



Cambridge  
**IGCSE**

**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

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CENTRE  
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**DEVELOPMENT STUDIES**

**0453/01**

Paper 1

**October/November 2017**

**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 Insert contains Photograph A for Question 2.

The Insert is **not** required by the Examiner. It can be kept by the Centre and used as a teaching resource.

At the end of the examination, fasten all your work securely together.

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

This document consists of **14** printed pages, **2** blank pages and **1** Insert.

- 1 (a) Study Fig. 1 which shows the percentage of GDP spent on health, education and the military for selected countries.

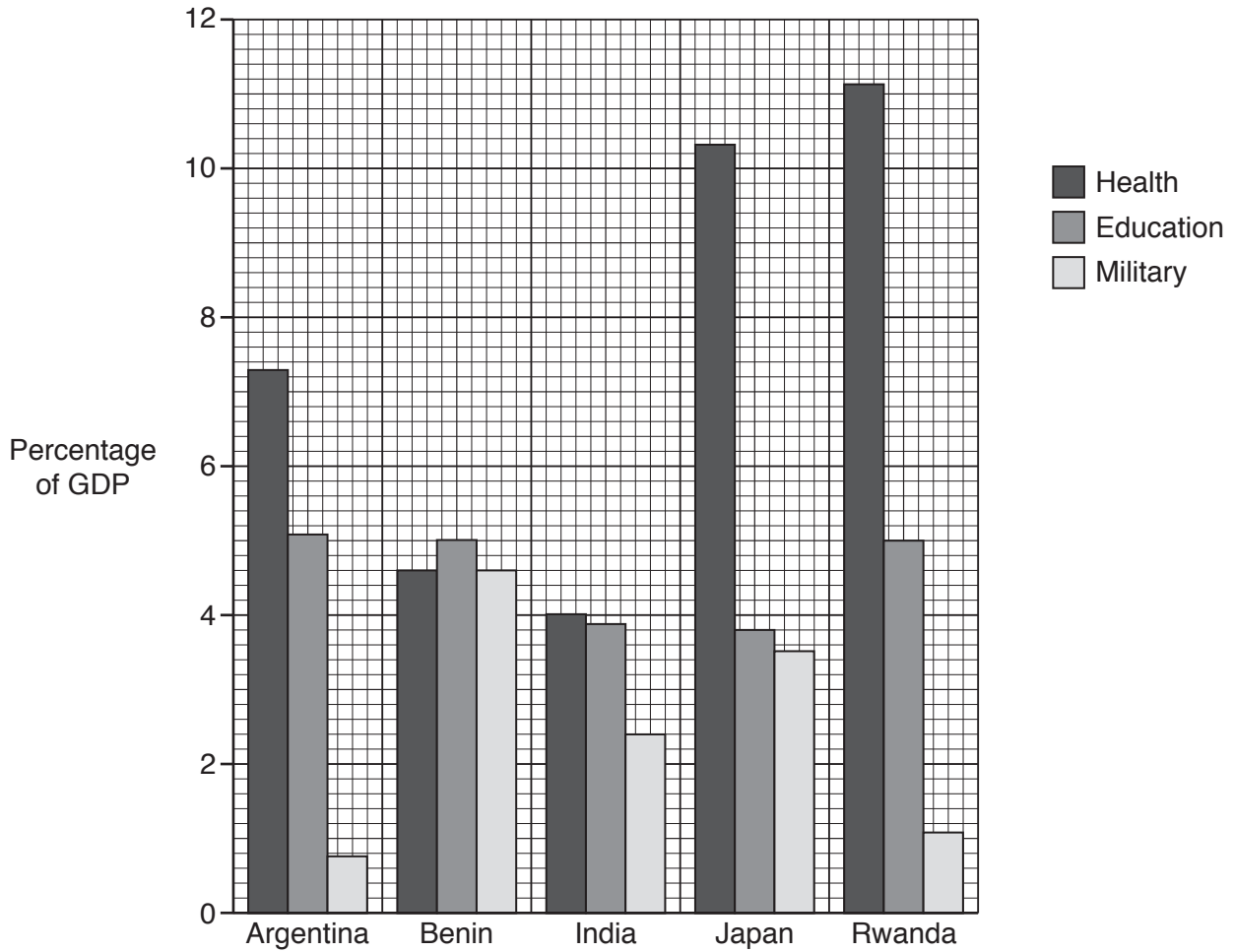


Fig. 1

- (i) Which country spends the largest percentage of its GDP on health?  
 ..... [1]
- (ii) What do all the countries spend the most similar percentage of their GDP on?  
 ..... [1]
- (iii) Suggest a reason for the difference in spending on health between Benin and Rwanda.  
 .....  
 ..... [1]

(b) Describe the characteristics of socialist systems of government.

