



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE NAME

CENTRE NUMBER

--	--	--	--	--

CANDIDATE NUMBER

--	--	--	--



DEVELOPMENT STUDIES

0453/01

Paper 1

October/November 2014

2 hours

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

You may use a pencil for any diagrams, graphs or rough working.

DO NOT WRITE IN ANY BARCODES.

Answer **all** the questions.

You may not need all the answer lines for your answer.

You should read and study the sources **before** answering the questions.

The number of marks is given in brackets [] at the end of each question or part question.

This document consists of **16** printed pages.

1 (a) Study Fig. 1 which shows two development indicators for selected countries.

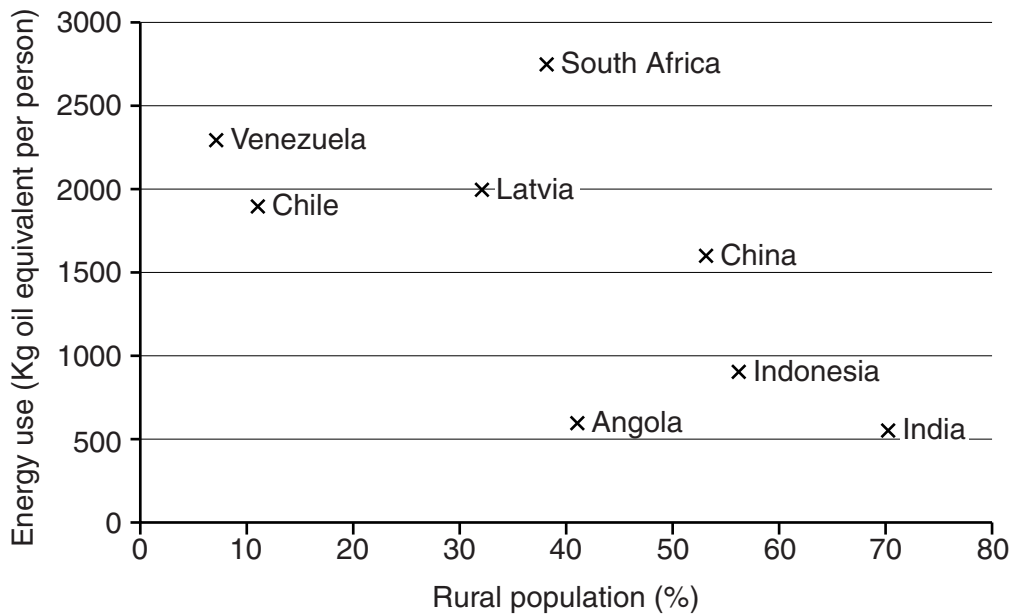


Fig. 1

(i) What percentage of people in India live in rural areas?

..... [1]

(ii) Describe the relationship between the percentage of people living in rural areas and the energy use per person. You should refer to examples and use figures in your answer.

.....

 [3]

(iii) Oil is a *non-renewable* resource. What is the meaning of this term?

.....
 [1]

(b) Study Fig. 2 which shows the percentage of the population relying on different types of cooking fuels in the least developed countries.

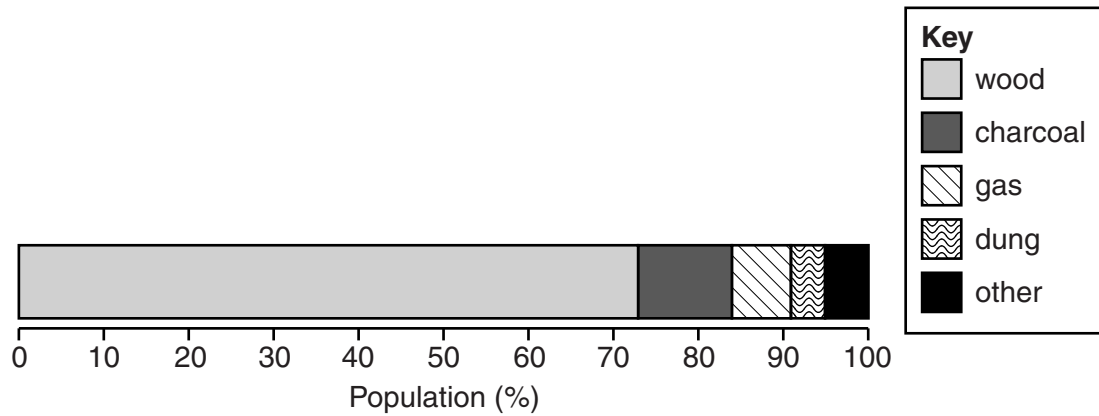


Fig. 2

(i) What fuel do most people use for cooking in least developed countries?

