



Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

DEVELOPMENT STUDIES

0453/02

Paper 2

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MARK SCHEME

Maximum Mark: 80

Published

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **9** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks
1(a)(i)	<p>Gender Equality = Equal treatment for men and women/male and female/both sexes/boys & girls/treated equally/same opportunities/equal rights/treated the same/no discrimination</p> <p>Universal primary education = everyone/all children up to age 11/aged 9–13/up to grade 7/ should have the right to go to school/be taught/be able to read and write</p> <p>Note: If repeat wording =0</p> <p style="text-align: right;">2 @ 1 mark</p>	2
1(a)(ii)	<p>Measures such as: Percentage/number of people living on less than a dollar a day; (Average) number of calories consumed per person; Income per head/average income; Percentage/number of undernourished people; GNI/GDP/GNP <u>per person/per capita</u>; Number of deaths due to starvation/malnutrition/deficiency disease</p> <p>0 marks for: Unemployment Healthcare Life expectancy/DR/BR HDI</p> <p style="text-align: right;">2 @ 1 mark</p>	2
1(a)(iii)	<p>Ideas such as: Access to health care is a basic need/right/people should not suffer; Reducing disease will increase life expectancy/reduce death rates/IMR; Reducing disease will improve productivity/enable economy to improve/contribute to society; Encourages tourism/foreign investment; People can work/earn money/produce food; Enables children to attend school; HIV/AIDS causes social problems (or example), etc.</p> <p>0 marks for: Healthcare cost Better SoL Reduces poverty Reduces unemployment So disease doesn't spread Allows country to develop ^</p> <p style="text-align: right;">3 @ 1 mark</p>	3
1(b)(i)	Plotting on divided bar	3
1(b)(ii)	<p>Reduce child mortality (Goal 4) Improve maternal health (Goal 5) Ensure environmental sustainability (Goal 7)</p> <p>Correct order needed</p>	1

Question	Answer	Marks
1(b)(iii)	Ideas such as: (More people believe that) Goal 6 has been more successful (than Goal 3); (More people believe that) Goal 3 has been less successful (than Goal 6); Roughly the same percentage do not know; Statistics to support any of above statements (Max 1 – Reserved) 3 @ 1 mark	3
1(b)(iv)	Ideas such as: Variation in wealth of people surveyed; If people surveyed experience poverty they are more likely to feel that the goals have been successful (dev); Experience/knowledge of people surveyed/some people are not aware of what's going on/not in the situation/if people are not well educated they are unlikely to know/guess; If live in MEDC/LEDC/depends on where live in world; If live in rural/urban; Less/more access to health care (dev); Political opinions of people surveyed; People who support ruling political party are more likely to think goals have been successful(dev); Age/some people have traditional beliefs; Personal experiences of people surveyed; Depends on gender; A woman who has been discriminated against is less likely to feel Goal 6 has been a success than a man (dev). 2 × (1 mark for simple idea + 1 mark for development or exemplification) 0 marks for: Different views Age; People lie 2 + 2	4
1(c)(i)	The Millennium Goal which has been partly successful in three parts of Asia = Achieve universal primary education(2)/Reduce child mortality(4)/Improve maternal health(5) A Millennium Goal which has been unsuccessful in two parts of Asia = ensure environmental sustainability(7)/promote gender equality and empower women(3)/combat HIVAIDS(6) 2 @ 1 mark	2

Question	Answer	Marks
1(c)(ii)	<p>Ideas such as: Goals have been generally more successful/developing faster/better in Eastern Asia/less successful in Western Asia; Four/half/50% have been successful in Eastern Asia but only 1 in Western Asia/comparative list of 4/1 successful goals; Only one unsuccessful in Eastern Asia but 5 in W.Asia/comparative list of 1/5 successful goals; Both areas were successful in Goal 8; Both areas were unsuccessful in Goal 6</p> <p>Candidates need to compare although two discrete answers can be amalgamated by the examiner.</p> <p style="text-align: right;">4 @ 1 mark</p>	4

Question	Answer	Marks
2(a)(i)	The death (of children) under 5 years old	1
2(a)(ii)	<p>Highest level of child mortality in both 2000 and 2015 = sub-Saharan Africa Decrease in child mortality of 49 per 1000 live births = Northern Africa</p> <p style="text-align: right;">2 @ 1 mark</p>	2
2(a)(iii)	<p>Northern Africa/Latin America and the Caribbean/Eastern Asia</p> <p>Note: If list, then take first two.</p> <p style="text-align: right;">2 @ 1 mark</p>	2
2(b)(i)	<p>Ideas such as: There has been a (general) reduction/higher then lower; 1990 = 370 000 2013 = 100 000 (both needed); In 2013 was one third/quarter of the amount in 1990; Decrease was not regular/fluctuates/decreases and increases; It decreases a lot/plummets between 2003 and 2005 (or reference to any other period with steep decrease); It generally increase (slightly) from 2006–2013/1997–1998 (or reference to any other period with increase); Peak in 1992 and lowest in 1997; Statistics where supporting statements (1 mark reserved), except fluctuation idea.</p> <p style="text-align: right;">4 @ 1 mark</p>	4

