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0453/01

October/November 2015

2 hours

Candidates answer on the Question Paper.

Additional Materials: Ruler

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 Fig. 5 for Question 3(b).

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 Study Fig. 1 which shows the number of children who did not attend primary school in 1990 and 2011.

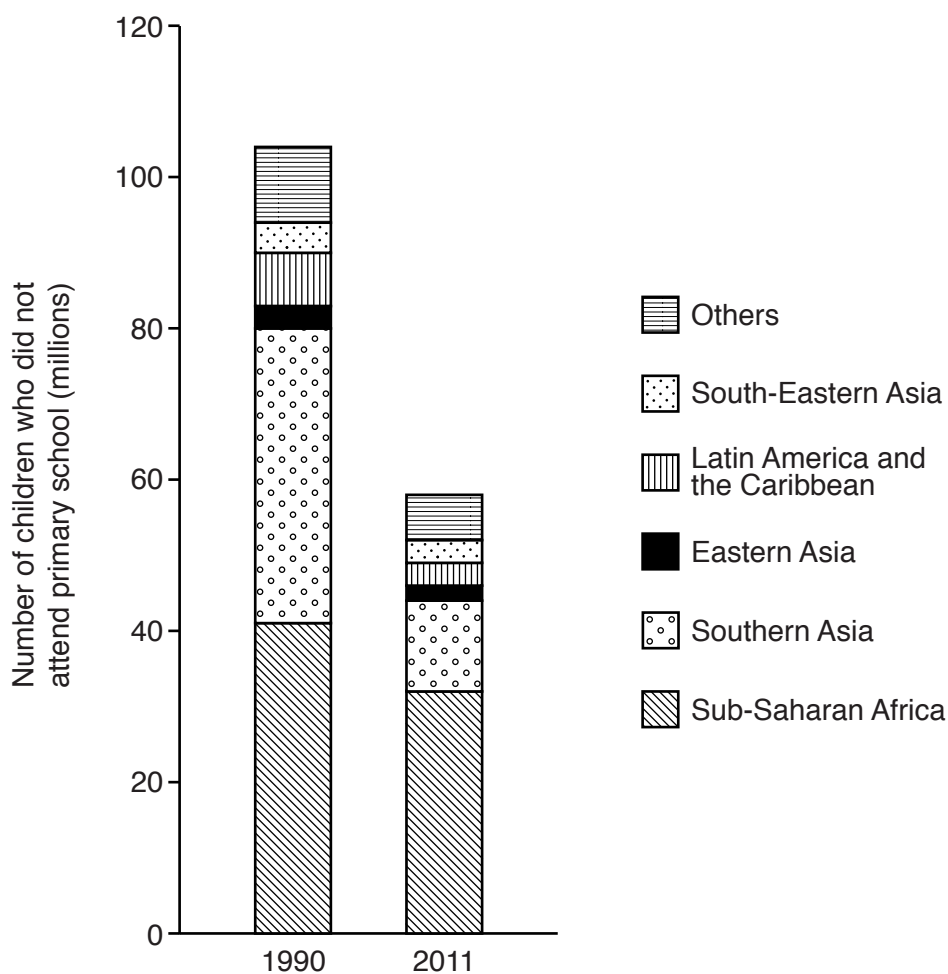


Fig. 1

- (a) (i) Which region showed the largest decrease in the number of children who did not attend primary school between 1990 and 2011?

.....[1]

- (ii) Millennium Development Goal 2 is to achieve universal primary education by the end of 2015.

Do you think that this goal will be met? Explain your answer.

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- (iii) Explain why many children in developing countries do not attend school.

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(b) Study Fig. 2 which shows youth literacy rates for Sub-Saharan Africa and Southern Asia.

