

CONTENTS

DEVELOPMENT STUDIES	2
Paper 0453/01 Paper 1	2
Paper 0453/02 Paper 2	6
Paper 0453/04 Alternative to Coursework.....	8

DEVELOPMENT STUDIES

Paper 0453/01

Paper 1

General comments

There was a mixed response to this paper and it produced a high degree of differentiation. There was plenty of opportunity for the most able candidates to demonstrate their abilities and they had obviously been well taught on the majority of issues. There were many excellent answers in which candidates demonstrated a thorough grasp of the main principles of the subject. Even the weaker candidates were able to access information from the diagrams which they then used positively. There is certainly an encouraging trend away from merely copying off the Figures to using them as stimuli for lateral thinking.

The weaker candidates continue to write brief lists of undeveloped ideas, but on the whole, answers are now less vague and most candidates appreciate that the number of marks for a section gives an indication of the length of answer required. A list of points is rarely acceptable and candidates should always endeavour to expand each point.

Nearly all candidates answered their four questions in numerical order and there was little evidence of any attempt to evaluate questions before answering them. Candidates are advised to read through the whole paper before they begin their answers in order to tackle their best-known topics first. Perhaps of even greater importance, is the need to read through the whole of the question before a decision is made. Sometimes the early sections may look 'easy' but then the candidate finds he/she cannot do the later parts. This happened in **Question 4**.

There were fewer rubric errors this year, although there should be none at all. All answers were legible and the Centre and Candidate Numbers were clearly marked. Some Centres had stapled the answer pages together in the wrong order which was most annoying.

Comments on specific questions

Section A

Question 1

- (a) Many candidates concentrated their answers on the fact that the contents of Fig. 1 were 'lacking', i.e. lack of education. Unless an answer like this is developed it is not possible to gain credit. Why does a lack of education cause rural poverty? The candidate needs to follow the argument through. Similarly 'lack of health care' is a cause of rural poverty because it may mean the farmers are too ill to work and so cannot produce any crops. Several good answers included the fact that the governments concentrate their investments on the urban areas which leads to the migration of the economically active from the rural areas.
- (b)(i)(ii) Most candidates were able to describe a farmers' co-operative correctly but could not give three ways it can help farmers to grow better crops. The sharing of ideas was well understood and worth credit but many thought that farmers share the land and profits. The fact that the group has a greater purchasing power and so can obtain discounts on fertilisers, etc. was not well explained. Neither was the fact that the farmers can join together to buy an expensive machine which they can then share. Statements such as 'give them seeds', 'provide equipment' were common answers. Also, 'teach them about new farming methods' was not worth credit. Who is doing the teaching? Those candidates who stated that the co-operative could afford to hire experts or could arrange professional advice for its members showed understanding of the role of these organisations. A few candidates stated that the savings obtained from bulk buying could be used to help purchase hybrid seeds.
- (c) The idea of 'credit' is well understood.

- (d) Candidates in a number of Centres do not understand the term 'livestock'. It is a term used to describe farm animals bred for their meat or milk. A common misconception was that extension services provide additional land and there is therefore more land to graze on. Again, vague statements such as 'they give them food' are not worth a mark. Several candidates answered this in great detail and had been well taught about what these services offer. They developed the idea of breeding programmes to include discussions about artificial insemination and cross-breeding to improve stock quality.
- (e) There were many good answers here with candidates going further than just stating the importance of water for irrigating crops. The idea that better water supplies would reduce disease and hence enable the farmer to work on the land was valid, as was the suggestion that they would improve soil structure and thereby help reduce erosion. Candidates who stated that 'the supplies would be close' did not go far enough to gain credit, as they did not explain why this would help farming. It was necessary to add that this would save time/energy for other work.
- (f) Most candidates scored a mark for stating that the goods could get to market fresher and so would earn more money as they would be of better quality. Some considered the fact that good transport would help prevent breakages in the case of taking eggs to market. Just 'to get goods to market' was not sufficient for credit.

Question 2

This question was well answered. Many candidates clearly understand the meaning of the different development indicators.

