UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

CANDIDATE
NAME

CENTRE
NUMBER

CANDIDATE
NUMBER

DEVELOPMENT STUDIES **0453/02**

Paper 2 **For Examination from 2010**

SPECIMEN PAPER

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.
You may use a soft pencil for any diagrams, graphs or rough working.
Do not use staples, paper clips, highlighters, glue or correction fluid.

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.
Insert 1 contains Photographs A and B for Question 1.
Insert 2 contains Figs. 4, 5, 6, 7, 8, 9A, 9B and 10 for Questions 2 and 3.

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.

| For Examiner's Use	
1	
2	
3	
Total	

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

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International Examinations

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1 (a) Study Fig. 1, which shows the Human Development Index (HDI) for 2006.

HDI measures the development in a country by using a combination of indicators of life expectancy, literacy, education and standard of living.
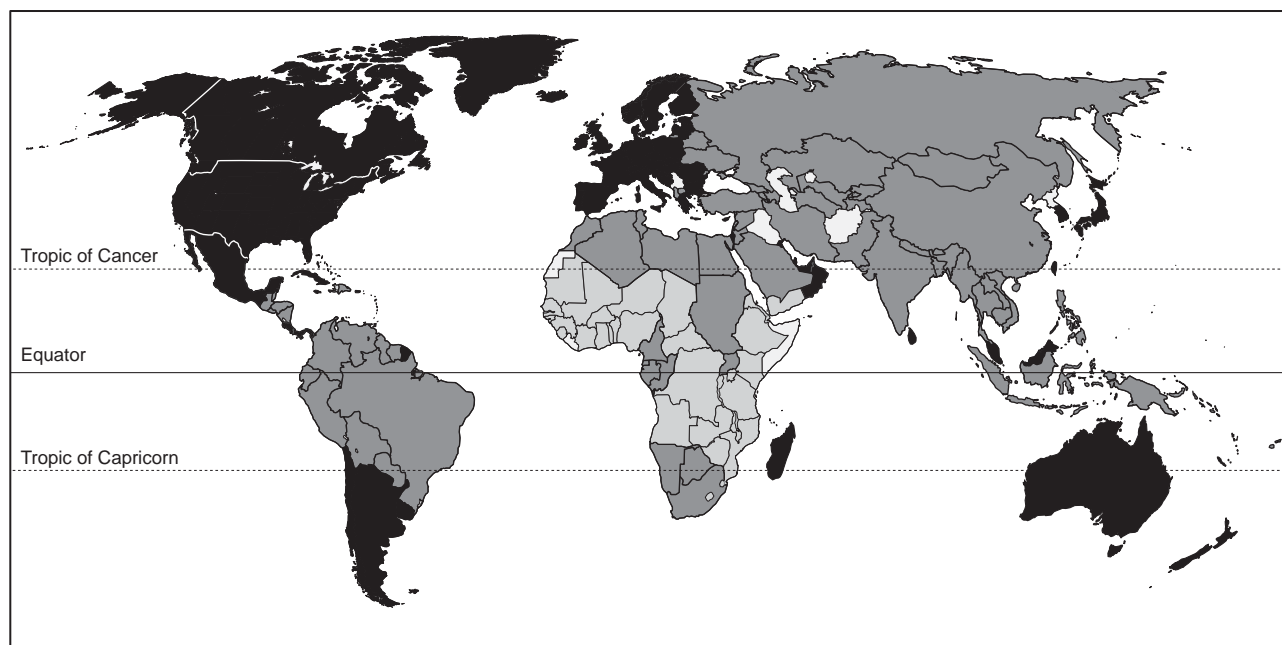
Key:

⬛	high (0.800 – 1)
⬛	medium (0.500 – 0.799)
⬜	low (0.300 – 0.499)
⬜	not available

Fig. 1

 (i) Name a country with:

  • a high HDI ....

  • a medium HDI ....

  • a low HDI. .... [3]

 (ii) Put the following continents in rank order according to their HDI. Your rank order list should begin with the continent with the highest HDI.

  AFRICA   NORTH AMERICA   SOUTH AMERICA

  .... [1]

(b) Study Fig. 2, which shows indicators of levels of poverty and development for selected countries in Africa.