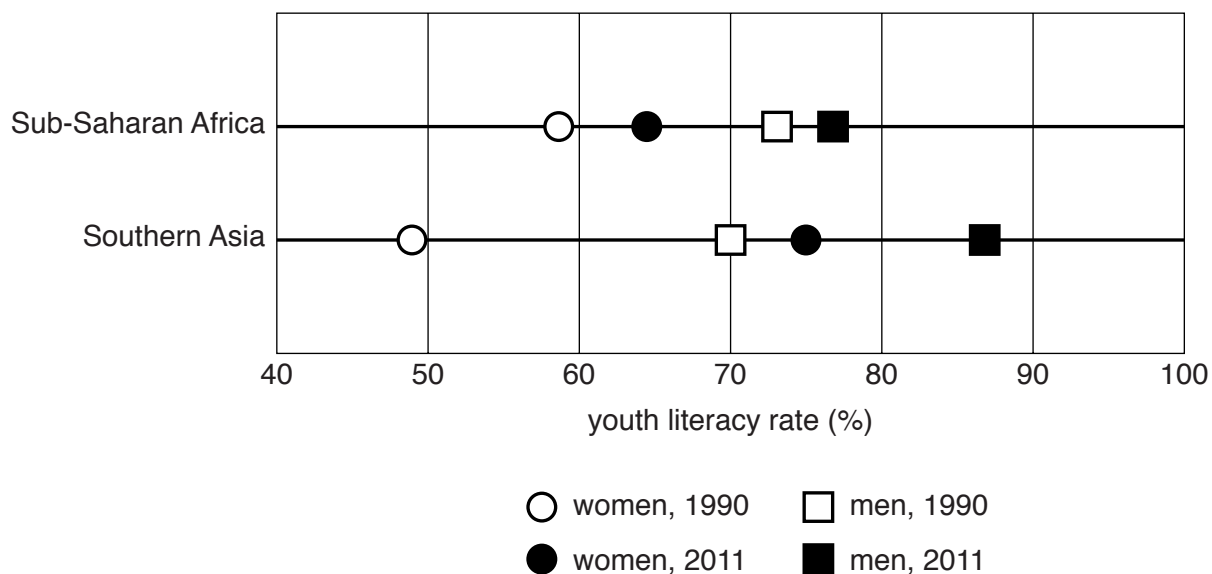


Fig. 2

(i) Compare the literacy rates of the two regions.

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(ii) Describe the methods that governments might use to encourage more girls to attend school and complete their education.

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- (c)** Explain how an education helps families to reduce poverty and improve living standards. You should develop the points you make.

[6]

[Total: 20 marks]

- 2 Study Fig. 3 which shows selected data for Mozambique, a country in Africa in 2012.

HDI rank	185
Life expectancy	52 years
Infant mortality rate	75/1000 live births
Access to improved drinking water source	47%
Adult literacy	56%
GDP	\$27 billion
GDP per person	\$1200
Imports	\$6.1 billion
Exports	\$3.5 billion
National debt	\$4.6 billion

Fig. 3

- (a) (i) Mozambique is one of the least developed countries in the world. Use **two** examples to show how the data in Fig. 3 supports this statement.

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[2]

- (ii) What type of balance of trade did Mozambique have in 2012?

.....[1]

(b) Countries like Mozambique often borrow money and get into debt.

- (i) Explain why a country's debt can grow and eventually become so large that it cannot afford to pay the money back.

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- (ii) Explain how a large national debt influences the development of a country.

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(c) Developing countries that are in debt may receive aid.

- (i) Suggest **one** type of equipment that may be given as emergency aid in the event of a disaster.

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- (ii) Aid may be given to developing countries in the form of money or equipment. Give **two** reasons why this might not reach the people in need of it. Suggest a solution to each of these problems.

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- (d)** Describe an aid project which you have studied and assess its benefits to the community. You should develop the points you make.

[6]

[Total: 20 marks]

- 3 Study Fig. 4 which shows the contributions of different economic activities to the GDP of Country A and Country B.

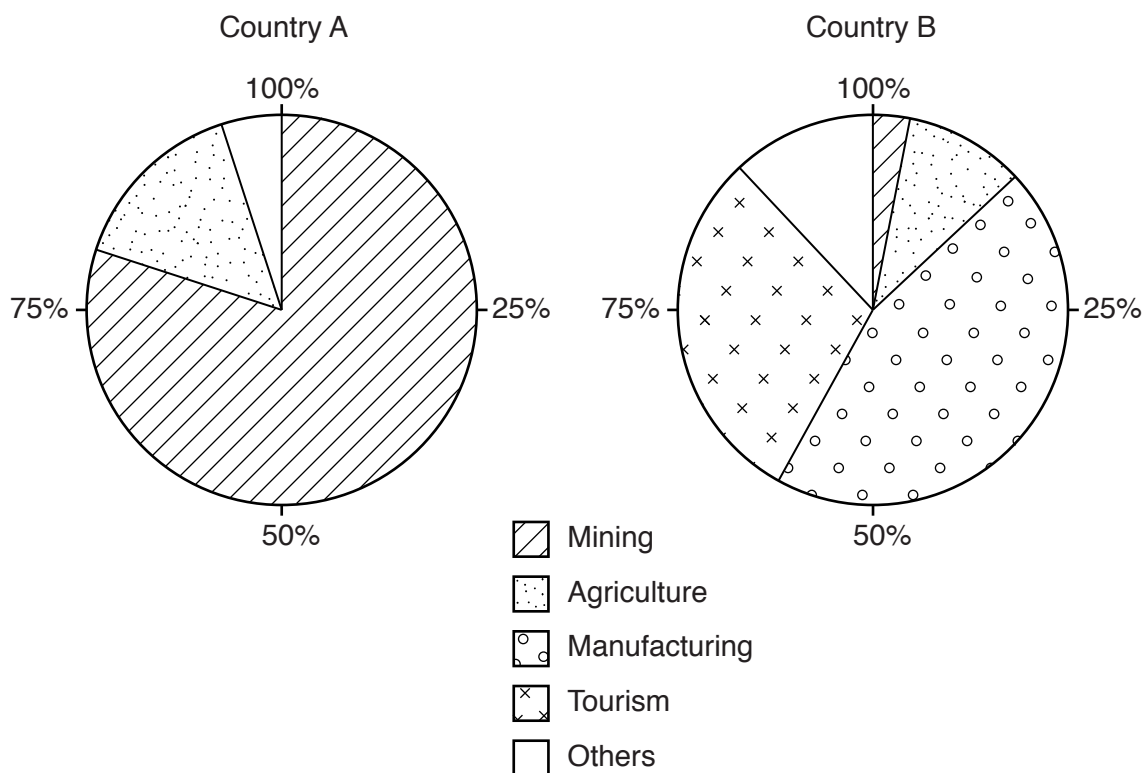


Fig. 4

- (a) (i) Identify **two** differences between Country A and Country B.

