'expertise in a job acquired by intensive training or experience'. Many candidates confused this term with the 'division of labour'.

(iii) Candidates gained no credit for direct copying off Fig. 4. The information given should be used to arrive at an answer that is relevant to the question. The fact that management departments of Gap are in the USA should have prompted the response that Gap's headquarters are in a developed country. This makes it *typical* of an MNC. Similarly, the brand names should not just have been copied but used in a sentence such as 'Gap creates a fashionable image with people being loyal to the famous brands.' The idea of outsourcing of production to developing countries was understood and explained in terms of cheap labour and raw materials as well as free trade zones.

(c) Many candidates gave six basic points about MNCs and so gained marks in Level I. There was no link or extension of ideas but this is required if candidates are asked to 'describe'. Eg. 'people find employment and gain income' is typical of a Level I statement. If '…and so they can buy more varied food and send their children to school' was added, this brings the mark into Level II. This

idea of employment could be developed further into the gaining of new skills or the m_____ in the local community helping local businesses to flourish. The advantage of employme__ developed to Level III by stating that not only do the people themselves have buying po___ their wages, but the taxes they pay to government can be used to invest in infrastructu__ services such as education and health which improves literacy rates and life expectancy. This ___ between economic and social development is a key element of this syllabus. The whole develope__ idea is worth five marks in Level III. To make a good answer comprehensive, it was necessary to consider both advantages and disadvantages. Candidates who also described the air and water pollution problems caused by the lack of environmental laws and government corruption, together with the fact MNCs operate solely to make a profit and so plunder the host country of resources and have no concern about proper waste disposal, gained full marks. Some excellent answers described the impacts of the pollution on wildlife and human health. These are the sort of developed ideas that candidates should be striving towards in the last part of each question. The first example given above links economic and social themes, and the second one illustrates political and environmental interaction.

Question 3

(a)   **(i) – (iv)** These were answered correctly.

(b)   **(i)**   Vague answers such as 'to get more money' or 'to improve the economy' gained no credit unless the idea was linked to an increase in government revenue to spend on improved services. To gain credit it was necessary to give more detail about the value of exports to a country in terms of earning foreign currency or improving the balance of trade.

    (ii)   This was worth two marks but many candidates only stated that monopolies create problems as they control prices. They failed to distinguish the problems of low prices paid to farmers and high prices charged to consumers. It is always important to note how many marks the answer is worth and ensure there are sufficient different ideas to gain full credit. Good answers explained the problems of small companies trying to operate or establish themselves within such a dominated marketplace.

    (iii)   Again here, many candidates failed to score the full marks. Most understood that prices of primary products fluctuate depending on supply and demand. They could give many reasons for a change in supply but did not mention the demand side. Others stated 'prices change because of the weather' with no reference to supply or demand. This was not worth a mark although the candidate had the right idea. Excellent answers dealt with all issues such as drought affecting supply as well as changes in the cost of production such as fuel, recession impacting on consumer spending power and hence demand and fluctuations on the currency markets.

(c)   Candidates have been taught well the ways governments can help farmers improve their income. The idea of promoting cooperatives was well expressed as was the use of low interest loans to help them purchase fertilisers and modern technology in order to improve methods. It is important for candidates to check their answers are extended enough to be worth credit. E.g. 'governments can improve roads.' There was no link here to the farming community, but if candidates had added that this would mean farmers could transport their goods to local markets more easily and quickly, then this was worth credit. Similarly, providing better medical services in the rural areas had to be linked to improvements in the health of farmers which would increase their productivity. Candidates showed good knowledge on the role governments can play in terms of imposing tariffs on imported goods to encourage local markets. Several weak candidates merely suggested that the government give or provide fertilisers, machinery etc. Farmers may be helped to acquire these by various described means, but just to 'give' or 'provide' was too weak for credit.

(d)   Weaker candidates gained marks in Level I by giving simple statements such as 'forests are being cleared' and 'there is less food available'. These ideas were often developed to gain marks in Level II, such as the fact that deforestation results in loss of habitats and species and reduced food intake can cause malnutrition. There were some outstanding answers on the environmental theme well worth marks in Level III. Candidates considered at length the issues resulting from deforestation such as loss of habitats and migration of species, as well as soil erosion causing silting of rivers affecting fishes and consequently the livelihoods and standards of living of fishermen. This is an illustration of the interaction of environmental and social systems. Others extended the problems caused by overuse of fertilisers leading to eutrophication of waterways with

consequent impact on food chains and ecosystems. For social problems, which ca
needed to discuss to gain full marks, the idea of peasant farmers being forced off th
commercial farmers was considered. The inability to buy food for their families res
malnutrition and poor health leading to a rise in the IMR was well described. The problem o
resulting from the inability to pay off loans taken out to invest in new techniques was a
discussed with reference to overproduction and falling prices.