- (a) Most candidates are now aware that the GNP/head is an average figure and so hides the distribution of wealth in a country. A few candidates stated that it was an estimate, which was not correct.
- (b) All answered (i) correctly, but for (ii) many candidates merely quoted the percentage of urban population in both countries or stated that the population was higher. It was the reasons behind the percentages that were needed.
- (c) The question asks candidates to use two indicators to show that health needs to improve in South Africa. All candidates could select the correct indicators from Fig. 2, but some just stated what they were and did not use them. Neither was it sufficient to just quote the relevant figures. Candidates needed to show that they understood what the Figures were showing and compare those for South Africa, with those for Country X. Good answers were those that stated 'infant mortality is ten times greater in South Africa than in Country X, which shows poor health care.' In this brief sentence, the correct indicator had been chosen and it was clear that the figure for South Africa was not only higher than that of Country X, but *much* higher. Those candidates that stated that the life expectancy was less in South Africa gained some credit, but there is no indication of how much less. Those who had calculated that it was twenty-two years lower or who stated that it was very low or much lower than Country X, showed a full understanding.
- (d) Many candidates quoted the percentage of children in primary schools and the adult literacy figures, which were not sufficient. Or they contrasted the percentage of primary school children in South Africa with those in Country X. Only a few were able to explain that there were now more children in school than there were in the past and so future levels of adult literacy would be higher.
- (e) The availability of family planning combined with the high infant mortality/death rate were the most common reasons given for the low population growth rate. Several candidates described the effects of a low growth rate in terms of a lack of manpower, but this was not what the question asked and so was not given credit.
- (f) Incorrect answers stated that the reason was a higher population. Most candidates used the GNP per head from Fig. 2 and explained that people could afford to buy televisions and computers. The best answers developed this idea to explain that the people had enough money to buy their needs and had money left over for luxuries. Some had used the urban population figures and worked out the percentage living in rural areas and then explained that a larger proportion of people in South Africa may not have access to electricity supplies. This showed good use of the data given and a thorough understanding of these issues.
- (g) This was well answered and most candidates have a good knowledge of the features of a democracy.

Question 3

- (a) Candidates were asked 'what is meant by *overseas aid*?' The italics indicated what was to be defined. So answers which stated 'aid from foreign countries' only did part of the question. Both words had to be explained.
- (b) This was well answered by all candidates who usually selected two natural disasters.
- (c)(i) Only a small number of candidates answered this correctly. They described 'grass-roots aid' as that which goes direct to communities to fund projects, which the communities decide they need the most, instead of the government making the decisions. Most answers, however, were weak and vaguely addressed the need to help the poor.
- (ii) Some candidates chose large scale multi-million projects, which were inappropriate and others discussed general improvements in health care. Good answers related to projects with which the candidates often had first hand knowledge. Housing projects for children, orphaned as a result of the AIDS epidemic, were described well as was the 'Kids for Kids' project.
- (d) Part (i) was well answered but part (ii) was more difficult. Those candidates who selected a dam building project gave good answers, but in many cases the projects chosen were similar in scale to those that had been described in part (c). All too often, the kind of aid required was lifted directly off Fig. 3, so no credit was given for 'technical equipment' or 'experts'. Those candidates who described the need for engineers and digging machines scored the marks.
- (e) Candidates were able to state two disadvantages of overseas aid, but rarely scored the two marks for the advantages of it. The advantages were often vague such as 'aid can help in a time of crisis' or 'it helps it to develop.' There was little reference to the boost given to industrial development and exports, the development of infrastructure such as piped water supplies or roads, or the creation of employment, which leads to an improvement in the standard of living. The idea that the aid often comes with 'strings attached' was well understood, as was the problem of dependency. Some good answers not only stated that interest payments would be high but that they meant that the government had less money to spend on education, etc.

