DEVELOPMENT STUDIES

Paper 0453/01
Paper 1

General Comments

The majority of candidates have shown that they understand the problems related to development issues and they are also well aware of possible solutions. Candidates clearly understand the links between the social, environmental, economic and political aspects of development and Centres are commended for their interpretation of the syllabus in this holistic way. This is shown in the last parts of each question where well developed answers are both detailed and often very well expressed. In **Question 1(c)** for example, answers described the use of laws drawn up and enforced by governments, together with education into the damaging effects of deforestation and the use of tourism to protect forests, drawing on knowledge from different parts of the syllabus. Similarly, the importance of a healthy population to economic development also involved consideration by many candidates of the role of the government in achieving this fundamental requirement of development in general.

However, the majority of candidates did not demonstrate full understanding of the links between the different sectors of the economy. Economic development, upon which so much social development depends, is dependent upon the primary, secondary and tertiary sectors of the economy linking and supporting each other.

Analysis of the source material is generally sound but care needs to be taken to ensure that the scales are read correctly if candidates are required to give figures in their answer. Also the units must always be given to give meaning to the figures.

The command words in each question are very important, so if a candidate is asked to explain something then a pure description is not sufficient. In an explanation, a reason or justification is needed to gain the full marks. For example, in **4(b)(ii)** candidates were asked to explain how managers of a banana plantation could make sure that the working conditions were good. By providing machines with safety guards would be a description but an explanation would include a statement to the effect that this would help to avoid injuries to workers. Hence the safety guards are justified. Similarly, allowing trade unions would be a description but an explanation would state that these organisations would work to ensure workers' rights to fair pay, reasonable working hours etc.

Comments on Specific Questions

Question 1

(a) (i)   This question was usually answered correctly.

(ii)   Most candidates described the relationship in terms of the higher the rural population the lower the energy use. Although the main anomalies of South Africa and Angola were sometimes identified, candidates also needed to identify the fact that the relationship was not perfect. Candidates illustrated their answers with figures but these were not always sufficiently accurate to be credited. Some candidates wrote that the people who live in the rural areas use less energy. While this is correct, it is not describing the relationship between the two development indicators given for selected countries.

(iii)   Excellent answers considered the fact that these resources were limited in supply and when they were finished they could not be replenished. The terms 'renewable' and 'non-renewable' are fundamental to the understanding of the concept of sustainable development, which is a key aspect of this syllabus, and candidates must be able to demonstrate full understanding of the terms. However, many candidates stated that non-renewable resources are ones that cannot be recycled, which could not be credited.

(b) (i) The bar chart was interpreted correctly by the majority of candidates.

(ii) This was answered well with most candidates showing a clear understanding of the impacts of cutting down trees on the loss of habitats and decline of species. Similarly, the lack of tree roots to bind the soil leading to soil erosion was also a common answer. Answers relating to air pollution caused by burning gas did not answer the question nor did those that focused on global warming as the question related to local problems caused by collecting fuel from the local area. Some candidates listed their ideas but if a question asks for a description then more than a list is required.

(iii) Most candidates understood that costs would be high and that the distances involved and the poor road surfaces would create difficulties. Understanding was shown of the dispersed nature of settlements as well as the large distances from sources of supply. There is also a good awareness of the level of poverty in rural areas with many candidates stating the fact that the rural dwellers would be unable to pay the bills. The fact that those living in rural areas do not have electrical appliances is not a reason not to install electricity as it would be futile buying these goods with no power to run them.

(c) There were many excellent answers given in this section. Some of the best points were developed around the idea of education and increasing awareness of the problems caused by deforestation. The importance of campaigns to influence governments was also considered. Various forms of conservation such as the creation of national parks were discussed, but these were not often linked to alternative uses of the forests for economic gain such as eco-tourism, although some of the more able candidates did use the idea of sustainability. The less able candidates mentioned the use of quotas or laws to prevent logging which were worth marks in Level 1 unless the ideas were developed to merit marks in Level 2. The question related to large scale destruction of forests and so the idea of fences keeping out illegal loggers was not realistic. Very few candidates mentioned the need to reduce corruption which allows the illegal loggers to operate.

Question 2

(a) (i) This was answered correctly by most candidates, although candidates need to include the correct unit of 'per 1000'.

(ii) The chart presented few problems as far as the main trend was concerned, with most candidates able to identify Costa Rica as the only country to have the same child mortality rate in 2006 and 2009. Stronger answers recognised that the countries with the higher mortality rates showed the largest decreases. However, many candidates approached the task by selecting individual countries for comparison rather than looking at the general trends. Identification of which country has the highest/lowest rate is not sufficient to describe the main features of the chart. Few considered the facts that the actual changes in rates were quite small, that some countries had made better progress than others and rates in many of the countries such as Malawi were still high. Some candidates did not interpret the graph chronologically and stated that mortality rates increased in 2006.