Question 4

(a) **(i)** Most candidates did not study Fig. 7 carefully and did not appreciate the difference between goal and target. They needed to recognise that if the targets were reached, the proportion of people suffering from extreme poverty and hunger would only have been halved.

(ii) This was well answered.

(iii) Many candidates recognise that it is not possible to survive on $1 a day as this is not even enough to supply basic needs. Good answers discussed the fact that this figure may actually be too low and may need to be adjusted with the increasing cost of food. Also, there is a problem that $1 buys different amounts in different countries, depending on the cost of living. There was little reference to the idea that this is a better indicator than GNP/head which is an average and gives no indication of the number of poor people.

(b) **(i)** Most candidates gained one mark by appreciating that people with access to land can grow their own food. However, few gained the second mark available by stating that farmers with access to larger areas can grow cash crops and use the income to purchase more food. The idea of tenant farmers or land labourers was not explored at all.

(ii) The weaker candidates copied off Fig. 8 such as 'traditional health practices.' This was not worth credit unless they explained that these were often ineffective or unhygienic utensils that were often used.

(iii) Candidates appear to know nothing about family eating habits. The causes of malnutrition were dealt with purely in terms of a lack of a balanced diet. Ideas such as habits of eating only fast food or the staple food crop of a region, the fact the men often get to eat what they want first and sometimes families only eat once a day, were not considered.

(iv) This has been well taught and many candidates gained full marks for well developed answers. However, statements such as 'give advice to mothers on health care' were not acceptable for credit as they were too vague. Teaching mothers how to prepare simple balanced meals and providing them with eating plans was a much better answer. Monthly check ups for babies at local clinics to ensure they were growing properly and the provision of nutrient supplements was another common, correct answer. Some good answers included examples the candidates had studied and included the names of local clinics and detailed the food supplements that were handed out.

(c) Most candidates made a good attempt at explaining why it is difficult to break out of the cycle of rural poverty. Most were able to access marks in Level II by extending the ideas of low productivity leading to malnutrition and lack of education resulting in unemployment. To gain marks in Level III, answers needed to be comprehensive and some idea of the cycle of poverty needed to be clear. The link between poor investment in the land leading to low productivity, malnutrition, ill health, weakness, inability to work leading to low productivity was often expressed in detail. Some candidates incorporated the idea of lack of government funding in rural areas and others included the idea of the cycle continuing to the next generation. Others considered the problem of debt which also only reinforces the cycle rather than breaking it.

DEVELOPMENT STUDIES

General comments

This is the first paper of the new syllabus. The construction of the paper clearly gave able and well prepared candidates the opportunity to access high marks, whilst allowing the least able to achieve success on several more simple and structured questions. There was inevitably considerable diversity in performance between Centres and individual candidates. Many candidates were able to tackle all, or most parts with confidence, and there was much evidence that many Centres had prepared candidates well by teaching the skills, knowledge and understanding required for this paper. Candidates generally responded in an appropriate way to the majority of tasks, weaker answers generally being the result of a lack of understanding and/or a failure to develop answers rather than a complete misunderstanding of the requirements of the questions. Some candidates did struggle to finish the paper. This was mainly the result of poor time management. They should avoid writing out the questions or even incorporating a lot of the question wording into their answers. They should directly answer the question and this would save them writing time. It is also important that they read the question carefully and include only what is required, rather than irrelevant and superfluous details about the topic in general. Interpretation of graphs is an important part of this syllabus and candidates should be able to interpret a range of types. In addition they should cover the various techniques used in a research project. Some candidates appeared to lack this knowledge. This is best done not by a textbook approach, but by involving candidates in investigative tasks in and around the school to enhance their understanding of the techniques involved in undertaking the various stages of a research enquiry.

Comments on specific questions

Question 1

The question produced the full range of responses. It was important to keep to the question asked. Some candidates did not carefully respond to the exact wording of the question and thus lost marks. There was some confusion between birth rates and life expectancy. There was an effort to develop sufficient points in accordance with the mark scheme although many of these were vague statements.

(a) **(i)** Mostly correct, some omitted to refer to 'million'.

(ii) Mostly correct. A minority considered population totals and not growth.

(iii) Mostly correct with many accurate observations about growth rates in India and China.

(b) **(i)** Mostly correct. A minority put two different sets of years rather than just 1921-1931.

(ii) Whilst well prepared candidates were able to perform the simple calculation, having read off birth and death rates from Fig. 2, there were some candidates who appeared to have little idea of how to work out a population growth rate. It was important to express this as a percentage or put 'per 1000' in the answer.

(iii) Some excellent understanding was shown here, though some candidates misread this question and gave answers detailing improvements to medical and living conditions which had no relevance to 'high birth rates'. Candidates should always aim to develop their statements, and give a range of ideas, rather than answering briefly or focussing on one idea only.

(c) **(i)** Mostly correct although some candidates put 'young dependants' rather than a... ... group.