Question 4

- (a) 'Conservation' was well defined in part (i) and many candidates scored full marks for the reasons why it is important to conserve forests in part (ii). The role forests play in helping to reduce global warming is appreciated, as is the fact they provide a habitat for so many species of plants and animals.
- (b) This was also well answered with three different reasons often being explained in great detail. It is encouraging to see candidates developing their answers in this way. So instead of just writing 'for fuel', many stated that in many parts of the world a growing population relies on wood for cooking and heating, as the people are too poor to afford any other source of fuel.
- (c) Some excellent answers were given here to illustrate the fact that the plants and animals depend on each other to survive. Some general answers dealt with the food chain and how different species need others to survive, and if the chain is broken the implications for the forest ecosystem can be serious. Others gave examples such as, 'animals eat the fruit on the trees and distribute the seeds in the manure'.
- (d) Most candidates realised that the research was important 'to learn the forest's way of life and what measures should be taken to protect it'.
- (e) This was the challenging part of this question. Many candidates could describe what was meant by sustainable development, in terms of using resources carefully so they could be of benefit to future generations. For example, 'meeting the needs of people now but without putting in danger the ability of future generations to meet their needs.' However, most were unable to apply this idea to the development of the forest. Answers in part (ii) consisted mainly of the idea of reforestation, although some candidates did suggest a ban on hunting. Some original ideas suggested that any tracks made through the forest must be thin, and bulldozers and other heavy machinery should not be allowed. Both these showed an understanding of the fact that development should be sympathetic and small in scale. Having defined sustainable development correctly, many candidates suggested in part (iii) that the wood should be cut and exported to earn money, which of course is not a sustainable activity. Good answers dealt with tourism and the sale of fruit products. Developing this answer to emphasise that not *all* the fruit should be taken showed excellent understanding of this concept. Unusual suggestions such as 'adopt a species' and the sale of paintings of the forest were also worthy of credit.

Question 5

- (a) This was not well answered by the majority of candidates as there was a tendency to use only the information given in Fig. 5, which showed the *benefits* of modern education rather than the features of it. However, some candidates did score the three marks by stating differences, such as the fact that modern education is taught by trained teachers rather than by parents, there are tests/qualifications, uniforms are worn, literacy and numeracy are important etc.
- (b) In part (i) the definitions of the word 'technology' were very varied, but most were worth credit. For example, 'tools to make things easier'. In part (ii), most candidates chose the computer as their example and were familiar with its importance in terms of storing information and how vital it is these days to be computer literate in the job market.
- (c) Too often, examples were not given here and so many failed to score marks. Vague answers just enlarged on the question, such as 'creates awareness of conserving the environment'. Some candidates had not read the question properly and their answers described the ways people could be educated, such as advertisements. However, several candidates are well aware of the problems posed by various types of pollution in urban areas and how educated people can tackle the problem. There were suggestions about recycling plastics and paper instead of littering the streets, which was a known health hazard, and having cars serviced if they are emitting smoke. Or better still, ride a bicycle. Boycotts of products, made in factories causing air or water pollution, were also mentioned.
- (d) Part (i) was well answered. It is well understood that educated people are more respected and have greater confidence to take an active part in a community. They have a broader outlook and a greater awareness of important issues.

However, in part (ii), the idea of 'community action' was not understood. Being employed is not community action, but many candidates concentrated their answers on the jobs educated people could get. 'Standing for mayor' was a good answer, as were the examples of community service, such as setting up literacy groups in people's homes, a lunchroom for the homeless or organising litter picks.

- (e) The value of a skilled population to the development of an economy was not understood by most candidates. The most common answers merely repeated the question – 'the economy cannot improve because the population is unskilled.' The fact that expensive foreign experts would be needed was rarely mentioned. In part (ii), many candidates stated that it would not be possible to export goods, which was correct and this was sometimes developed into a trade deficit. Others suggested correctly that the poor quality of goods meant that they could not compete in the world market.

Question 6

- (a) Both parts (i) and (ii) were answered correctly by almost all candidates.
- (b) This was also well answered. Most candidates are well aware of the problem of discrimination in the workplace and also of the fact that some men are reluctant to take orders from a woman. The fact that women have been less educated due to their traditional role as homemakers and their lack of self confidence were also given as explanations.
- (c) In part (i), most were able to score one mark by stating that democratic governments give equal rights to women. *Democratic* governments also want to make sure that all the country's population are well represented and several candidates recognised this slant to the question and stated that 'women need to be involved in decisions that affect women', or 'some decisions in government are related to women so it is better if women say their point of view'. The most common answers in part (ii) were 'give them equal rights' or 'educate women'. Ways to increase the number of women in government need to go further than this. 'Encourage them to take part' was also a weak answer – how could they be encouraged? Better suggestions worthy of credit were 'provide funds to finance their election campaign' and 'change attitudes to women by a women's value campaign'.

