

CONTENTS

DEVELOPMENT STUDIES	1
Paper 0453/01 Paper 1	1
Paper 0453/02 Paper 2	5
Paper 0453/04 Alternative to Coursework.....	7

FOREWORD

This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned.**

DEVELOPMENT STUDIES

Grade thresholds taken for Syllabus 0453 (Development Studies) in the November 2005 examination.

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 1	60	43	34	28	24
Component 2	70	54	45	39	33
Component 4	35	22	18	14	12

The threshold (minimum mark) for B is set halfway between those for Grades A and C. The threshold (minimum mark) for D is set halfway between those for Grades C and E. The threshold (minimum mark) for G is set as many marks below the F threshold as the E threshold is above it. Grade A* does not exist at the level of an individual component.

Grade Thresholds are published for all GCE A/AS and IGCSE subjects where a corresponding mark scheme is available.

Paper 0453/01

Paper 1

General comments

On the whole, Centres had prepared candidates well for this examination. There was a marked improvement over previous years in the answers to the question concerned with balance of trade. Answers to the question on childhood diseases also showed very sound understanding of the issues being tested.

There is still a tendency for some candidates to write as little as possible. It is important that they realise that they must develop their answers to gain full credit. It should also be noted that credit is unlikely to be given if answers merely copy parts of the question out or else repeat statements from earlier parts of an answer.

There were very few rubric infringements this year and all scripts were clearly legible. The standard of spelling and grammar was excellent.

Comments on specific questions

Question 1

- (a) Many candidates answered in terms of the need to think about the people coming after us when decisions are made. To gain credit, it was important to imply that we need to use our resources in a sustainable manner or to suggest the importance of conserving resources for future generations.
- (b) Most candidates gave the two correct answers, although some only gave one. The mark allocation is two which indicated how many answers were needed.
- (c)(i) Candidates appreciate that wood is used as a fuel because it is cheap and easily accessible and some referred to the fact that in rural areas, electricity is not often available.
- (ii) This section was not well answered. The question asks how alternative fuels could be made available to households. Many candidates gave converses of their answer to part (i), i.e. make electricity available/cheap. Further development was needed to gain credit. Many statements suggested 'provide them with...' without saying how this could be achieved. The better answers gave details such as government subsidies for solar panels, small turbines on rivers to generate electricity for the village, the setting up of co-operatives to buy equipment to make methane from animal dung, etc.

- (d) Candidates generally understood the laws required to protect forests. A total ban on logging as well as the use of timber quotas were valid. However, those candidates who suggested there ought to be a limit to the amount that could be cut each day, perhaps did not understand the destruction that might cause. Afforestation as well as the creation of National Parks were appropriate answers.
- (e)(i) Many answers dwelt on what the birds and animals use the forest for rather than why it is important to preserve the forest for wildlife. Their role in the ecosystem was well explained as was the need to ensure they did not become extinct, as well as their importance for generating income through tourism. Some candidates stated that 'otherwise they would go into the city'. What is wrong with them going into the city? This idea was worth developing and candidates must remember to enlarge upon their ideas rather than expect the Examiners to make assumptions. Those who added that 'they would be a danger to people' or 'they could trample villagers/crops', gained credit.
- (ii) Many candidates were confused about the causes of global warming. They understand that plants take in carbon dioxide and so if there are fewer plants there will be more carbon dioxide in the atmosphere. But few knew how the extra carbon dioxide causes global warming. Many candidates think, incorrectly, that it causes a hole in the ozone layer. Carbon dioxide in the atmosphere lets in the radiation from the sun but does not let as much of the outward radiation from the earth's surface escape. This fact was rarely explained. Few candidates knew that by burning the forests more carbon dioxide is produced to add to the problem. Many think that deforestation causes deserts which are hot which makes the temperatures rise to cause global warming.

