

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the October/November 2012 series

0453 DEVELOPMENT STUDIES

0453/02

Paper 2, maximum raw mark 80

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, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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Cambridge is publishing the mark schemes for the October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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- 1 (a) A = Refugee
B = Economic migrant
C = Asylum seeker

All 3 needed for 2 marks
1 or 2 correct (1)

[2]

- (b) (i) Ideas such as:
increases then decreases or levels off (need both parts)/migration is low when economic development is low or migration is high when economic development is higher;

increases steeply/decreases gently.

NB: Any comment about relationship between number of migrants and economic development (0)

2 @ 1 mark

[2]

- (ii) Ideas such as:
When development is very low people cannot afford to migrate abroad/more people can afford to move as country begins to develop/people will be unaware of other countries;

When economic development is low people will want to move to country which offers better quality of life/bright lights/jobs/better standard of living etc;

Levels off as home country develops/offers more opportunities/ because other countries impose more stringent controls etc.

3 @ 1 mark or 2 @ 1 mark plus development.

[3]

NB: The focus is on “from” a country. The reason for migration needs to be linked to the number of migrants.

[Total: 7 marks]

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2 (a) (i) Germany, Norway, China.

Correct order required for 1 mark

[1]

(ii) Low Income:

Sri Lanka,
Thailand,
Vietnam,
China,
Philippines,
Morocco,
Afghanistan.

High Income:

USA,
Iceland,
Netherlands.

2 @ 1 mark

[2]

(iii) It is true/many of the countries are European;

e.g. Norway, Germany;
some statistics to support;
but there are migrants from other parts of the world;
e.g. Iraq, Pakistan;
some statistics to support.

NB: 9 out of 22 countries are European/there are more non-European countries than European (1).

3 @ 1 mark

[3]

(b) (i) **Levels marking:**

Level 1 (1–2 marks)

An attempt to compare (accept similarities and differences) **or** statistics without analysis
e.g. there were usually more immigrants than emigrants, numbers of immigrants went up more quickly/both increase over time.

Level 2 (3–4 marks)

A clear analysis which refers to statistics **and/or** years.
e.g. there were usually more immigrants than emigrants except between 1981 and 1983, numbers of immigrants went up by 20000 but emigrants went up by 15000, immigrants peaked in 1995 but emigrants changed more gradually etc.

Level 3 (5 marks)

A comprehensive analysis which refers to years **and** statistics.
Comprehensive means at least two clear ideas.

NB: At all levels reference to immigration and emigration is needed as the focus of the question is “compare”.

[5]

Page 4	Mark Scheme	Syllabus	Paper
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- (ii) Ideas such as:
 more workers/increased labour supply/increase in productivity;
 workers who will do dirty jobs/work for low pay;
 specific services e.g. ethnic restaurants;
 skilled workers e.g. doctors/skills transfer/brings new ideas;
 multicultural society/cultural exchange;
 revenue from taxation;
 set up new businesses;
 larger market for goods.

The following answers would need more development for credit:
 economic development;
 increased GNP/increased wealth.

2 @ 1 mark

[2]

- (iii) Ideas such as:
 loss of workers/labour shortage/decrease in productivity;
 loss of educated people/‘brain drain’;
 loss of young people/ageing population;
 benefits from remittances;
 social impacts on families;
 less pressure on services;
 less pressure on jobs;
 reduced taxation;
 loss of market for goods etc.

The following answers would need more development for credit:
 economic decline;
 population decrease;
 reduced GNP/GDP/wealth.

3 @ 1 mark

[3]

[TOTAL: 16 marks]

- 3 (a) (i) Aims to find out:
 the effects of the migration;
 if migrants are going to return home in the future.

Reasons for migration (0)
 Direct lifts from the text (0)

2 @ 1 mark

[2]

- (ii) Ideas such as:
 data/statistics may be outdated;
 data may be inaccurate/not validated;
 reports/articles could be biased;
 journals could express personal opinions;
 data may be limited;
 data is not first hand;
 data is not relevant;
 websites are complicated etc.

Page 5	Mark Scheme	Syllabus	Paper
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The following ideas would need more development for credit:
 people cannot afford the internet;
 poor network connections.

3 @ 1 mark [3]

- (iii) Open ended question encourages extended response/opinions/qualitative;
 Closed question will have choice of answer/or yes/no style/only;
 one answer/quantitative.

2 @ 1mark [2]

- (iv) Advantages such as:
 does not take much time;
 as questionnaires can be delivered by post/handed out;
 cheap method (if qualified) for example – cheaper than paying for an interviewer;
 collects large amount of data/large number of people can be asked;
 from people at first hand/directly affected etc.
 provides privacy for respondents
 more likely to complete as less pressure than interview/can complete in their own time/
 more anonymous than interview etc.

Disadvantages such as:
 some respondents are not literate/language barrier;
 not all will return questionnaires/some may not take seriously/may not complete
 questionnaire;
 cannot ask follow up questions/data cannot be clarified;
 takes long time for questionnaires to be returned;
 people cannot understand the questions;
 may not answer truthfully/may not complete questionnaire accurately/ may not take enough
 time to complete the questionnaire;
 costly/expensive (if qualified) - for example printing the questionnaires;
 people may be suspicious/may not trust the person who gives out the questionnaire etc.

MAX. 4 marks on advantages/disadvantages

The following answers would need more development for credit:
 not enough time to complete;
 easy to graph;
 cheap (not qualified);
 expensive (not qualified).

6 @ 1 mark or development [6]

Page 6	Mark Scheme	Syllabus	Paper
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- (b) (i) Probability sample = Random/systematic/stratified.
Non-probability sample = opportunity/judgement/quota.