- (d) Generally, the interpretation of the chart in Fig. 6 was good. Many candidates recognised that while women, as a percentage of all professional workers, was fair, the situation in managerial and government positions was not. Some quoted the statistics for individual countries accurately or else correct generalisations were made, such as 'in all the countries women form less than twelve percent of all government workers.' Care needed to be taken with the precise wording of the answer because 'sixty-two percent of women are professional workers in Brazil' is not correct. The chart is showing that of the total professional workers in Brazil, sixty-two percent are women and therefore, thirty-eight percent are men. A large number of candidates were under the impression that in say Germany, forty-nine percent of women were professionals, twenty-five percent were managers, and seven percent were government workers. This would mean that over eighty percent of German women were employed in these three types of job. It was easy to identify whether the candidate was male or female from what was written. There were many instances of derogatory comments about the ability of women to undertake certain jobs from male candidates.

Paper 0453/02

Paper 2

General comments

Once again, it is pleasing to report a generally high standard was achieved in this paper. Most candidates had a strong command of both the subject and the English language, being able to answer in detail even when a very short answer would have sufficed. All candidates should take careful note of the command words in a question as many wasted time by adding explanations when only descriptions were required. This is an important examination technique to learn in order to be able to answer the specific question posed. Weaker candidates failed to develop a number of detailed points when the question was worth three or more marks and thus often limited their mark to only one. A minority found the language difficult and even resorted to their own language which gained them no credit.

Comments on specific questions

Question 1

This question tended to gain higher marks than **Question 2**, although there was not a large differential between the two this year. Candidates found all parts accessible, but some failed to develop their answers sufficiently.

- (a)(i) Correct.
- (ii) Mostly correct with some answers too high or too low - 30 years was not allowed.
- (iii) The majority scored two out of three and failed to notice the general point that women in all countries live longer than men. The comparison was clearly given and figures used to support the answer.
- (iv) Well answered using a comprehensive list of reasons with many in depth answers. Three different reasons were required and three marks could not be obtained for a detailed account of the problems of hospitals and doctors. A range of answers was needed. When mentioning education, strong candidates were aware of the link of education to health which gained them credit, while just saying 'they are more educated' did not score.
- (b)(i) Correct.
- (ii) Correct, although a few candidates just put 'you cannot buy enough food' when it was the correct/nutritional/good food that was required. Many mentioned buying medicines, health care etc. which was clearly correct.
- (iii) Well answered with some very detailed accounts of solving cholera, diarrhoea, etc. and simple answers for measles, etc., of vaccination. It should be noted that there is no vaccination for chickenpox.

- (iv) Good detailed responses to this question, although there was a tendency to dwell on hygiene/care of children at the expense of other issues such as nutrition, birth control, understanding about AIDS etc.
 - (v) Marks were lost due to a lot of repetition from the previous question. Candidates should try to find other points to make, which included the issue of lack of maternity care, abortion/alcohol abuse, frequent births leaving the mother weak, early marriage/pregnancy. However, answers were usually extended and most candidates scored well over the two questions.
- (c)(i) A clear answer was given.
- (ii) Most gave the simple answer of malnutrition although some chose other deficiency diseases.
 - (iii) Good knowledge was evident in the answers with only a minority confusing the types or not choosing two types.
 - (iv) Well written answers were given often scoring all three marks. Some candidates wrote at length including material about food types as well as other issues. This was unnecessary, time consuming and they should be aware of the need to answer the specific question asked.
- (d)(i) Mostly correct.
- (ii) All gained some credit but more often two out of three marks. Poverty was commonly cited with the strong candidates considering the issues of government favouring cities, city dwellers having more political pressure and the dispersal/inaccessibility of rural inhabitants.
 - (iii) Candidates realised that this question was worth six marks and wrote at great length with much detailed knowledge on water-borne pests and diseases. However, marks were lost for not considering how people picked up these diseases and the issues such as spending time collecting clean water leading to tiredness, lack of time for other activities, etc.