(ii) A simple answer was all that was needed looking at the shape of the pyramids. ... reference to a wider top in A and narrower base in B in 2050 would have gained the cr... There were many detailed answers trying to illustrate using the figures. However in mos... cases the figures quoted were not totals of either young or old dependents or did not refer to year, age group and sex so were inaccurate.

(iii) Frequently credit was gained for reference to a reduction in young dependents and/or an increase in old dependents, though again the supporting data was not always accurate or clearly expressed.

(d) Candidates could justify either a rise or fall in life expectancy, though most successful candidates gave reasons for an increase. There were some perceptive answers referring to specific aspects of health care, along with other issues such as improvements in water supply, sanitation and food supply. Weaker candidates made very general points about improved standard of living and better jobs without relating their answers specifically to life expectancy. Too many candidates relied on statements like 'better health care'.

Question 2

(a) **(i)** To score here it was necessary to use alternative words for 'rural' and 'urban'. Many were able to do this however others repeated these words or the word `migration`.

(ii) Generally correct with most candidates using words such as 'forced away' and 'attract' for the two terms, however a minority did not make it clear to which term they were referring.

(iii) Some excellent understanding was shown by well prepared candidates, though others wasted time by not repeating ideas expressed as both pulls and pushes. There were many pertinent references to employment and specific aspects of infrastructure and service provision, however vague references to issues such as 'better education', `healthcare` and `entertainment` could have gained more credit if specific or developed.

(b) **(i)** Some candidates did not realise that the 2nd column referring to population in slums was not additional to the total population and thus failed to score on this question as they had added the slum population to the total population. There were however many correct responses.

(ii) and (iii) Mostly correct.

(iv) Most candidates scored here although some failed to suggest three different reasons why many people still end up with a low quality of life such as lack of skills/education, low paid jobs/lack of employment and housing difficulties.

(c) **(i)** Those who identified the railway scored here but there were vague answers concerning location in the city with some indicating it was 'outside' the city when they meant 'outside the CBD'.

Many features of the housing were correctly identified especially size, and building material.

(ii) The candidates who concentrated on using the photo scored well, mentioning the problems of the railway, namely noise, fumes from burning fuel and danger to children playing. Many candidates gave vague points on hygiene and pollution without qualification which did not gain credit.

Question 3

This question was the weakest attempted by many candidates, and in some cases candidates ran out of time, partly because of excessive time spent producing a complex graph in **(b)(i)**. Again far too many repeated the question before attempting the answer even when it was obvious that they were not going to finish the paper.

(a)   **(i) and (ii)** Mostly correct.

        (iii) This question required specific points relating to interviews and in most cases th... made were too general. Well prepared candidates, however included reference to ... such as the first hand nature of interviewing or the problem of illiteracy if us... questionnaires.

        (iv) Some candidates were aware what is meant by 1 in 10 of the total population though others found the idea difficult to express.

        (v) Answers to this question were variable. Some correctly stated random, systematic and stratified sampling, whilst others tried to describe one or more of these methods. Some were able to only give random sampling but were vague on the other methods or confused between them.

        (vi) Many candidates gave sound answers here, with much awareness of the language and lifestyle difficulties, and the likelihood, for various reasons, that respondents will not be willing to answer questions, or tell the truth.

(b)   **(i)** Most candidates had not learnt how to display data on a map but scored 4 out of 6 for a correctly completed bar graph or pie chart. When drawing a bar chart it was important to have a suitable vertical scale. The highest level of response however, when dealing with data with a spatial dimension, is to plot it on a map. Choropleth shading or proportionate arrows would have been ideal, and several perfect examples were seen, with appropriate keys/scales included.

        (ii) Most candidates scored one mark by giving an answer relating to Jaipur being easier to get to from Rajatstan than West Bengal but failed to mention for a second mark that there were nearer alternatives, such as Kolkata, for people from West Bengal.

(c)   **(i)** 50% was not credited as this was not accurate enough. Thus the answer needed to be 51-53%.

        (ii) Not all candidates managed to interpret the divided bar correctly, and state the figure as 9 or 10%. Many put 40% as they appeared not to be familiar with this graphical technique.

        (iii) Pie chart was mainly correct for Fig 9 but few realised that Fig. 10 was a divided bar/rectangle, incorrectly calling it a bar chart.

        (iv) The data needed to be interpreted and not just copied to gain high marks. Thus it was not enough to mention, for example, that most people used public taps for water but also it required the point that they did not have water directly to their homes, likewise with the other points. Many candidates correctly managed to point out that the type of jobs were mostly informal and thus low paid and that the waste being thrown next to the shelter would lead to disease and be unhygienic.

(d)   This question differentiated well as it was answered very well by perceptive and well prepared candidates, developing not only the advantages of the chosen scheme, but also the disadvantages of the others. In contrast other candidates did not have the time or ability to develop their points into a well sustained argument, making simple, brief points.