..... [1]

(ii) Fuel used by people in rural areas is often collected from the surrounding area. Describe the local environmental problems this may cause.

.....
.....
.....
.....
.....
.....
.....
.....
.....
..... [4]

(iii) Suggest the problems governments might face in providing electricity to rural areas.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [4]

- 2 (a) Millennium Development Goal 4 is to reduce child mortality. Study Fig. 3 which shows the change in the under-five mortality rate between 2006 and 2009 for selected countries.

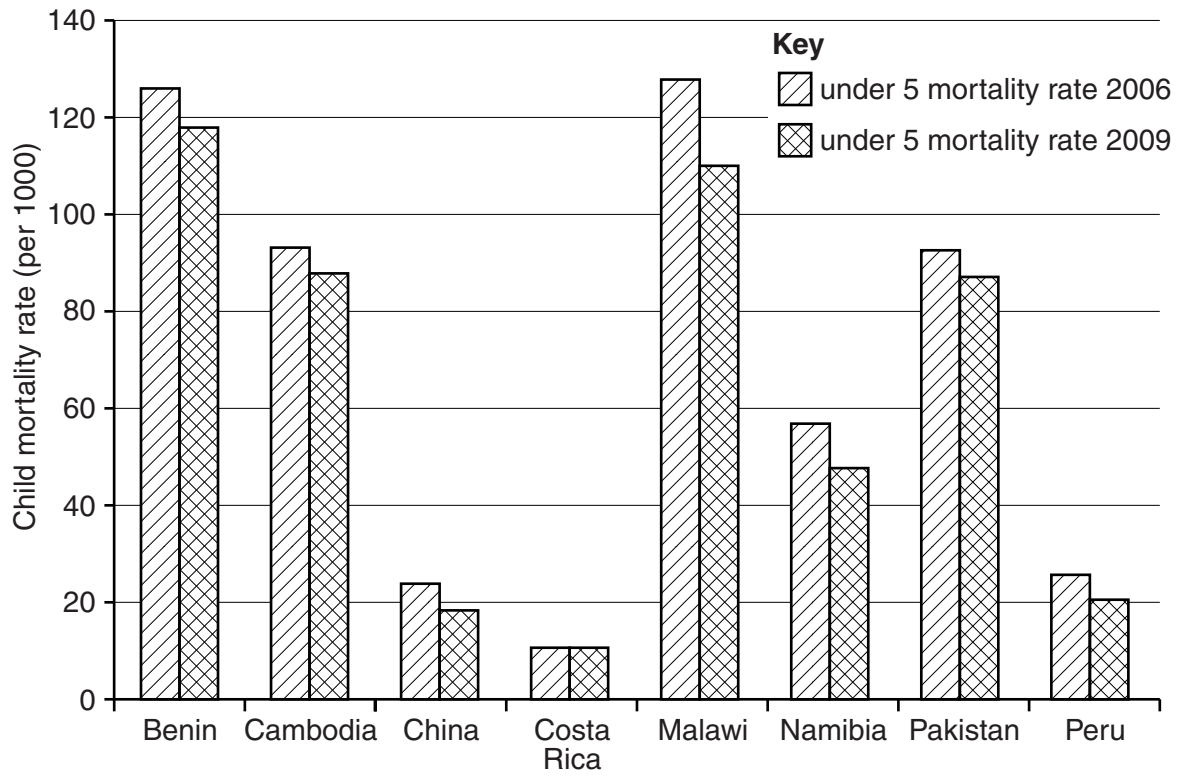


Fig. 3

- (i) What was Malawi's child mortality rate in 2009?

..... [1]

- (ii) Describe the main features of the bar chart. Use examples of countries in your answer.

.....

 [3]

(b) Study Fig. 4 which is an extract from The Millennium Development Goals Report 2011.

In sub-Saharan Africa, diarrhoea, malaria and pneumonia are responsible for more than half the deaths of children under five. In Southern Asia, over half of all childhood deaths occur in the first 28 days after birth, pointing to the need for better post-natal care. In both regions, undernutrition is an underlying cause of a third of these deaths. Special efforts to fight pneumonia, diarrhoea and malaria, while bolstering nutrition, could save the lives of millions of children.

Fig. 4

(i) Which three diseases cause most deaths in children under five in sub-Saharan Africa?

.....
..... [1]

(ii) What is meant by the term '*post-natal care*'?

.....
..... [1]

(iii) Explain how the following diseases can be prevented.

a) diarrhoea

.....
.....
.....
.....

b) malaria

.....
.....
.....
.....

[4]

(c) Measles is another cause of child mortality.

How can governments increase vaccination rates for diseases such as measles?

.....

.....

.....

.....

.....

.....

.....

.....

