



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

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**DEVELOPMENT STUDIES**

**0453/01**

Paper 1

**October/November 2016**

MARK SCHEME

Maximum Mark: 80

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**Published**

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(a)(i)	Northern Africa	<b>1</b>
1(a)(ii)	Sub-Saharan Africa	<b>1</b>
1(a)(iii)	Latin America and the Caribbean Women workers are almost / nearly / close to / about to reach 50%	<b>2</b>
1(b)(i)	Ideas such as: Doing the housework / cleaning / cooking Cottage industries / informal jobs outside home / e.g. maid, street vendor etc. Bearing children / looking after the children / teaching children Looking after sick / elderly relatives Working on the family farm / looking after livestock Fetching firewood / water / food / shopping Community activities Example of women's status in home Etc.  Lists can be credited. 'Looking after family', 'working from home' – too vague	<b>3</b>
1(b)(ii)	Ideas such as: (Promote) gender equality / reduce discrimination / education for women Example of policy to promote gender equality / women's empowerment [dev] such as quotas, stopping sexual harassment Encourage men to do greater share of housework / child rearing Availability of primary education / child care / crèches at work; Job sharing; Part-time employment; Day centres for elderly relatives; Flexible working hours; Paid maternity benefits; Etc.  Max 2 for addressing women's equality issues in general	<b>3</b>
1(b)(iii)	Ideas such as: Women have different ideas / perspective / opinions / solve problems in a different way Equal rights / gender equality / fairness Issues of importance to women may not be considered if only men make decisions Waste of resources if half the world's population cannot have a say Women carry out the decisions / are most involved in the home Increase in confidence / women feel more valued / more involved Women now have better skills / are more educated and so can make good decisions Women often have to make decisions if the men have migrated Act as role model for young girls Etc.  Credit examples as development to max 1	<b>4</b>

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(c)	<p>Level 1 (1 or 2 marks) – simple statements with basic points made.</p> <p>If women have jobs they earn money to buy more food for the family; If women are educated they know how to prevent disease; If women are educated they know how to improve their land; If women can take out loans they can buy more seeds and grow more food; Educated women have smaller families which they can look after better; Etc.</p> <p>Level 2 (3 or 4 marks) – a sound attempt with points being developed or exemplified.</p> <p>If women have jobs there is more money to buy more and better quality food for the family who will then not be malnourished and so will be healthier; If women are educated they know how to prevent disease by keeping their house clean and drinking clean water; If women are educated they understand how to improve their land by preventing soil erosion and how to increase yields of crops; If women are allowed to own land they can take out loans to buy modern equipment and fertilisers; Etc.</p> <p>Level 3 (5 or 6 marks) – a comprehensive attempt with points being well developed or exemplified.</p> <p>If women are allowed to earn more money, the family will be able to afford more food and eat a better diet to avoid malnutrition. They will be healthier and so less likely to catch diseases. If they are ill, the family would be more able to buy medicines. If women are allowed to go to school, they will understand the importance of hygiene in the home and taking their children for vaccinations. They would know the importance of family planning and how to look after themselves during pregnancy.</p> <p>If women are allowed to own land, they can use it as security to obtain loans which they can use in a number of ways to increase the yield of their land. If the land belongs to them, they will look after it better and prevent soil erosion. Agricultural experts would be able to teach them about new crops that would grow well in their soil, how to use modern technology and the best ways to store the products that they grow. A higher yield of a variety of crops would mean more variety of food. Etc.</p>	6
	<b>Total:</b>	<b>20</b>

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
2(a)(i)	High	<b>1</b>
2(a)(ii)	Very high	<b>1</b>
2(a)(iii)	<p>Countries in Africa are mainly / generally of low human development whereas those in South America are mainly / generally of high human development; Africa has no countries with a very high human development but South America has.</p> <p>South America has no countries with low levels of human development but Africa has.</p> <p>More countries have medium levels of development in Africa than in South America</p> <p>More countries have high levels of development in South America than in Africa.</p> <p>Etc.</p> <p>Ignore regional differences</p>	<b>2</b>
2(b)(i)	<p>There is a negative / inverse relationship / the higher the HDI the lower the child mortality rate</p> <p>Not a perfect relationship (generally/mostly) / there are exceptions / relevant examples</p>	<b>2</b>
2(b)(ii)	<p>Ideas such as:</p> <p>Poor quality of health care / doctors</p> <p>Availability of health care / number of doctors / government spending on healthcare</p> <p>Methods of disease prevention</p> <p>Children may suffer from malnutrition / lack of enough food</p> <p>Poor hygiene in the homes / poor sanitation / lack of clean water</p> <p>Inadequate education of mothers in looking after children properly</p> <p>HIV/AIDS may have caused more children's death</p> <p>Lack of family planning</p> <p>Etc.</p> <p>Credit answers about Botswana or Indonesia</p> <p>'Poverty', 'lack of education' too vague.</p>	<b>3</b>