Country	GDP per person (US$)	Energy use per person (kg oil equivalent)	Number of doctors (per 100 000 people)	Adult literacy (percentage)
South Africa	3489	2587	69	87
Egypt	1220	735	212	58
Angola	975	606	8	67
Kenya	450	494	13	85
Tanzania	287	465	2	78
Uganda	249	776	5	70
Ethiopia	97	29	3	43

Fig. 2

(i) For each of the following, name **one** country which is likely to:

- have the lowest percentage of people who can read and write

....

- have the easiest access to a doctor

....

- use most resources per person to provide fuel and power.

.... [3]

(ii) Explain what is meant by GDP.

....

....

.... [2]

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(iii) To what extent is there a relationship between GDP per person and energy use per person?

....

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.... [2]

(iv) Give **three** disadvantages of using GDP per person as an indicator of development.

....

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....

.... [3]

(c) (i) Give **two** examples of aspects of development which are difficult or impossible to measure.

....

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.... [2]

(ii) Human rights have an impact on the development of a country. Suggest ways by which human rights can be measured.

....

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.... [4]

(d) Study Fig. 3, which shows changes to the employment structure as a country develops, and Photographs A and B (Insert 1), which show people doing different jobs.
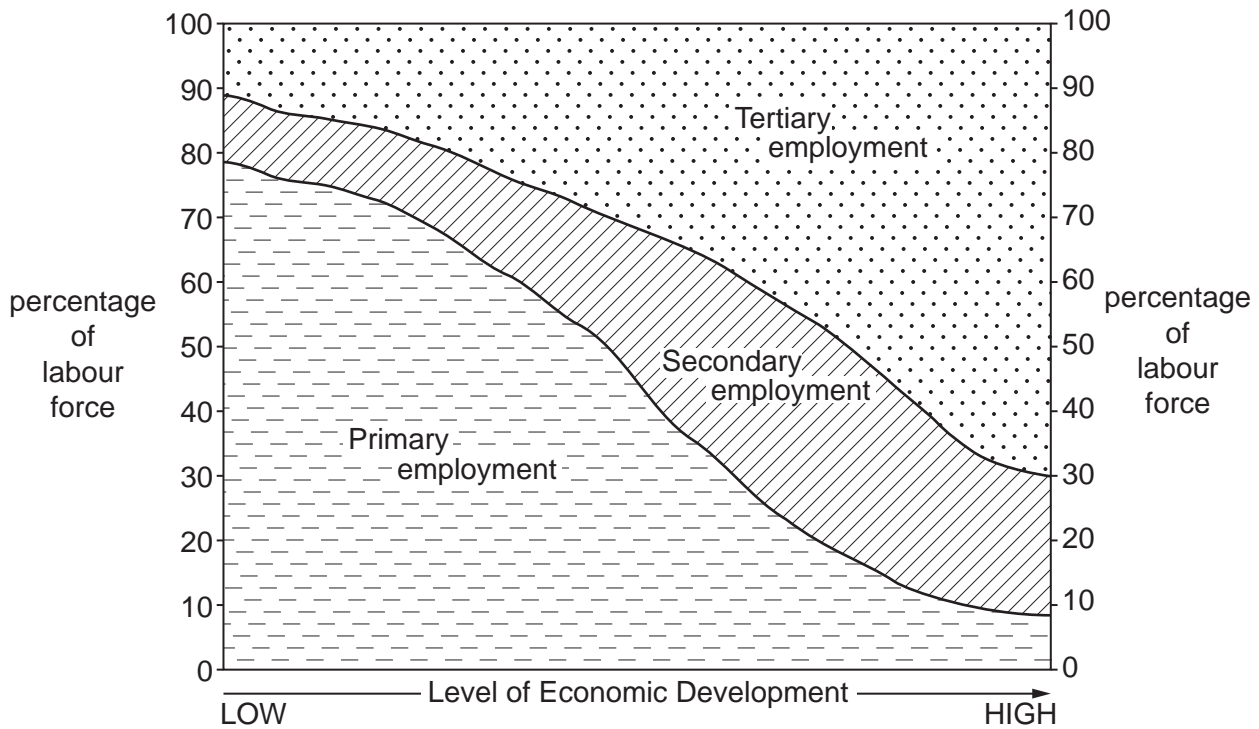

Fig. 3

(i) Identify **three** differences between the two types of jobs which are being done in Photographs A and B (Insert 1).

