

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the October/November 2008 question paper

<p style="text-align: center;">0453 DEVELOPMENT STUDIES</p> <p>0453/02 Paper 2, maximum raw mark 80</p>
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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.

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.

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Page 3	Mark Scheme	Syllabus
	IGCSE – October/November 2008	0453

(d) No mark for reference to rise/fall in life expectancy. Marks for any combination of such as:

It may **increase** due to:

- improved medical care/proper health care;
- availability of new medicines/drugs/vaccines;
- reduction in cost of drugs/medicines/vaccines;
- more hospitals/clinics built;
- improved diet/better food supplies;
- improved education re. health care
- improved education re diet;
- improved education re AIDS;
- increased use of contraception reducing AIDS;
- improvements to sanitation;
- improvements to water supplies;
- reference to achieving any specified Millennium Goals (no MAX).

It may **decrease** due to:

- AIDS/HIV;
- obesity etc.

(NB No MAX on increase/decrease)

4 @ 1 mark

[4]

[Total: 22]

2 (a) (i) Movement of people from the countryside/to the cities.

[1]

(ii) Push – things migrants want to escape from.

Pull – attractions of the destination/city.

2 @ 1 mark

[2]

(iii) Levels marking

Level 1 (1 to 3 marks)

Simple statements which explain reasons for rural to urban migration, **either** pulls **or** pushes.

(e.g. more jobs, better services, not enough food, better standard of living/quality of life, poverty, better housing etc)

Level 2 (3 to 5 marks)

More specific or developed statements which explain reasons for rural to urban migration, **either** pulls **or** pushes.

(e.g. more jobs in the informal sector/factories/or examples, well paid jobs, greater access to range of services or examples such as schools/hospitals/clinics, can buy food from markets/shops, housing with electricity/gas etc)

Level 3 (6 marks)

More specific or developed statements which explain reasons for rural to urban migration, referring to **both** pulls and pushes.

(e.g. some farmland unproductive due to drought, people living in countryside lost best quality agricultural land when reservoirs have been built, they can make money in informal sector by offering shoe shine/selling fruit, the city offers hope e.g. basic concrete houses are being built with piped water and sewage pipes, even in the squatter settlements the people have better access to primary health care than in the countryside)

[6]

Page 4	Mark Scheme	Syllabus
	IGCSE – October/November 2008	0453

- (b) (i) 4.1 – 4.4 million
- (ii) Delhi - Kolkata - Ahmadabad – Nagpur in correct order.
- (iii) Mumbai [1]
- (iv) Ideas such as:
- Lack of qualifications/skills/education;
 - Many are doing low paid jobs/unable to obtain employment;
 - Thus are unable to buy homes/live in poor conditions;
 - Discrimination may occur;
 - Exploitation by factory owners
 - Pressure of numbers migrating;
 - Specified traffic relating issues;
 - Specified pollution related issues;
 - Unable to afford food/children's education etc;
 - Large families to support etc.
- 3 @ 1 mark [3]
- (c) (i) A Location: alongside the railway line/edge of city/edge of CBD [1]
- B Features of buildings: one/two storey; made from wood; canvas/polythene, sacking/cardboard; self built, small, close together, no windows, no foundations, flimsy building materials etc [2]
- (ii) Problems experienced such as:
- noise from trains;
 - danger from trains;
 - lack of space;
 - lack of services/water/electricity/sanitation/refuse disposal (MAX 2);
 - houses may easily collapse;
 - lack of employment;
 - health hazard from litter;
 - lack of educational facilities;
 - lack of health facilities;
 - might be moved on by authorities etc.
- [4]
- [Total: 22]

- 3 (a) (i) Jaipur [1]
- (ii) Lack of room elsewhere [1]
- (iii) Ideas such as:
- Information obtained from those people directly involved/first hand;
 - Flexibility in questions being asked/can respond to a remark made by the interviewee with a further question/get clarification;
 - Interviews can be carried out with those people who are unlikely to be able to read and write;
 - Information obtained instantly/do not have to wait for return of questionnaires etc.
- 2 @ 1 mark [2]

Page 5	Mark Scheme	Syllabus
	IGCSE – October/November 2008	0453

(iv) 1 in 10 of total population/10% of total population/10% of pavement dwellers etc.

(v) Ideas such as:

- Opportunity sample/interview anyone who is willing/first 296 residents seen;
- systematic/every 10th house;
- stratified/quota sampling/appropriate proportion of male/female, young/old;
- random/names from hat/random numbers table etc.

3 @ 1 mark

[3]

(vi) Ideas such as:

- Squatters may not have time to answer questions...they may be very pressured for time with their daily routines;
- People may refuse to answer...they may be suspicious of intrusive surveying/they may think researchers are officials who may evict them;
- Some people will not understand the questions...as they do not speak English;
- Some people will not tell the truth...as they are embarrassed to reveal personal details;
- It will take a long time to reach people to interview them...as there are many squatters;
- There may be health risks for the interviewer...as conditions are not hygienic;
- It may be dangerous/they could be attacked/robbed...as many residents are poor/because of passing traffic;
- Costs a lot of money...as they have to travel to different parts of the city to interview pavement dwellers etc.

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

(b) (i) Levels marking

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 states marked.

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 3 (5 or 6 marks)

Information plotted showing spatial dimension e.g. using a map to show the population who have migrated by either correct choropleth shading or located proportionate symbols or proportionate flow arrows. [6]

(ii) Ideas such as:

- Rajasthan is closer/easier to get to than from West Bengal;
- They are likely to migrate to other cities from West Bengal;
- West Bengal is near the coast therefore there may be more job opportunities etc.

2 @ 1 mark

[2]

Page 6	Mark Scheme	Syllabus
	IGCSE – October/November 2008	0453

(c) (i) 51–53 (%)

(ii) 10 (%)

(iii) Fig. 9 = Pie chart/graph

Fig. 10 = Divided bar or rectangle/compound bar

2 @ 1 mark

[2]

(iv) Levels marking

Level 1 (1 to 3 marks)

Simple statements which explain how the information supports the conclusion.

(e.g. they have poor water sources, they don't have electricity for lighting, waste disposal methods are unhygienic, jobs are low paid/low skilled etc)

Level 2 (3 to 4 marks)

Specific or more developed statements which explain/exemplify how the information supports the conclusion.

(e.g. they do not have water sources in their homes and many have to use public taps, they don't have electricity for lighting and over half use kerosene lamps, waste disposal methods are unhygienic as they dump waste close to their homes, jobs are low paid so they will not be able to afford basic amenities in their homes etc)

Level 3 (5 marks)

A comprehensive answer which explains how the information supports the conclusion.

(i.e. should refer using specific or developed statements to at least three issues e.g. any 3 of water, lighting, jobs, waste disposal)

[5]

(d) Levels marking

Level 1 (1/2/3 marks)

A simple attempt to justify choice of scheme, with basic points made.

Level 2 (3/5 marks)

Choice of scheme backed up by developed reasoning.

Level 3 (6/7 marks)

Choice of scheme backed up by developed reasoning, including references to reasons for rejection of other three schemes.

[7]

[Total: 36]