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
2(c)	<p>Ideas such as:</p> <p>Low educational standards / literacy rates are low / low levels of school enrolment / completion of schooling</p> <p>Health care is poor / infant / child / maternal mortality rates are high / low life expectancy</p> <p>High proportion live on less than \$1.25 per day</p> <p>Many people are malnourished / low calorie intake</p> <p>GDP / GNI is low / GDP per person is low</p> <p>Large numbers of people work in the primary sector of the economy</p> <p>Large rural population</p> <p>Population growth rates are high / high birth rates</p> <p>High HDI</p> <p>Poor sanitation / low levels of access to improved sanitation / improved water source</p> <p>Traditional fuel use / low energy use per person</p> <p>Lack of gender equality / low proportion of girls attending school</p> <p>High levels of unemployment / underemployment / working in informal sector</p> <p>Limited democracy / human rights</p> <p>Etc.</p> <p>[No credit for 'high debt', 'civil war', 'infrastructure', 'emigration']</p> <p>Reserve 1 for indicator.</p>	<b>5</b>

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
2(d)	<p>Level 1 (1 or 2 marks) – simple statements with basic points made.</p> <p>Electricity means lighting so children can do homework in the evening More efficient stoves / cleaner fuel cause fewer respiratory problems Women / children have more time if they do not have to collect firewood Pumps can be used to irrigate crops Etc.</p> <p>Level 2 (3 or 4 marks) – a sound attempt with points being developed or exemplified.</p> <p>Electricity in the home can be used to run small machines which allow women to set up craft businesses so they can earn money Cleaner fuel for cooking reduces air pollution in the homes so children are less likely to be ill and miss school If women do not have to spend several hours collecting firewood they have more energy and time to help in the community / earn money to improve living standards Electrical water pumps allow more crops to be grown and so provide the community with a better food supply Etc.</p> <p>Level 3 (5 or 6 marks) – a comprehensive attempt with points being well developed or exemplified.</p> <p>The provision of electricity in homes means that lighting and electrical appliances can be used. Work can continue after dark for women running small businesses and children can do their homework. Meals can be cooked without filling the homes with smoke and so the health of women, children and the elderly in particular, who spend the most time at home, will be improved as they will not suffer from respiratory problems.</p> <p>If the women do not have to spend time and energy collecting firewood, they can be more productive on their farms and in the community. Small electric pumps could supply irrigation water to enable them to grow more and different crops to provide the family with a more balanced diet and therefore improved health. Community based activities such as social meetings for the elderly would be arranged and rural craft businesses set up with the use of small machines.</p>	<b>6</b>
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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
3(a)(i)	Secondary	<b>1</b>
3(a)(ii)	<p>Labour:</p> <p>A is more labour intensive</p> <p>Hand weaving / no use of machinery (A) compared with the control of robots / use of machinery (B)</p> <p>Weaving done mainly by women (A), car production by men (B)</p> <p>Hand weaving takes a longer time to do task</p> <p>Individual production (A) compared with mass production (B)</p> <p>Capital:</p> <p>B is more capital intensive</p> <p>Capital spent on simple / intermediate technology / looms (A) compared with complex technology / machines (B)</p> <p>Capital spent on workshop (A) and large factory (B) / etc. such as energy use</p> <p>['A is labour intensive and B is capital intensive' – 1 mark]</p> <p>Reserve 1 for each of labour / capital.</p>	<b>4</b>
3(b)(i)	Outsourcing: the transfer of part of the work of a company to another company / place.	<b>1</b>
3(b)(ii)	<p>Globalisation has made it easier for movement of labour</p> <p>Trade blocs enable the easier movement of goods / services / people across open borders</p> <p>Companies in different countries can communicate quickly / cheaply over the internet;</p> <p>Transfer of money can be made quickly;</p> <p>Many locations can be contacted via mobile technology;</p> <p>Containerisation has led to the easier transport of goods;</p> <p>Ports have grown to allow for the increase in demand;</p> <p>New roads and railways are being built to move goods from one company to another quickly;</p> <p>Logistic operations allow the goods to be tracked;</p> <p>Universal language</p> <p>Etc.</p> <p>Credit development to max 1</p>	<b>4</b>

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
3(c)	<p>Ideas such as:</p> <p>Develop an import substitution strategy / encourage industries to supply the domestic market;</p> <p>Develop an export orientated strategy / encourage exports especially of high value goods;</p> <p>Increase mining of minerals for export;</p> <p>Reduce exports of low value commodities whose prices fluctuate</p> <p>Devaluation of currency</p> <p>Use of import tariffs / quotas / increasing regulations</p> <p>Government policies to promote use of local products</p> <p>Encourage the growth of the tourism industry;</p> <p>Grow more crops commercially for the domestic market as well as for export;</p> <p>Attract foreign companies by measures such as tax breaks / free trade zones etc. (to max 2)</p> <p>Etc.</p> <p>Credit examples as development</p> <p>[Reduce imports / increase exports – too vague]</p>	<b>4</b>