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.... [3]

(ii) Using evidence from Fig. 3, describe and explain the changes to the employment structure which occur as a country develops.

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.... [7]

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[Total 30 marks]

2 Study Fig. 4 (Insert 2), which shows the Millennium Development Goals.

(a) The Millennium Development Goals, to be achieved by 2015, were contained in the Millennium Declaration of September 2000. They represent the world's main development challenges.

What is meant by each of the following goals?

(i) Reduce child mortality.

....

.... [2]

(ii) Ensure environmental sustainability.

....

.... [2]

(iii) Promote gender equality and empower women.

....

.... [2]

(b) Study Fig. 5 (Insert 2), which shows the percentage of children completing primary education in different parts of the world.

Millennium Development Goal 2 is to 'achieve universal primary education'. If this is achieved all children should complete their primary education by 2015.

What conclusions can be drawn from Fig. 5 about Goal 2 being achieved in different parts of the world?

....

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....

....

.... [3]

(c) Study Fig. 6 (Insert 2), which shows an extract from a website about the education of girls in developing countries.

    (i) Using only information from Fig. 6, **in your own words** give **three** reasons why a higher percentage of boys than girls attend school in developing countries.

        ....

        ....

        ....

        ....

        ....

        .... [3]

    (ii) Explain why it is important for girls to be educated in developing countries.

        ....

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        ....

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        ....

        .... [4]

(d) Study Fig. 7 (Insert 2), which is an extract from a website about the education of girls in Balizenda, Ethiopia, North East Africa.

Balizenda Primary School faces the challenge of encouraging more girls to complete their education. Money is available from international aid donations and you have to consider the following options.

Option A
Make primary education free of charge.

Option B
Recruit more female teachers.

Option C
Organise a series of meetings for parents to explain the importance of education for girls.

Option D
Connect the school to a piped water supply.

Option E
Revise textbooks and make them more suitable for both boys and girls.

(i) Which **two** options do you think are most likely to encourage more girls to complete their education? Give reasons for your choices.

[6]

(ii) Choose **one** of the options which you have rejected. Explain why you do not think this option will be successful. [3]

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.... [3]

[Total 25 marks]

3 Study Fig. 8 (Insert 2), which is about a survey carried out in Burkina Faso (a country in west Africa).

(a) (i) Suggest **one** reason why a pilot study was carried out.

....

.... [1]

(ii) Give **one** other method which could have been used to choose the eight villages in Burkina Faso for the survey.
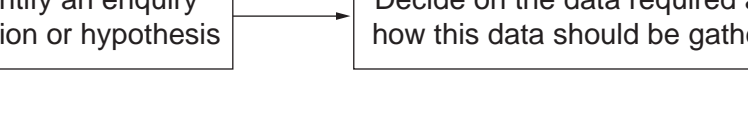
.... [1]

(iii) Describe **one** advantage and **one** disadvantage of the sampling method used to select students to complete questionnaires.

....

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....

.... [2]

(b) Study Figs 9A and 9B (Insert 2), which show selected results of the survey.

    (i) Using the graph paper provided, present the data shown in Fig. 9A using a suitable method.

    (ii) What conclusion can you draw from Figs 9A and 9B about the impact of village libraries on literacy levels? Refer to statistics to support your conclusion.

[4]

(c) Study Fig. 10 (Insert 2), which shows three students who are planning research enquiries on literacy in their local communities.

(i) The sequence of enquiry shown below is a useful way to organise research.

| Indentify an enquiry question or hypothesis | → | Decide on the data required and how this data should be gathered |

| Present and analyse the data | ← | Collect and record data |

| Report the conclusions and evaluate the enquiry |

Choose **one** of students A, B or C from Fig. 10 and write down the letter of that student. Describe how the research enquiry could be carried out. Use the ideas in the sequence of enquiry to organise your answer.

Student letter:

[8]

(ii) Describe and explain any difficulties which you think the student you have chosen might have in carrying out this enquiry.

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.... [6]

[Total 25 marks]

16

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DEVELOPMENT STUDIES   **0453/02**

Paper 2   **For Examination from 2010**

SPECIMEN INSERT 1

2 hours

READ THESE INSTRUCTIONS FIRST

This Insert contains Photographs A and B for Question **1 (d)**

This document consists of **2** printed pages.