Question 2

- (a)(i) This was answered correctly.
- (ii) Candidates gave some good explanations of the difference between prevention and cure, often with some examples. However, answers with the words 'prevention' and 'cure' in them were common. These words needed explaining and candidates should always use different words in their answers.
- (iii) Explanations as to why clean water and improved sanitation help prevent the spread of diarrhoea were poor. Most candidates merely stated the obvious, that dirty water and poor sanitation caused the problem. There was little reference to the fact that clean water is not contaminated by the bacteria which causes diarrhoea. Some better answers gave details such as 'if faeces are thrown openly, flies sit on them and then go to the kitchen and sit on the food that we eat'. This candidate clearly understands that improved sanitation removes waste so that contamination by flies is unlikely. Other candidates understood that sanitation was important to prevent waste from entering water supplies.
- (b)(c) These were well answered.
- (d) Candidates clearly understood the term 'malnutrition' and have been taught the way different types of food are used by the body in detail. Answers were excellent with several examples given in well developed statements.
- (e) In contrast, this section was poorly attempted. Many candidates merely stated ideas they had picked up from earlier parts of the question. For example, that people could be told not to keep standing water near their houses, to eat a balanced diet and to get children vaccinated. There are no new ideas being given here so credit was limited. Other candidates waffled about how it was important to inform people how diseases are caught and spread and methods to prevent them, but this did not give any details about a health education programme. Also, the setting up of clinics for vaccinations is not an education programme. But educating mothers about the importance of vaccinations and the need to take their babies regularly to clinics – is such a programme and statements like this were worth credit. Those candidates who discussed the AIDS programmes in their countries and explained the methods that people were taught to avoid the disease often gained full marks. Answers that considered family planning were only credited if they explained that by reducing the size of families there would be less overcrowding and therefore less spread of disease.

Question 3

- (a)(i) This was answered correctly.
- (ii) Many candidates described the hard work that women do in rural areas even when there is an adult male in the household. The question asked for why it is hard for them when there is no adult male – so answers needed to focus on the absence of someone to do the heavy work, the problem caused by the inability of women to take out loans to improve their land, etc. Some good answers stated that it would be very difficult, for a number of stated reasons, for the women to find a job in the rural areas, which of course they would need as a source of income.
- (b) The definition of 'informal sector' was not usually given correctly although candidates could give appropriate examples. There are many jobs that require no qualifications and have no regular wages but they are not necessarily in the informal sector. Answers that stressed the unofficial nature of the work gained credit. Examples included street-side barbers, windscreen washers at traffic lights, street traders and hawkers. Sometimes the informal nature of the work was not clear, for example, selling baskets. If this is done in a shop where the employees pay taxes, etc. then that is not informal. If hand-made baskets are sold on the pavement, then the informal nature is obvious.
- (c)(i) Most candidates gave three good reasons why women usually work longer than men and appreciate that besides going out to earn income they also have to do all the household chores and look after the children. Discrimination of women in the workplace was evident in many answers.
- (ii) Many candidates made incorrect assumptions from the two figures and few realised that the Caribbean would be classed as a less developed part of the world.
- (d) This was very well answered and candidates gave detailed, well developed answers. Many were careful not to state that women should be given more jobs in order to improve their position. That would not be practical or appropriate, but giving them equal opportunities as men was worth credit. Several stated that they should be encouraged to take part in politics and went on to develop the idea by saying that the government should appoint a woman as Minister of Women's Affairs. Candidates should always develop their ideas fully in this way.

Question 4

- (a) Both parts of this section were answered correctly by the majority of candidates.
- (b) Some stated that the urban population had increased by 0.7%. This is not correct; it is the rate of increase of the urban population that had increased by that amount.
- (c)(i) The 'poverty line' is not an easy concept to explain but those candidates who merely stated that it was a line dividing those that were in poverty and those that were not, did not gain any credit. Similarly, it is not a division between the rich and the poor. Those who attempted to describe it in terms of showing when people are hardly able to satisfy their basic needs or not earning enough to buy the minimum products considered necessary for living, deserved credit.
- (ii) This question asked why the number of children living on the streets has increased. Just because people have lots of children or because they are poor does not necessarily mean their children are going to be living on the streets. So answers had to go a little further than this to explain that sometimes these people could not afford to feed and house all their children so turned them out to fend for themselves, or the parents had died as a result of disease or the children had suffered abuse from drunken parents who lived miserable lives in poverty and so had run away.
- (d)(i)(ii) Answers were generally correct.
- (iii) This part was less straightforward and caused a few problems. Fig. 4 should have been used as a stimulus to explain why Indonesia has had so many civil disturbances. Instead, many candidates just copied sections off it. When appropriate statements had been used and ideas developed, then credit was given, for example, 'People who are not Javanese feel they are not represented in government and they think that is unfair and cause unrest'. 'People lost trust in corrupt politicians and rebelled.' 'Poverty and lack of human rights under the dictatorship caused resentment which led to the overthrow of Suharto and overthrow of a dictator usually involves fighting.'