(b) (i) This was answered correctly.

(ii) The majority of answers were a correct definition of this term, although several candidates confused this term with 'ante-natal care'.

(iii) This question was well answered, with good knowledge shown of the ways to prevent diseases. Detailed answers regarding hygiene in the home and the importance of drinking clean water were the most common ways suggested for preventing diarrhoea. Candidates understand the importance of washing hands after using the toilet and protecting food from flies. The ways to prevent malaria are also well understood in terms of using mosquito nets and insect repellents. However, some candidates consider dirty water to be the problem rather than stagnant water. Standing water is a more likely breeding ground for mosquitos than a fast flowing dirty stream.

(c) Health issues have clearly been taught well by Centres. Candidates are familiar with the various methods to increase vaccination rates with answers focused mainly on increasing awareness and improving access by various means. Social media campaigns were mentioned in some answers as well as the more traditional means of raising awareness of the dangers of the disease through education of mothers at Primary Health Care clinics. The methods to increase access considered not only increasing the number of clinics especially in remote areas but also door to door visits from health workers.

(d) Many candidates gave well developed answers here with logical arguments. Even the weaker answers showed understanding that healthy adults are more productive and children need to be healthy as they are the future workers of the country. Good answers linked together the idea that if adults are healthy then children do not have to stay at home to look after them and if children are healthy, then adults can go to work instead of looking after their ill child and can pay for their children's education. In both cases, children are able to attend schools and acquire skills that they will be able to use in the workplace to promote economic development. Statements such as 'healthy children can listen attentively in class and learn skills to become tomorrow's engineers' showed a sound understanding of the question. There were some useful references to the fact that MNCs were more likely to invest in a country if the workforce was healthy. Some candidates, however, did not focus on economic development and gave benefits to the family of good health in terms of improved living standards. Some candidates stated that instead of governments spending huge sums of money on health care, they could invest it in infrastructure. This was a valid point but the link with economic development needed to be made.

Question 3

(a) (i) This was answered correctly.

(ii) Most candidates interpreted the chart correctly.

(iii) Candidates found the concept of ranking to be difficult to explain. 'Put in position' does not sufficiently explain how those positions are determined.

(iv) Most candidates were able to identify the positive correlation. To gain full marks it was necessary to identify that the relationship is not perfect. Several candidates gave the converse of their initial statement but this could not be credited.

(v) Most candidates did not score full marks for this question. They were more confident in stating the shortcomings of GDP per person than with the reason why HDI is a better indicator of development. Common incorrect answers stated that HDI gave an overall view but GDP was just per person.

(b) (i) Good answers showed an understanding of the likely conditions in refugee camps by deducing what these places must be like from the information given in Fig. 6 as well as from candidates' own knowledge. Weaker answers lifted phrases that did not answer the question and a few candidates simply copied large sections from the article. Source material such as this should always be used as a stimulus for thought.

(ii) This question related to the impact that large numbers of refugees would have on the development of a country such as Kenya. Many candidates continued their account of conditions in the camps themselves rather than in the country that hosts these camps. Common answers only considered the fact that the government of Kenya would have to spend large amounts of money on providing food and shelter for the refugees but rarely developed this idea to include the effect this would have on the government's ability to provide for its own population. Less money available to educate Kenyan children would mean literacy rates would rise and the lack of spending on health care could result in increases in child mortality rates and a decrease in life expectancy. The fact Kenya is already a relatively poor country could have been deduced from Fig. 5 and so pressures from so many refugees on government funds would have a major impact on development. Many candidates stated that crime rates would rise, unemployment would rise and refugees would come with diseases but there was little attempt to link these to development issues within the wider country. If a question relates to impacts on development, candidates need to consider some of the indicators of development to help explain their answers. Some strong answers did relate to the increased pressure being put on the natural resources of Kenya which would mean it would be more difficult to achieve sustainable development.

(c)   The majority of candidates clearly understand the benefits and problems for the families of economic migrants. The fact that families receive remittances was worth a mark in Level 1. If this was developed to explain what this money might be spent on to improve living standards of the family, then a mark in Level 2 could be gained. Further development of this idea considered the fact that the money was usually in a foreign currency and so had greater purchasing power so families were able to purchase a better diet rather than just meet basic needs. Sometimes candidates combined the problems and benefits such as the situation in rural families who lose a worker on the farms but yet have fewer mouths to feed. Well developed answers focused on the problems for rural dwellers when the mother is left to look after the land but in patriarchal societies she has no way to borrow money to improve farming and may even lose her home if the migrant becomes missing. Other problems of loneliness and worry and the problems caused when children are brought up with no father present were also well described. The idea of cheating of partners leading to family break-ups were also considered, as was the problem of the migrant worker bringing disease back to the family.