Question 2

Traditionally candidates have found questions on production more testing and it was good to note that most candidates had a moderate to strong command of this material. However, a few Centres had not prepared candidates in the production process material, especially specialist terms and thus, for whole Centres marks were lost in the early part of this question. Aspects of multinational companies were well known.

- (a)(i) Most gained some credit but many were not clear as to the meaning of 'land' resources. A common error was to mention farming instead of the resources produced such as crops or animal products. The same applied to mining, fishing, etc. Fossil fuels in general or named gained only one mark.
 - (ii) Mostly correct.
 - (iii) Mostly correct. A simple answer of 'production being faster and increased in quantity' was sufficient.
 - (iv) Most understood the term, but some gave examples from farming such as a tractor, when the question specifically asked for an example from factory production.
 - (v) Mostly correct with some thinking it was only the marketing/selling of a product, not the overall organisation of production.
 - (vi) Good knowledge sometimes failed to gain credit because candidates did not compare each point. Most tried to compare, but in writing a paragraph about each did not make clear comparisons for the two methods which lost credit. In order to compare words such as, 'more' 'less' can be used or 'er' words such as 'larger', 'slower'. If these are not used then a clear sentence is required such as, 'craft production uses simple technology whereas in factories it is complex'. A minority of candidates did not understand the terms and compared farm products to factory products.
- (b)(i) Mostly correct, although a minority of candidates used the word 'companies' instead of country.
- (ii) Correct.

- (iii) This was another comparison question and needed the type of response mentioned in (a)(vi). There was a tendency to give explanations when the question only asked for a description. Figures were quoted for both without any comparison and thus gained no credit. A simple answer such as the service percent in Japan is much higher than Ghana, was sufficient for one mark and similar answers were required for the other two marks.
 - (iv) Many only scored one mark here, failing to realise the issue of demand created by a high standard of living. Thus there is a demand for education, medical services, entertainment, transport, personal services, etc. It was this range of demand that the question was looking to identify along with the ability to pay for such services.
- (c)(i) The important word here was cycle. Many failed to explain the cyclical nature of expansion and thus gained no credit. The idea of a continuous circle was required.
- (ii) Most achieved one mark but failed to add to the idea of more profit or efficiency. Such ideas of greater quantity or better quality were wanted.
 - (iii) Types of infrastructure seemed to confuse candidates who frequently wrote about labour and capital or just gave details of one type, usually transport by mentioning road, rail and port details. Waste disposal, power, banking, etc were alternative answers.
 - (iv) Usually correct with a variety of projects. One or two were not suitable for small business individuals such as, a large construction company employing many people. However, the majority cited a small scheme such as a shop and financed it with a bank loan.
- (d)(i) Correct.
- (ii) At least two reasons were well known, mostly relating to employment and taxes. There was still a tendency among weaker candidates to use phrases such as 'to develop', which gain no credit being too vague.
 - (iii) Good answers, mainly concentrating on low pay, taking profits abroad and damage to the environment.

Paper 0453/04

Alternative to Coursework

General comments

As always, there was considerable variation between Centres and individual candidates, in response to this examination. When considering the full cohort of candidates, the examination discriminated very well, with the entire mark range being achieved by candidates. The most able and well prepared candidates were able to tackle all parts with confidence, producing high quality responses to all sections, showing an excellent understanding of how to carry out an investigation and appreciation of the issues involved in the example used.

The focus of the paper was on research into educational provision and was based on an actual piece of coursework carried out by a candidate from Tanzania. It centred largely on the theme of collecting data by interview and choosing a representative sample, along with the presentation and analysis of data. It must be stressed yet again that those candidates who have been directly involved with such exercises, albeit simple and classroom based, are always likely to be better prepared for such tasks than those who have not. As has been stated in previous reports on this component, simple research work undertaken in the school or community, involving planning, sampling, data collection, presentation and analysis, should form an integral practical aspect of the preparation for this examination.