Question 5

- (a)(i) If candidates are asked to explain what is meant by the balance of trade then they need to explain both the terms. So 'the balance of imports and exports' is insufficient for an answer. Many candidates thought this term refers to a situation where imports = exports, rather than the difference in value between the two.
- (ii)(iii) These were answered correctly – interpretation of the bar chart was good.
- (iv) Candidates understood the problems a negative balance of trade creates such as debt and the lack of money for development of infrastructure etc.
- (b)(i) Most candidates answered this correctly but a general product type was required in the answer rather than tea, diamonds, etc.
- (ii) Answers here were excellent with well developed answers on import-substitution and export-orientation strategies, import tariffs and quotas, devaluation of currency and its effects, etc. Those candidates who stated that it was necessary to import less and export more did not deserve credit.
- (c)(i)(ii) These were well answered.
- (iii) This was interpreted incorrectly by many candidates and answers covered the problems caused by debts such as the lack of funds to build infrastructure. What was actually required was a statement that countries need some of the money gained from exports to satisfy some of the needs of their population, such as building schools, and therefore there is not much left over for paying debts. Only a few candidates, surprisingly, stated the problem of having to pay interest and increased debt burden.

Question 6

- (a)(i)(ii) These were well answered.
- (iii) Most candidates gave detailed answers here but some stated 'for a better standard of living' or 'for better services'. It is important to give more information such as the type of services that would improve living conditions.
- (b)(i)-(iii) These were answered correctly showing good interpretation of the photograph.
- (iv) Many answers dwelt on the idea that it was cheaper to live in informal settlements. Candidates should have explained why it is cheaper to live there. Other answers covered, correctly, the fact that these places often have a sense of 'community' and it is easy to avoid authorities as there is little interference from them.
- (c) There was little development of ideas in this section. 'Build schools and health centres' are both correct, but as they stand, that phrase is not worth two marks. However, some candidates explained that it was important for the government to build schools nearby so literacy skills could be improved so that the people living in the informal settlements would have a better chance of getting a job. Health centres would be available for vaccinations and health workers could inform local people about the importance of hygiene in their daily lives. It was these answers that deserved the full credit. Other ideas included the regular collection of rubbish and the provision of a bus service to provide transport to the industrial areas.

Demolishing the houses and building new ones would not only cost a lot of money to construct, but the people would not be able to afford the rent. This suggestion was not appropriate, but those candidates who suggested the government should encourage self-help schemes to improve the dwellings or bring in sanitation were correct.

Paper 0453/02**Paper 2****General comments**

This report is written for the Centres from the rest of the world omitting Namibia. Once again it is pleasing to report that a generally high standard was achieved in this paper. Most candidates had a strong command of both the subject and the English language, having been taught to consider the number of marks on offer when writing their answer. A minority of candidates still fail to read the questions carefully enough and to answer exactly what was asked, including failing to turn over to the last page and thus denying themselves a possible 8 marks. They prefer to write the knowledge they have rather than selecting material to fit the question set. One or two Centres had taught their candidates to write out the questions before answering them. This is not required and takes a lot of unnecessary time. In fact some questions only need a one word answer to gain full credit. There was very little difference in the marks achieved for **Question 1** compared to **Question 2**. The range in marks was between 8 and 68 out of 70.

Comments on specific questions**Question 1**

It was important to keep to the question asked and to develop sufficient points in accordance with the mark scheme.

- (a)(i) This was correct.
- (ii) Mostly correct although some candidates failed to appreciate that the question was asking about living standards, not farming, so the answer wanted was simply that they were poor or had a low standard of living.
- (iii) Europe was usually correct, but weaker candidates tended to name jobs or parts of an economic sector, when the question implied in its wording that there were only two, namely secondary and tertiary.
- (iv) For those who appreciated the LEDC versus MEDC (or similar words) contrast, marks were easily gained as all that was wanted was that LEDCs have a high % in agriculture and that MEDCs have a low %.
- (b)(i) Most identified a modern or commercial farm for A but thought that B must be subsistence. There was no evidence for this, but it was a traditional farm based on labour intensive methods.
- (ii) Throughout this question it was necessary to compare. Most candidates made one comparison but then often only gave further details for one type of farm. If phrases are not used then it is important that 'er' words be used i.e. Fig. 2A uses *more* modern farming methods or is on a *larger* scale.
- (iii) Able candidates scored well on this question but again weaker candidates failed to develop three points. Simply to state that there would be a lack of transport and that crops might be small in quantity and poor in quality would have sufficed.
- (iv) The role of co-operatives was well known and many sound answers were given. It was important not to continue on the marketing theme as the question asked for other ways the co-operative would help the peasant farmer.