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- (ii) Suggest **two** economic problems for Country A of relying on the production and export of mineral products.

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- (iii) Describe **three** environmental problems caused by the exploitation of mineral resources.

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- (b) Study Fig. 5 in the Insert which shows a popular holiday destination.

- (i) State the main features of the tourist resort.

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- (ii) Sustainable tourism and ecotourism try to reduce the impact of tourists and tourist facilities on the natural environment. Explain how this can be achieved.

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4 Study Fig. 6 which shows some of the pressures on traditional farms.

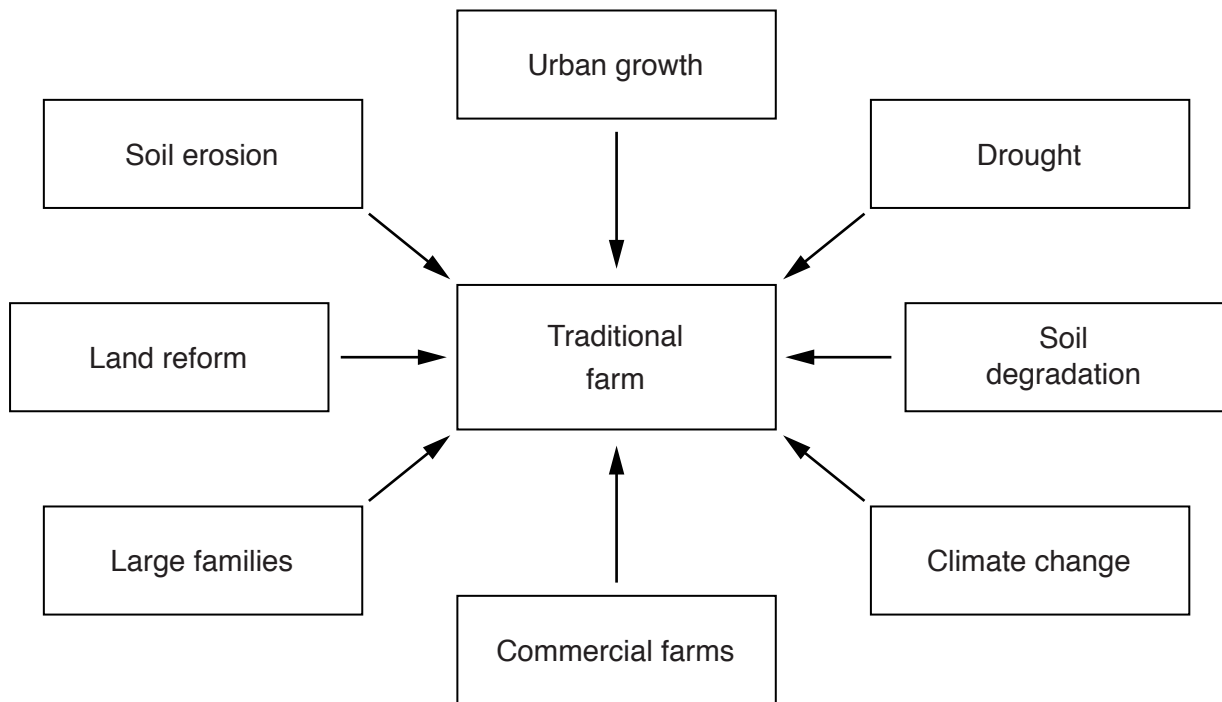


Fig. 6

(a) (i) Identify **two** environmental pressures on traditional farms.

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(ii) How might urban growth put pressure on these farms?

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- (iii) State **two** methods that traditional farmers use to prevent soil erosion and explain how each method works.

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- (b) Study Fig. 7 which shows part of a newspaper article about a farmer in Brazil.

Carpo is a traditional farmer who grows fruit, vegetables and cereals on a small plot of land by his house. He keeps a few chickens, a couple of goats and a cow. He is worried. The commercial soya producers are offering him money to sell his land to them so they	can make their vast operations even bigger. He fears they will threaten him if he refuses. Many local farmers have already sold up and moved into town but they cannot find jobs and they are struggling to feed their families.
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Fig. 7

- (i) Explain in your own words why the farmer is worried.

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- (ii) Explain how food grown on traditional farms can help to keep the body healthy.

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- (c)** Farmers often join together to form groups called co-operatives. Explain how co-operatives can support traditional farmers and help them to increase their output. You should develop the points you make.

[6]

[Total: 20 marks]

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