In some cases candidates answered from the viewpoint of the migrant, which was not required by the question, and the link to their family was not made, and some answers considered the economic effects on the home country, also was also not required.

Question 4

(a) (i)   Most candidates understand that this is the part of the economy that produces raw materials.

(ii)   Several candidates were unable to identify the type of technology correctly with many stating that it was 'intermediate'. However, most were able to score marks on why commercial farmers use complex technology.

(iii)   The majority of answers here considered only very limited links to both the secondary and tertiary sectors. Many candidates only stated that the secondary sector processes the goods from the primary sector and the tertiary sector sells these goods to the public. This question was worth four marks and candidates needed to consider other relationships such as the use of machines/ fertilisers made in factories and also the banking system for acquiring loans etc.

(b) (i)   Generally the graph was interpreted well with most candidates identifying the different rates in the overall trend in growth.

(ii)   There was large variation in the quality of answers with candidates appearing to be more confident with how managers can improve working conditions than with how they can reduce discrimination. 'Treat all workers equally' was the usual answer given to make sure workers did not suffer from discrimination. It was necessary to state how this could be achieved. Ideas about working conditions were usually clearer, with safety, improved communication with workers and trade unions figuring strongly in the better answers. Some candidates suggested that adequate ventilation should be present in the work areas and explained that it would make workers more comfortable especially in hot weather. Similarly, candidates who explained that well maintained machines would reduce injuries to workers and also that contracts would improve job security gained marks.

(c)   There was plenty of scope here for candidates to consider a range of effects on the natural environment of commercial farmers' attempts to increase output. There were some excellent descriptions by the more able candidates on the effect of fertilisers on water courses with explanations of eutrophication leading to marks being available in Level 3. The impact of heavy machinery on soil structure was considered usually to Level 2 although an excellent answer developed this further to consider the effect of soil washed from the land into rivers and then on to coral reefs. As wider environmental effects were acceptable here, there were descriptions of the effects of global warming, although global warming was not always linked clearly to the farming methods. The effects of large scale deforestation figured prominently but few candidates mentioned the problems for local aquatic wildlife of an increasing use of irrigation. Taking large quantities of water from rivers and ground water has a serious impact on local river systems. However, some candidates did mention the problems caused by salination of soils. The weaker candidates linked the farming methods to crop yields rather than to effects on the natural environment.

DEVELOPMENT STUDIES

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Paper 0453/02
Paper 2
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Key Messages

- Candidates should read the question carefully and spend time trying to understand what it is asking them to do, ensuring that irrelevant material is not included. Many find it useful to underline or highlight key words in the question, especially command words, to ensure that they are clear what the focus of the answer should be. They should be familiar with all command words used, particularly describe, explain and compare.
- The number of marks in brackets at the end of each question should be used as a guide to the number of points made, however in questions involving extended writing candidates should develop the points which they make rather than simply listing simple points. It is not advisable to write simple lists of bullet points in such answers.
- Candidates need to learn definitions and key terms and be able to use them precisely and with confidence, as some terms are used in a vague way with little meaning or clarification of the point – e.g. infrastructure. It may be helpful for candidates to build up a glossary of key terms as they progress through the course. Regular opportunities should be provided to recap their meaning and apply them in a written context.
- Candidates should be able to recognise various different presentation methods and be able to accurately draw/complete them and interpret them. When drawing graphs, axes need to be labelled and appropriate scales chosen. When reading from graphs and quoting statistics candidates need to be accurate, and when required they should try to interpret statistics rather than just list them in their answers.
- Statistics and examples should be used as appropriate to back up points made and candidates should seek, wherever possible, to make specific points which relate to the question asked rather than generic ones. In decision making activities, of the style used in **Question 3** for example, decisions should be justified by reference to the advantages of the scheme selected and the disadvantages of those rejected. These skills need to be practised.
- It is important for candidates to experience the different stages of enquiry. Only by planning and carrying out investigations will they be able to gain any real knowledge and understanding of issues, such as sampling, drawing conclusions based on research.

General comments

A full range of responses was seen. The overall standard continues to improve, this being particularly evident from many candidates in the development of answers requiring extended writing.

Most candidates made a genuine attempt at all questions and showed sound understanding of a range of development issues. Most candidates were able to attempt all tasks, in only a small minority of cases were questions not understood.

Time management did not seem to present problems for many candidates, as only a few rushed the last few questions or left some blank. Most candidates made good use of the guidance provided by the combined question and answer booklet and the mark allocations in brackets. Thus their length of answers was suitable in most cases. However some candidates wrote too much when only one or two marks were being awarded. Similarly others wrote only a small amount when a question was worth several marks and required an extended response.

Comments on specific questions

Question 1

(a)   This was generally well answered.