Both required for 1 mark [1]

- (ii) An unbiased sample is one where each item in the population has an equal chance of being chosen, a biased sample does not.

NB: If a candidate just gives examples from Figure 6 = 0 marks.

1 mark [1]

- (iii) For the sample type chosen credit one mark for a simple statement and two marks if it is developed.

e.g.

Random sample:

People are chosen by selecting any 25 migrants (1)

Names of migrants are put into a hat and 25 are selected (2)

2 marks [2]

- (c) (i) Ideas such as:
it is a quick method;
don't have to hand out questionnaires individually;
it is cheap/reduces cost;
questionnaires don't need posting;
more willing to complete if they know someone;
easier to identify respondents

The following answer needs more answer for development:
easier.

2 @ 1 mark [2]

- (ii) Ideas such as:
sample is likely to be unrepresentative/biased;
people may be from same part of the town;
or from the same workplace;
all people could be of the same social status;
all people from the same family;
same gender;
may not pass on/may fill in themselves/may not know anyone to pass on to/may pass on to inappropriate person;
may not take seriously if given by a friend;
open to corruption;
may not be returned/researcher cannot follow up because do not know who questionnaire was passed on to.

Saves paper (0)

2 @ 1 mark [2]

[TOTAL: 21 marks]

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- 4 (a) (i) Push factor – something which is bad about the place they live/makes them want to move away from it.

Pull factor – something which is good about a place they want to move to/attracts them to it.

Repeat of word push and pull (0).

2 @ 1 mark [2]

- (ii) Ideas such as:
 fewer jobs/more jobs;
 lower pay/higher pay;
 poorer working conditions/better working conditions;
 hard to support families/can better support families;
 jobs in agriculture/jobs in industry or services;
 informal sector/formal sector;
 irregular pay/regular pay;
 poor standard of living/quality of life/lifestyle or better standard of living/quality of life/lifestyle;
 people can buy food or clothes/people cannot buy food or clothes;
 low job security/better job security etc.

NB: No double credit for reverse reference to low and high incomes.

4 @ 1 mark or development [4]

- (b) (i) 94 (billion kroner) Allow range 93-95.

1 mark [1]

- (ii) A People will have money to live on when they can no longer work/will not have to rely on their families to look after them in old age.
- B People will be able to access health care/health care will improve/people will live longer, people will not have to pay for all health care/access to medicines and treatment/healthier people etc.

2 @ 1 mark [2]

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(c) Levels marking:**Level 1 (1–2 marks)**

Simple statements which describe statistics or simple reasons/evaluation without reference to statistics.

e.g.

the statistics show that there are more road accidents in Nigeria; the statistics show that more people are killed/injured in Nigeria; the roads are safer in Denmark/the roads are safer in Denmark.

Level 2 (3–4 marks)

Developed statements linked to migration which analyse and evaluate statistics.

e.g. the statistics show that there are more road accidents in Nigeria so people are pushed away from there as roads are unsafe; the statistics show that more people are killed/injured in Nigeria so this helps researchers to understand why safety is a push factor etc.

Level 3 (5 marks)

A comprehensive answer which analyses and evaluates statistics.

e.g. the statistics show that there are more road accidents in Nigeria so people are pushed away from there as roads are unsafe; the statistics show that more people are killed/injured in Nigeria so this helps researchers to understand why safety is a push factor; however comparisons like these may have little meaning without being able to compare number of cars on road; there may be far more deaths in Nigeria on the roads but in comparison with Denmark its population is far larger etc.

NB: Comprehensive needs two developed ideas. [5]

(d) (i) Completion of graph. Name of country not required for mark.

1 mark [1]

- (ii)** Denmark has a higher adult literacy than Nigeria or vice versa;
Denmark 99% and Nigeria 68%/31% higher;
Denmark has a higher percentage of GDP spent on education or vice versa;
Denmark 8% and Nigeria 0.9%/7.1% higher.

Reasons (0)

NB: The answer must compare. There is no tolerance on statistics. Accept reverse.

4 @ 1 mark [4]

- (iii)** Graph shows positive relationship/higher % spent on education the higher the literacy or vice versa;
Statistics to support e.g. UK 99%/5.6% and India 61%/3.2%;
However relationship is not perfect;
Philippines has higher literacy % than India but spends smaller % of GDP on education.

NB: No tolerance on statistics.

3 @ 1 mark [3]

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- (e) (i) Graph completion
1 mark for each line and 1 mark for shading.

3 marks [3]

- (ii) Border officials 39%.
Government officials 44%.

NB: Allow a tolerance of + or – 1 for statistics.

2 @ 1 mark [2]

- (iii) Ideas such as:
people may not trust politicians/leaders/authorities may act dishonestly;
people may have to pay bribes to officials;
government officials or elected leaders may spend taxes to benefit themselves rather than the people/money spent on people so they remain poor;
people want to be treated fairly/don't want to be treated unfairly or example etc.

The following answers would need more development for credit:
move to feel safer;
political instability.

2 @ 1 mark [2]

[TOTAL: 29 marks]

5 Levels marking:

Level 1 (1–3 marks)

An evaluation of the options with basic points.

Level 2 (4–6 marks)

An evaluation of the options with developed points.

Level 3 (7 marks)

A full and sophisticated evaluation of the options with developed points.

NB: Use highlighting symbol to show simple points and Dev symbol to indicated developed points.

L1 (1) = 1 simple statement

L1 (2) = 2 simple statements

L1 (3) = 3 simple statements

L2 (4) = 1 developed idea

L2 (5) = 2 developed ideas

L2 (6) = 3 developed ideas

L3 (7) = 3 developed ideas plus additional detail which makes it a sophisticated answer. [7]

[TOTAL: 7 marks]

[PAPER TOTAL: 80 MARKS]