Question	Answer	Marks
2(b)(ii)	<p>Ideas such as: Generally vaccination was successful as deaths decreased (or statistics which illustrate reducing deaths); There is a clear connection/(negative)correlation between increasing vaccination and reducing deaths; E.g. in 1993/appropriate years a higher percentage of children were vaccinated and deaths fell; There are exceptions e.g. in 1991 a smaller percentage were vaccinated but deaths reduced, etc.</p> <p>Note: No statistics mark here</p>	4 4 @ 1 mark
2(b)(iii)	<p>Levels marking</p> <p><u>Level 1</u> (1/2 marks) An evaluation of the options with basic points, either for/against</p> <p><u>Level 2</u> (3/4 marks) An evaluation of the options with developed points Both a developed advantage and disadvantage for 4 marks</p> <p><u>Level 3</u> (5/6 marks) A full and sophisticated evaluation of the options with developed points</p> <p>Candidates can choose any of the three methods and justify them. Statements to be credited which explain why they have chosen the method and why they have rejected the other one:</p> <p>Note: Do not double credit direct opposites</p>	6

Question	Answer	Marks
3(a)(i)	To find out why infant mortality was high in Ondo State/Nigeria	1
3(a)(ii)	<p>Ideas such as; To see if a questionnaire is an appropriate method/does its job/to see if the method works; To see whether they had constructed their questionnaire correctly/whether there were any problems with their questionnaire/see if they understand the questions/find them offensive; To see whether they should make any changes to the wording; To see if it can be completed in the allotted time/how long it takes; To see whether the method of completing the questionnaire worked properly, etc.</p> <p>0 marks for: Get more accurate information Correct mistakes/identify problems with research ^</p>	2 2 @ 1 mark

Question	Answer	Marks
3(a)(iii)	<p>Ideas such as: Respondents may not have been able to read and write; By carrying it out face to face they could translate questions if necessary/can explain questions/less chance of misinterpretation; Completion rate is likely to be higher/people may not bother to post it back/people may lose questionnaires/make sure they do it/do not ignore it; To ensure all questions answered; They get the results quicker; Refusal to cooperate may be less if people ask respondents personally; To prevent people discussing answers; So the respondents don't lie;</p> <p>0 marks for: More accurate Cheaper Make more comfortable</p> <p style="text-align: right;">4 @ 1 mark</p>	4
3(a)(iv)	<p>Candidates can choose any of the three methods (no mark for choice). Marks are all for reasoning Stratified sample is: More representative; the proportions in the sample are the same as the proportions in the total population; Not biased;</p> <p>Random/Systematic: Not biased; Quick/simple/easy;</p> <p style="text-align: right;">2 @ 1 mark</p>	2
3(a)(v)	<p>Primary: Interview health professionals/doctors/nurses/mothers; Obtain data/information from clinics/hospitals; Observation of living conditions/how children are fed/living conditions, etc.</p> <p>Secondary: newspaper articles; books; Internet, etc.</p> <p style="text-align: right;">2 @ 1 mark</p>	2
3(a)(vi)	<p>Ideas such as secondary data could be: Out of date; Not relevant to the study being carried out/collected for different purposes; Inaccurate/untruthful/biased/dishonest/the views of the person who did the original research, etc.</p> <p style="text-align: right;">2 @ 1 mark</p>	2
3(b)(i)	Completion of pie chart	3

Question	Answer	Marks
3(b)(ii)	Ideas such as: Babies die in their first year because of a number of reasons; Poverty/frequent pregnancy are considered to be the main/important factor; Percentages agreeing with all 5 factors was very similar/each of causes is considered important; Many mothers/people do not know the causes of babies dying in their first year/ 'do not know' is the highest response; Similar numbers disagree/most disagreement about poor nutrition; Any relevant statistic supporting the above statements (Max 1 Reserved) 4 @ 1 mark	4

Question	Answer	Marks
4(a)(i)	Development which allows use of resources today without destroying them/affecting environment for future generations.	1
4(a)(ii)	Ensure healthy lives and promote wellbeing for all at all ages.	1
4(b)	Ideas such as: Using/burning of fossil fuels/or example; Large/increasing amounts of electricity generation; Large/increasing amounts of transport/example; Large/increasing demand/production of goods/building more industries; Lack of global legislation/agreement; Emission of greenhouse gases/carbon dioxide/methane/carbon monoxide, etc. Blanket of gases forms around the earth/gases trap the sun's rays/sun's rays cannot escape; Deforestation/less plants to use carbon dioxide; Etc. 0 marks for: Air pollution Industry Greenhouse effect Global warming Increasing population 3 @ 1 mark	3

Question	Answer	Marks
4(c)(i)	<p>Levels marking</p> <p><u>Level 1</u> (1–2 marks) Impacts of inequality in developing countries described using simple statements.</p> <p><u>Level 2</u> (3–4 marks) Impacts of inequality in developing countries described using developed statements. Note: Needs to be separate impacts</p> <p><u>Level 3</u> (5–6 marks) Impacts of inequality in developing countries described using developed statements with reference to places studied.</p> <p>Reference is likely to be made to ideas such as impacts of uneven distribution of: wealth/poverty, gender inequality, food, health care, educational opportunities, water supply, sanitation, homes, electricity/gas, fuel supply, etc. Note: Impacts of, not reasons for</p>	6
4(c)(ii)	<p>Levels marking</p> <p><u>Level 1</u> (1–2 marks) Simple statements which explain what can be done in developing countries to reduce inequality.</p> <p><u>Level 2</u> (3–4 marks) Developed statements which explain what can be done in developing countries to reduce inequality.</p> <p><u>Level 3</u> (5–6 marks) A comprehensive answer which uses developed statements to explain what can be done in developing countries to reduce inequality.</p> <p>Reference is likely to be made to ideas such as: Government investment, Taxation strategies, Legislation Education Farming Gender Etc.</p>	6