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..... [3]

(c) Describe **three** differences between a democracy and a dictatorship.

1 .....  
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2 .....  
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3 .....  
..... [3]

(d) Explain why countries are less likely to develop socially and economically if they are involved in wars and conflicts.

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..... [5]



- 2 (a) Study Photograph A (Insert), which shows part of a squatter settlement (shanty town) in Mumbai, India. Squatter settlements are a feature of many urban areas in developing countries.

Identify **four** different ways that the land is used in the photograph.

- 1 .....
- 2 .....
- 3 .....
- 4 ..... [4]

- (b) Many people who live in squatter settlements have migrated from rural areas.

Describe **three** different aspects of life in rural areas that result in people leaving to search for a better life in urban areas.

- 1 .....  
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- 2 .....  
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- 3 .....  
..... [3]

- (c) Many people who live in squatter settlements work in the informal economy.

Describe the characteristics of work in the informal economy.

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

(d) Explain how poor housing and a lack of basic services may lead to the poor health of people who live in squatter settlements.

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3 (a) Study Fig. 2 which shows the population of the world and selected areas.

	Population (millions)			
	2015	2030 (estimate)	2050 (estimate)	2100 (estimate)
World	7349	8501	9725	11 213
Africa	1186	1679	2478	4 387
Asia	4393	4923	5267	4 889
Europe	738	734	707	646
Latin America and the Caribbean	634	721	784	721
North America	358	396	433	500

**Fig. 2**

(i) Using Fig. 2, describe how the population of the world is expected to change between 2015 and 2100.

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

(ii) Which area is expected to more than double its population between 2015 and 2100?

..... [1]

(b) Study Fig. 3 which is an extract from 'How to feed the world in 2050'.

In order to feed this larger population, food production must increase by 70%. Annual cereal production will need to rise to about 3 billion tonnes from 2.1 billion today and annual meat production will need to rise by over 200 million tonnes to reach 470 million tonnes.

Urbanisation will bring with it changes in lifestyles and consumption patterns. In combination with income growth, it may lead to diets in developing countries becoming more varied.

**Fig. 3**

Identify why the demand for food supplies is likely to change.

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 ..... [2]



(c) Up to 40% of food produced in the developing world is wasted before it reaches the market.

Suggest how this loss could be reduced.

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(d) Explain why the families of many subsistence farmers in traditional societies are malnourished.

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- 4 (a) Study Fig. 4 which shows annual global carbon dioxide (CO<sub>2</sub>) emissions per person resulting from energy production, transportation and industrial processes.