- (c)(i) Mostly correct. It was important to stress that crop yields would increase.
- (ii) Mostly correct, with tractor being the most popular answer.
- (iii) Those that listed the type of goods needed to improve farming and thus needing to be bought scored well on this question as it was looking for specific items such as new seeds and fertiliser.
- (iv) Mostly correct.
- (v) There were some excellent answers on eutrophication and good development on soil degradation. Just repeating words from the resource on monoculture leading to soil exhaustion did not score highly unless developed and explained. Answers relating to air pollution and global warming did not gain credit.
- (d)(i) This was mostly correct
- (ii) Most answered this with the suggestion that the son send money back home but a few elaborated on this and gave specific items for money to sent on, such as fertilisers which was perfectly acceptable. It was not accepted that it would help if the son returned home to work on the farm.
- (iii) Most scored one point here either for the idea of being susceptible to disease or for the lack of energy to cultivate the fields. Able candidates were able to put both in and score full marks.
- (iv) It was important that the explanation here linked to a circle of poverty and thus returned to the starting point. Many made points but did not link them clearly together to run one from another and back to the beginning. A simple diagram helped here and some gained all the marks by drawing a detailed diagram with comprehensive labels instead of any writing. In these cases the circle was evident and candidates kept focused on the question.

Question 2

- (a)(i) This proved to be a question which candidates rarely scored on. All that was required was 'a peasant society' or a named group such as nomads or San.
- (ii) This was mostly correct
- (iii) Most scored one mark here but many described the roles within a family or traditional society rather than realising that the question referred to any division of labour. Age and skill were most frequently given.
- (iv) This question was answered with difficulty from even the most able. Candidates did not appreciate that exchange of good and services means trade and that in societies where people have specialist jobs they needs efficient trade to provide them with their everyday needs and to give them choice in what they want to buy in term of goods or services.
- (v) Where candidates had studied specialisation knowledge was clear and concise. However weaker candidates had very little idea of the term and thus could not describe the advantages.
- (b)(i) This was mostly correct with the idea of money capital and fixed capital.
- (ii) This was mostly correct.
- (iii) With such a range of jobs from machinist, to packer, to accountant etc. it was surprising that many candidates failed to score both marks here. In many cases it reflected their lack of understanding of the term 'specialised labour' which had already been evident.
- (iv) Mostly correct with power and transport being the most frequent answers given.
- (v) This question was misunderstood by many candidates. It was asking why a textile factory might be located in a newly industrialising country. The answer could be from the multinational company point of view as to the advantages such a country would give or from the newly industrialising country viewpoint as to what they wanted from such a company coming to their country. Points could have been made from either or both viewpoint. In reality cheap labour was often cited and some mentioned the country wanting to earn foreign currency but many answers were too vague to gain credit. If, however, the wording had been 'why do multinational companies want to locate in newly industrialising countries' candidates would have listed the reasons which they usually have at their fingertips. It is important that they spend time considering the wording of the question.

- (c)(i)(ii) These were both correct.
- (iii) Mostly correct as all that was required was a comment to the effect that the US is a major...
- (iv) Mostly correct. All candidates named a type but some thought it would be a developing country. Candidates needed to stay focused on the resource.
- (d)(i) This was correct
- (ii)(iii) These were mostly correct.
- (iv) Most candidates scored one mark for pointing out that multinationals are richer than the economies of many countries but they did not go on to illustrate this with examples and figures. The question asked for data to be used and thus, as there were 3 marks, examples and figures were expected.
- (v) This question is frequently asked and candidates were well prepared to answer it. Most scored at least 2 marks with many achieving full marks for a well developed answer.

Paper 0453/04

Alternative to Coursework

General comments

The paper allowed widespread differentiation. There were a number of excellent scripts in which candidates showed skills and understanding which, had they been able to complete their own coursework, would have enabled them to do so with confidence and competence. Many candidates were well prepared for the type of tasks which were required, perhaps through being involved in their own research as well as completing classroom-based exercises. At the other end of the scale weaker candidates produced lists of undeveloped ideas with no contextualisation to the required circumstances. A small number of candidates struggled with the subject specific terminology and command words used and were unable to understand the nature of the tasks required. Candidates must read the questions carefully to make sure they are answering the question as set. Some made the mistake of answering a question they expect to be asked rather than what is actually asked. Most did, however, respond in an appropriate way to the majority of tasks, weaker answers generally being the result of a lack of understanding and/or a failure to develop answers rather than a misunderstanding of the requirements of the questions.