[Turn over

People doing different jobs

Photograph A for Question 1 (d)

Photograph B for Question 1 (d)

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DEVELOPMENT STUDIES	**0453/02**
Paper 2	**For Examination from 2010**
SPECIMEN INSERT 2	
	2 hours

READ THESE INSTRUCTIONS FIRST

This Insert contains Figs. 4, 5, 6, 7, 8, 9A, 9B and 10 for Questions **2** and **3**.
Anything the candidate writes on this Insert will not be marked.

This document consists of **6** printed pages.
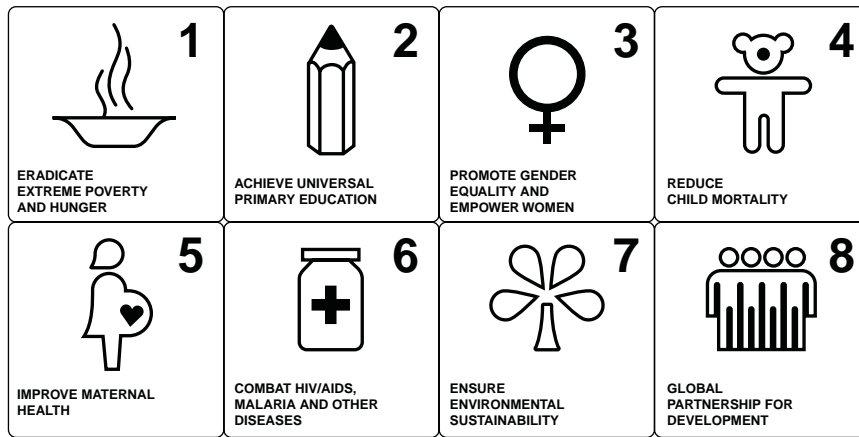
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The Millennium Development Goals

1 ERADICATE EXTREME POVERTY AND HUNGER	2 ACHIEVE UNIVERSAL PRIMARY EDUCATION	3 PROMOTE GENDER EQUALITY AND EMPOWER WOMEN	4 REDUCE CHILD MORTALITY
5 IMPROVE MATERNAL HEALTH	6 COMBAT HIV/AIDS, MALARIA AND OTHER DISEASES	7 ENSURE ENVIRONMENTAL SUSTAINABILITY	8 GLOBAL PARTNERSHIP FOR DEVELOPMENT

Fig. 4

The percentage of children completing primary education in different parts of the world
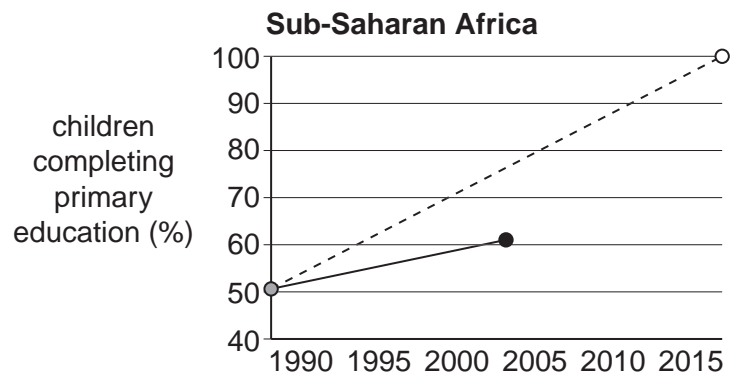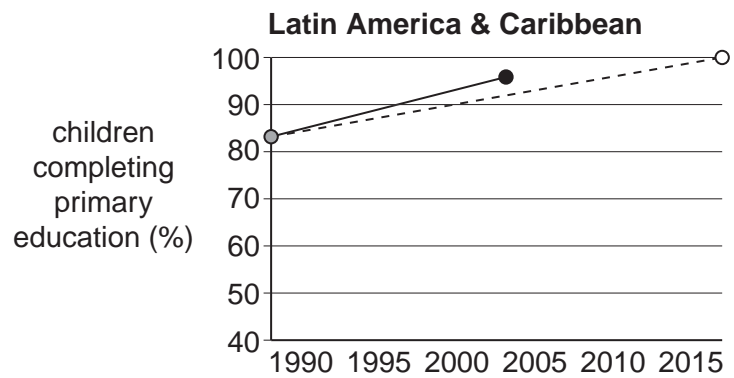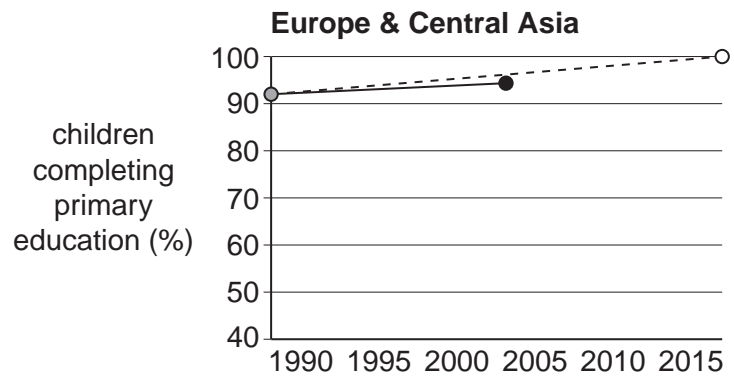
Fig. 5