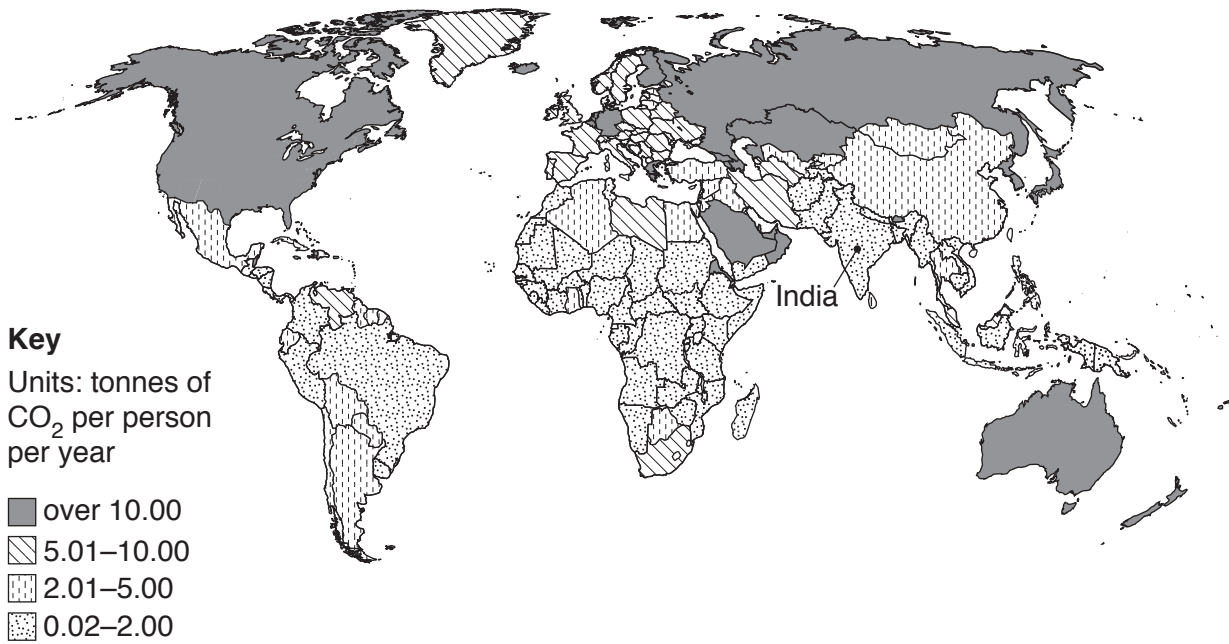


Fig. 4

- (i) State the CO<sub>2</sub> emissions per person per year in India, shown in Fig. 4.

..... tonnes of CO<sub>2</sub> per person per year [1]

- (ii) Describe the global distribution of CO<sub>2</sub> emissions, shown in Fig. 4.

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

(b) Human activities are contributing to climate change by adding gases such as CO<sub>2</sub> to the atmosphere.

(i) Why is international co-operation needed to limit climate change?

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..... [1]

(ii) Suggest ways governments can work together to limit climate change.

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..... [3]

(c) CO<sub>2</sub> and other gases that lead to climate change are often referred to as greenhouse gases.

Study Fig. 5 which shows the sources of global greenhouse gas emissions.

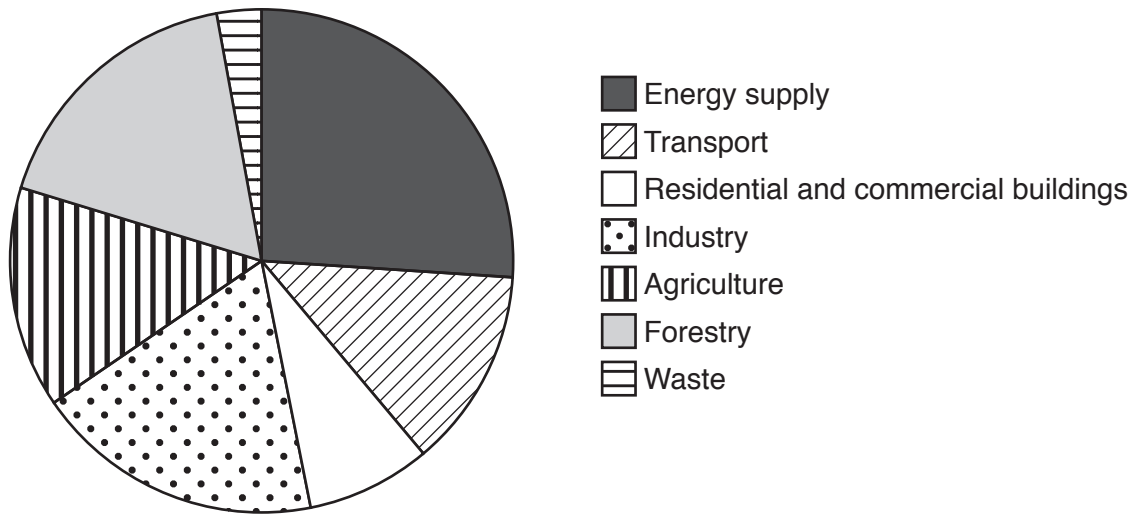


Fig. 5

(i) What is the largest source of greenhouse gas emissions?

..... [1]

(ii) What proportion of global greenhouse gas emissions is produced by industry, agriculture and forestry combined?

..... [1]

(d) Explain how large-scale deforestation of tropical forests contributes to climate change.

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..... [4]





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