The focus of the paper was on research into the environmental impacts of economic development and included questions on all aspects of conducting a research investigation. As always those candidates who had completed such practical exercises as part of their course were more likely to have been successful than those who have merely attempted to prepare for this paper through textbook or classroom-based work. As has been stated in many previous reports, simple research work undertaken in the school or the community involving planning, sampling, data collection, presentation and analysis should form an integral practical aspect of the preparation for this examination. Whilst studying past papers is very helpful as examination preparation, it is inevitable that those candidates who have had real experience of investigation, participation and problem solving in addition to this, will not only be better equipped for the Alternative to Coursework examination, but also will have had a worthwhile practical learning experience as part of their Development Studies course.

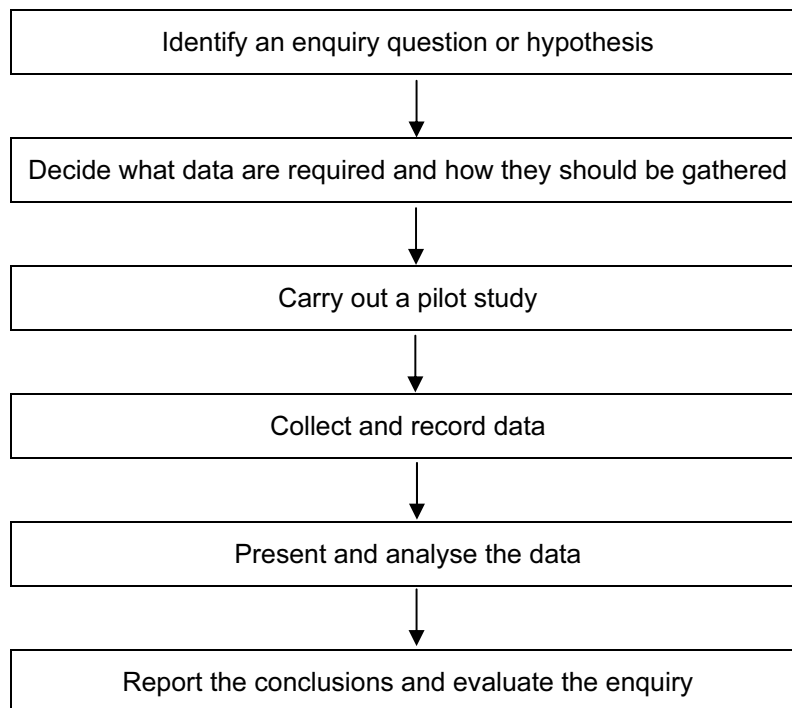
Almost all candidates were able to finish in the time allowed. There were many excellent responses, well written and developed, though the brevity and superficial nature of answers from weaker candidates suggested that they had finished with far too much time to spare.

Comments on specific questions**Question 1**

- (a)(i) The fact that there are settlements is insufficient evidence by itself to indicate that economic development has taken place in the area, however examples such as the bauxite smelter, the pulp and paper mill and the opencast mine were fine, as was evidence that timber was being extracted. Most candidates achieved the full two marks.
- (ii) This was also generally well answered. The candidates who failed to obtain three marks usually referred to global environmental problems or gave the answer "pollution" without describing its type.
- (b)(i) Many candidates were able to obtain one mark here for making a simple statement briefly explaining that the survey was carried out to find out about the effects of industry in Santa Anatalia. Very few gained the second mark for developing their answer in some way, for example by referring to the fact that the researcher was aiming to discover which impacts which the people were most worried about. Some candidates copied out extracts from the resource without demonstrating understanding of it. As they were asked to use their own words they lost both marks if they did so.
- (ii) This was generally poorly answered, yet its demands were quite simple. Some candidates answered the question as if it read "Why is a sample used?" which was not the case. It concentrated on how a *random* sample could have been chosen. It was clear that many did not understand the rudiments of random sampling. Some referred wrongly to using a quota or stratified sampling method such as selecting an even balance of people of certain ages, or a systematic sample such as every tenth house. Some referred to choosing people at random without any real understanding being shown of how this principle could have been applied. One mark was gained by those who gave a simple answer such as picking any 50 people in the street, well prepared candidates gaining the second mark by reference to using random number tables or drawing numbers from a hat, often along with the use of a list of residents such as that in a telephone directory or on the town's electoral roll.
- (iii) The question asked candidates to explain *how the researcher* tried to find out the extent of peoples worry about *each* impact of industry. The answer was thus about the *process* being used. Good answers explained that the problems needed to be identified initially, then the extent of their worry shown on a scale of 1 to 5, with 5 being the highest level of concern. Whilst many candidates were able to do this well, others simply described how a questionnaire had been carried out, or how a sample had been taken, without any reference to how the researcher found out how concerned people were about each impact of industry.
- (iv) This question asked if the questionnaire was well designed and marks were allocated for reasoning, and it was possible to refer to its good points and its weaknesses. The question differentiated well. Most candidates were able to make some simple relevant observations, whilst others gave many pertinent details. Strengths of the questionnaire included the fact that it was quick and/or easy to follow, it was well focused, it collected useful information about age and gender and it did not ask personal information. Weaknesses referred to, included the fact that it asked nothing about employment or social status, or suggestions for solutions to the problems, it did not state its purpose and it was not translated into a local language. Clearly candidates who had carried out questionnaires as part of their course, piloting them and evaluating them were in an excellent position to write thorough answers.
- (v) This question asked for reasons why *some* people will be more worried than others. It differentiated well. Weak candidates concentrated on the problems but not why some groups would be *more* worried, their answers were generalised and did not concentrate on specific groups. The most common correct answers related to where people lived, ideas such as "those who lived close to the factory would be more concerned by noise than those who lived some distance away". There were many other valid suggestions, for example that people who benefited financially from the company or were employees of the company would be less concerned than those who did not, and that whether people were concerned or not may depend on factors such as their level of education and awareness of environmental issues.