An extract from a website about the education of girls in developing contries

> **When girls go missing from the classroom**
>
> Girls still account for over 60% of the estimated 113 million out-of-school children and most live in sub-Saharan Africa and South Asia. Girls are sometimes taken for marriage when they are no more than eight years old. In some west African countries they are sold by poor, rural families to work as domestic servants in the big cities and sexual violence and abuse can prevent girls from going to school. In Afghanistan, they were barred from school under the Taliban regime. In many countries a lot of girls are dropping out of school or not being sent at all because of the poverty of parents. Traditional cultural attitudes are still very strong, especially in rural areas, where girls work in the home and in the fields. The little money parents have for sending children to school is seen as too big an investment to risk on a girl. To make matters worse, HIV/AIDS is affecting a generation of young adults, and if a parent dies, girls are more likely than boys to be kept away from school to look after the family.

Fig. 6

An extract from a website about the education of girls in Balizenda, Ethiopia, North East Africa

> For girls in Africa, education is an uphill fight
> **By Sharon LaFraniere**   The New York Times
>
> FRIDAY, DECEMBER 23, 2005
>
> **BALIZENDA, Ethiopia** Fatimah Bamun dropped out of Balizenda Primary School in the first grade, more than three years ago, when her father refused to buy her pencils and paper. Only after teachers convinced him that his daughter showed unusual promise did he change his mind. Today Fatimah, 14, studies maths and Amharic, Ethiopia's official language, in a dirt-floored fourth-grade classroom.
> Fatimah is the only girl of the 23 students in her class, and in the school there is only one female teacher. In fact, Fatimah is one of only three girls in the school who have made it past third grade. Whether she will make it to the fifth grade is another matter. Fatimah is in a school where the nearest piped water supply is 5 km away. There is no toilet or hope of privacy other than the shadow of a bush.

Fig. 7

Information about a survey carried out in Burkina Faso (a country in west Africa)

LOCATION OF SURVEY – Rural Burkina Faso

AIM – to find out if having a village library is likely to encourage reading and improve literacy levels.
(Literacy is the ability to read and write.)

METHOD OF DATA COLLECTION – Questionnaires of students in village schools.

VILLAGES CHOSEN – the 8 closest villages with schools along the tarred road in South Western Burkina Faso. Two of the eight villages have libraries, six do not.

SAMPLE OF STUDENTS CHOSEN – All students in one class aged 14 to 16 years, in each of the 8 village schools.

TOTAL NUMBER OF RESPONSES – 496 students (67% boys and 33% girls).

PILOT STUDY – Carried out in a local school.

Fig. 8

Selected results of the survey

Average number of books read by students from villages with and without libraries

Type of village in which student lives	Average number of books read in last 30 days	Average number of books read in last year
Without a village library	1.5	6.9
With a village library	2.2	12.6

Fig. 9A

Students interviewed who use libraries and read regularly

Type of village in which student lives	Students who use a village library regularly (%)	Students who use their school library regularly (%)	Students who read library books regularly (%)
Without a village library	16	47	49
With a village library	88	33	92

Fig. 9B

Three students who are planning research enquiries on literacy in their local communities

Student A

"I want to investigate the relationship between age and literacy."

Student B

"I am planning to research the effects of gender on literacy levels."

Student C

"My enquiry is about whether literacy levels have increased in the last 10 years."

Fig. 10

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