(b)   Performance here was inconsistent and many candidates found it difficult to give clear definitions of one of more of these key terms. A common misconception was that quantitative data was 'a large quantity of data' and few could define 'official statistics'.

(c)   Generally primary data was well understood. However there was less clarity about secondary data. Some candidates gave vague definitions of the term, many just trying to use the word 'second', whilst others gave examples of each rather than clearly explaining the difference.

(d)   Most candidates were able to identify one or two reasons, however from some candidates explanations were simple and lacking in development. A significant number of candidates wrongly wrote about issues such as losing data, or it being stolen or damaged (i.e. a textbook).

Question 2

(a) (i)   This was correctly answered by the vast majority of candidates.

(ii)   The only year when the number of tourists arriving in Mauritius increased by more than 100 000 was 2007. Very few candidates were able to interpret the graph and answer this question correctly.

(iii)   There were many good responses here which showed a wide knowledge of the reasons for the growth of the tourist industry in developing countries. The most common responses related to the investment in tourism by governments and multi-national corporations and/or the development of infrastructure and transport links. A common error was to simply write about the attractions (e.g. sun, scenery and wildlife), however these have always been there and do not, by themselves, account for the number of tourists to developing countries increasing.

(b) (i)   The divided rectangle was accurately completed by most candidates though some candidates missed the question out.

(ii)   Generally well answered with most candidates giving valid answers. A common error from weaker candidates was to simply quote figures without interpreting them to answer the question set.

(iii)   There were some excellent answers here, balanced and with clear development, from many candidates who had understood and learnt the impacts of tourism well. In contrast, some candidates gave simple lists, with some focussing just on advantages or disadvantages rather than considering both. Teachers should advise candidates against using bullet points to answer questions which require extended answers, as this encourages simple lists rather than the elaboration required to score higher marks.

Question 3

Answers varied in quality and the whole range was seen, from zero to full marks. Any of the options could have been chosen and the key to success was to justify the choice by reference to its advantages and the disadvantages of those options rejected. At best, answers were superbly developed and perceptive, showing a real understanding of the varied and complex issues involved. Some weaker answers were repeats of points from the previous question, which consisted simply of generic advantages and disadvantages of tourism rather than being specific to each scheme. Others expressed advantages of a scheme and simply reversed these as a disadvantage of another scheme whilst others gave simple lists or used bullet points with no attempt to elaborate or explain.

Question 4

(a) (i) Nearly all candidates gave correct answers here.

(ii) Most candidates scored well here and identified features from the photographs well, though a number made vague observations rather than focussing on specific features and evidence in the photographs.

(b) (i) Many candidates were able to suggest correctly that the question was asked as the candidates only needed to give the questionnaire to tourists, though few developed their answers for full marks. A common error was to suggest that the purpose of the question was to see whether tourists and residents had different opinions. Candidates needed to look carefully at the questionnaire and would have seen that it has no relevance to local people.

(ii) Generally this was well answered with most candidates realising that answers to this question were essential when drawing conclusions about hypothesis A.

(iii) Again this was well answered with most candidates scoring full marks. Some candidates went beyond what the question was asking and offered detailed explanations which were not required.

(iv) Generally the bar graphs were accurately drawn by candidates and most scored high marks. A small number drew other types of graph (e.g. a line graph), other common errors were to choose an inappropriate scale or omit labels on axes.

(v) Many candidates constructed the pie chart accurately and labelled both sectors for full marks. Some omitted the task completely, whilst others were not sufficiently accurate with their dividing line, presumably as they had estimated its position, rather than calculating and measuring the angle.

(vi) Most candidates drew the correct conclusion though they needed to effectively use the data to support it. Many simply copied the statistics from Fig. 9 rather than interpreting them in some way (e.g. almost double the number of people were attracted by natural attractions, 30% more were attracted by natural attractions etc.).

(c) (i) Generally a good understanding was shown of systematic sampling, though some candidates described random sampling instead.

(ii) Many candidates understood this task and gained full marks, however some ignored the instruction to record the answer in the empty box in Fig. 11.

(iii) This was well answered with many candidates supporting their answers well by using data from Fig. 11. Some candidates wrote in great detail, listing the individual results of all the positive and negative impacts rather than trying to use them to make a general conclusion, such as the fact that the creation of jobs and income was considered more important than all the negative impacts.

(iv) Most candidates were able to identify the idea of there being more cars on the road, however relatively few went on to develop their answers further or look for other ideas.

(v) A full range of answers was seen here with the strongest candidates suggesting and fully describing methods of data collection which would be pertinent to investigate the impacts of traffic congestion (Level 3). However, a significant number went no further than unsubstantiated references to traffic surveys, interviews and questionnaires (Level 1). From many candidates development was not sufficient, in terms of detail of what data would be collected and how this would be done. Some generic advantages of different methods of data collection were described which could not gain credit, and there were some irrelevant references to sampling.