..... [4]

- 3 (a) Study Fig. 5 which gives information about the main countries involved in migration to and from Kenya.

COUNTRY	Destination/ Country of Origin	GDP per person (US\$)	HDI (max. 1.0)	HDI WORLD RANKING in 2010 (out of 169 countries)
AUSTRALIA	D	41 000	0.94	2
UNITED STATES	D	47 200	0.90	4
CANADA	D	39 400	0.89	8
UNITED KINGDOM	D	34 800	0.85	26
KENYA		1 600	0.47	128
UGANDA	D and O	1 300	0.42	143
TANZANIA	D and O	1 400	0.40	148
SUDAN	O	2 300	0.38	154
ETHIOPIA	O	1 000	0.33	157
SOMALIA	O	600	Not available	Not available

D = Destination country for migrants from Kenya

O = Country of origin for migrants to Kenya

Fig. 5

- (i) Name a high income country to which people migrate from Kenya.
 [1]
- (ii) What is the level of development of the countries from which people migrate to Kenya?
 [1]
- (iii) The countries are ranked according to their HDI. What does the term *ranked* mean?

 [1]
- (iv) What does the information in Fig. 5 show about the relationship between GDP per person and HDI?

 [2]

(v) Why is the HDI regarded as a better indicator of development than GDP per person?

.....
.....
.....
..... [2]

(b) Study Fig. 6 which is taken from a newspaper report about refugees from Somalia fleeing to a camp in Kenya.

‘It is more like a city than a refugee camp. It sprawls for 30 miles and its population could soon be half a million. Drought and	famine in the Horn of Africa are driving hungry and exhausted people from hundreds of miles around to this arid corner of northern	Kenya. Day after day, refugees flock here from Somalia – trekking with their families through barren lands for up to a month.’
---	--	--

Fig. 6

(i) Identify the problems that are likely to be found in refugee camps such as the one in Fig. 6.

.....
.....
.....
.....
.....
..... [3]

- (ii) Explain the impact large numbers of refugees will have on the development of a country such as Kenya.

.....

.....

.....

.....

.....

.....

.....

.....

..... [4]

4 (a) Study Fig. 7 and Fig. 8 which show commercial farming activities.



Fig. 7

Fig. 8

(i) Farming is part of the *primary* sector of the economy. What is the meaning of this term?

.....
..... [1]

(ii) State the type of technology shown in Fig. 7 and suggest why commercial farmers use this type of technology.

.....
.....
.....
.....
.....
.....
..... [3]

(iii) Explain how farmers make use of the secondary and tertiary sectors of the economy.

.....
.....
.....
.....
.....
.....
.....
..... [4]

(b) Study Fig. 9 which shows the growth in sales of Fairtrade bananas in the United Kingdom between 2000 and 2009.

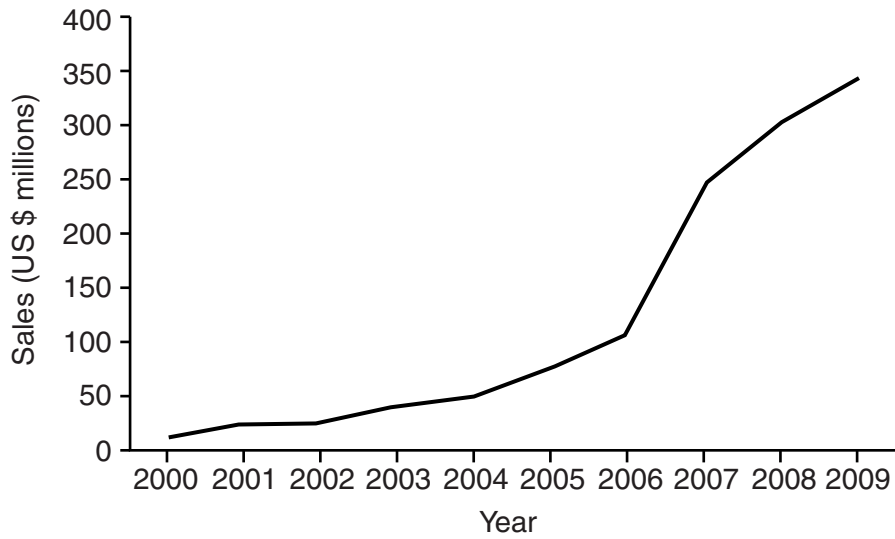


Fig. 9

(i) Describe the changes in Fairtrade banana sales shown by the graph.

.....
.....
.....
..... [2]

(ii) Explain how managers of Fairtrade banana plantations could make sure that their workers do not suffer from discrimination and that their working conditions are good.

.....
.....
.....
.....
.....
.....
.....
.....
.....
..... [4]