Question 2

- (a) The question differentiated well. All but the weakest candidates managed to gain some marks for showing basic knowledge about how such a survey could be carried out, whilst those who were really well prepared (and had probably carried out such surveys themselves) produced very well informed and perceptive responses. The framework for the organisation of answers was the sequence of enquiry as shown below:



This should be familiar to all candidates as it contains the sequential stages required to carry out a successful piece of research. No mark was awarded for copying out the boxes, candidates at least needed to show their understanding of the stages. Candidates gained up to three marks for three simple statements using their own words such as: “they must use questionnaires; they must get secondary data; they must give a pilot study to friends; interview people etc.”. Three developed statements gained between three and six marks. These described *how* the enquiry was carried out e.g. “ask a sample of the town’s population to complete a questionnaire about how the pulp and paper mill affects them”; “draw bar graphs to show pollution levels in different parts of the lake/draw line graphs to show how levels of air pollution vary over time”; “test the levels of pollution in the water using testing kits”; “obtain old and recent maps of the area to work out the rates of deforestation caused by the use of the wood in the pulp and paper mill”; “use newspaper articles about problems caused by the industries”; “present a report to the local authority, make recommendations etc.”. Between seven and nine marks were awarded for comprehensive accounts which used developed statements to follow the sequence of the enquiry diagram. It was pleasing to see such answers from candidates in many Centres. It was clear that some candidates did not understand the concept of an enquiry question or hypothesis. A simple enquiry question was “What is causing the pollution in the lake?” and a simple hypothesis that ‘industries were causing pollution of the lake’. Very few candidates understood that a pilot study is used as a pre-test or that it is used to refine the final questionnaire, interview or experiment.

- (b) This question was anticipated by many candidates and many were able to gain the full four marks for explaining the difficulties that a student might have in carrying out the research. Those who failed to gain many marks usually wrote a brief list such as “transport, cost, language, time”. These answers needed to be explained or developed to show *how or why* these things were problems e.g. “many residents are unlikely to be co-operative/may not answer questions/do not have enough time to answer questions”; “pollution of the air/water is difficult to measure without scientific equipment”; “difficulties of transport to less accessible parts of the study area/costs of transport to different locations within the area/to laboratories for testing of water samples”.

- (c) Whilst there were some excellent answers to this question it was not well answered by many candidates. The main reasons why many answers failed to gain marks were that they were impractical or unrealistic (e.g. "the bauxite mine/pulp and paper mill should be closed down"), they were undeveloped and so brief as to have little meaning (e.g. "dump the waste somewhere else"). Perceptive ideas included suggestions such as "the government should set regulations/laws to prevent air/water pollution", "companies that pollute should be fined/taxed", "reforestation should take place, replanting trees where others have been cut down"; "equipment should be installed to reduce pollution (e.g. desulphurisation/scrubbers in chimneys/sewage treatment/purification plant)"; and "people should be educated regarding environmental problems".