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
3(d)	<p>Level 1 (1 or 2 marks) – simple statements with basic points made.</p> <p>MNCs bring jobs and so people have more money to spend; People pay tax for the government to spend on services; Workers learn new skills; People may have to work in poor and dangerous conditions; Local rivers are polluted by waste: Etc.</p> <p>Level 2 (3 or 4 marks) – a sound attempt with points being developed or exemplified.</p> <p>People get jobs and with the money they earn they are able to improve their quality of life by buying better food or improving their homes; The government receives taxes which it can use to improve roads and build more schools and hospitals; People may work long hours for poor pay and have accidents due to the lack of safety measures; The MNCs extract the country's resources with no thought of sustainable development and future generations; Etc.</p> <p>Level 3 (5 or 6 marks) – a comprehensive attempt with points being well developed or exemplified.</p> <p>With the money people earn from their jobs, they can buy better food and medicines and keep their children healthy. The money they have to spend increases the demand for more services which in turn creates more employment. They may be able to afford to send all their children to school which brings many further benefits. They pay tax to the government which can then provide better schools and healthcare.</p> <p>In order to attract MNCs, governments often have few labour and environmental laws. This means child labour is often used. Trade unions are not allowed and if people complain about the unsafe and unhealthy working conditions they lose their jobs. The companies are allowed to dispose of their waste in the rivers and air which often makes people in the local communities ill from drinking dirty water or from breathing poisonous gases.</p>	<b>6</b>
	<b>Total:</b>	<b>20</b>

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
4(a)(i)	Urban populations will increase (in all regions); Some regions will show a much larger increase than others.	<b>2</b>
4(a)(ii)	Lower Income and Lower Middle Income [Both required for one mark]	<b>1</b>
4(a)(iii)	Lower Income countries will show an increase in the waste generated per person per day compared with High Income countries which will show a decrease. Second mark for using data: absolute / difference / scale of change [For figures – must give kg]	<b>2</b>
4(a)(iv)	Ideas such as: Buy products that have little packaging Recycle plastics, glass, paper Re-use items as often as possible Repair items rather than throwing them away Councils / schools etc. should provide recycling facilities Incineration if linked to energy production Education / campaigns / posters / Composting Use of biodegradable materials Government initiatives Tax on plastic bags  [Any reasonable distinct points]	<b>4</b>
4(b)	Fertilisers: When it rains, fertilisers are washed off the land into streams and rivers Fertilisers add nutrients to the water which causes water plants to grow rapidly / eutrophication The plants / algae block out the light which harms other life in the river The plants / algae die and in decomposing use up oxygen in the water Fish die through lack of oxygen.  Pesticides / herbicides: These kill other plants and insects that may not be pests This affects the food chain Birds etc. may starve or move elsewhere Effect on pollination / seed dispersal Etc.  Reserve 2 for each	<b>5</b>

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
4(c)	<p>Level 1 (1 or 2 marks) – simple statements with basic points made.</p> <p>Governments can develop renewable energy supplies / nuclear power; People can use cycles / trains / buses rather than cars; Children can be taught about energy conservation; People should turn heating down / not leave computers on standby; Etc.</p> <p>Level 2 (3 or 4 marks) – a sound attempt with points being developed or exemplified.</p> <p>Governments can develop renewable energy supplies but these are unreliable; Nuclear power produces radioactive waste which is harmful and difficult to dispose; Public transport should be used instead of cars but services are limited / crowded / expensive; People should be taught energy conservation measures such as turning off TVs when not in use; Etc.</p> <p>Level 3 (5 or 6 marks) – a comprehensive attempt with points being well developed or exemplified.</p> <p>The government could encourage industries to develop renewable energy supplies such as wind and solar but these are unreliable as the wind does not always blow and the sun does not always shine. HEP involves expensive dams across rivers and flooding valleys which destroys farmland and affects river ecosystems. Nuclear power produces harmful radioactive waste which has to be stored safely for hundreds of years and people fear the dangers of an explosion and do not want the power plant near their community.</p> <p>People need to use cars less and use public transport or cycle. The government can encourage this by providing safe cycle routes to work, special lanes on motorways for car sharers, free parking at railway stations, more bus routes etc. All these measures cost the governments money.</p> <p>Governments can promote energy conservation in homes by teaching measures in schools and by advertisements. Simple things like turning off lights when leaving a room adds up to a lot of energy saved if everyone does it. Turning computers and TVs off instead of leaving them on standby is another conservation method as is turning down the heating / air conditioning and only using it when really necessary.</p>	<b>6</b>
	<b>Total:</b>	<b>20</b>