This examination followed the format which has now become well established. Initially, candidates were asked questions on data collected in the village community of Kindwitwi, in the Rufiji district of Tanzania. This involved questions testing knowledge of basic research techniques, such as interviewing and sampling, along with questions which involved the presentation and analysis of data collected. Candidates were then asked to consider the problems that traditional attitudes towards girls caused for their education, as shown in an item of secondary source material - a newspaper article. Development Studies candidates should be able to identify problems and take part in small scale practical issues related to development. Here, in addition to identifying the causes of a lack of education for girls, candidates were asked to suggest practical solutions which could be used to encourage girls to attend school for longer.

Comments on specific questions

Question 1

- (a)(i) Almost all candidates correctly identified Kindwitwi as the village where this research was carried out, although a small number gave the country, Tanzania, in error.
- (ii) The majority of candidates could score one mark for the simple idea that the purpose was to find out about the level of education, but few could express with any clarity, the link between the education provision and development possibilities for the nation. It was not acceptable to simply copy out the research question; understanding had to be shown, by rewording it in such a way as to express the purpose of asking it.
- (iii) Within some Centres, many candidates scored at least one mark, and many scored both marks by identifying the data from the Ministry of Education and the newspaper articles as secondary sources. There were, however, some Centres where candidates showed no knowledge of the difference between primary data, which has been collected by the researchers, and secondary data, which has been published by others.
- (iv) In structured interviews, the questions are the same for all people who are interviewed, the interview is pre-planned, whilst an open interview allows the interviewer to follow whatever line of questioning is suited to individual respondents. This question proved challenging to candidates and there were many misconceptions. Some simply confused interviews with questionnaires. Both open and structured interviews involve face-to-face oral communication, and so the idea of written responses was irrelevant. Some candidates focused their entire answers on specific details from Fig. 1, suggesting that an interview was either structured or open, according to who it was conducted with (i.e. structured for adults and open for children), whilst others suggested that open interviews were carried out outdoors whilst structured ones were carried out inside.
- (v) Surprisingly, this question was poorly answered by many candidates, as they identified general advantages of interviews, rather than considering that many children cannot read or write well enough to complete a questionnaire. Some stated that questionnaires would be difficult for children to understand, but did not make the reason explicit, whilst others referred to language difficulties which could be a problem in carrying out, both interviews and questionnaires.
- (b)(i) This question was based on Figs. 2a and 2b, interviews with the village administrator and a teacher in Kindwitwi. In making their decisions about which were good and bad questions to ask in the interviews, candidates needed to consider the value of the question asked in terms of the aim of the research, which was to consider educational provision. Therefore, any of the questions asked of the village administrator could have been considered good; the explanation being that they were all relevant to the aim of the research. Similarly, the final three questions asked of the teacher were relevant when considering educational provision. In contrast, some questions asked of the teacher, such as 'Why is education important?' and 'Are students attentive in class?', were unlikely to provide any relevant information, hence, of little use in this piece of research.
- (ii) Many candidates could select a good question, but could not generally relate the question back to the purpose of the research. Some candidates copied the answer given to the question in the interview transcript rather than explaining why it was a good question, though perceptive candidates were able to clearly justify their choice of question. The most common wrong response was 'Why is education important?', as candidates seemed attracted by its positive outlook, but could not see that it told us nothing about educational provision.

- (iii) Where candidates scored one for the choice of an appropriate poor question, they often criticised the answer given in the transcript, rather than the lack of relevance or clarity for the purpose of the enquiry. It would appear that the expectation of having to memorise information from a board with liberal use of punishment, struck a chord with many candidates! Some chose questions which clearly had produced information which was relevant, missing the point when they justified their choice by reference to the inadequacy of the education provided, which was reflected in the answer given by the interviewee.
- (c)(i) This question focused on the need to sample, rather than interviewing the whole of a population, and the way in which a representative sample could be chosen. Whilst it differentiated well, there were relatively few candidates who scored high marks in total on this question, and much evidence, from candidates in many Centres, that the issue of sampling had been given little consideration in their preparation. Sampling is vital in any research enquiry and simple sampling exercises can be carried out in a practical way with candidates in class to illustrate random, systematic and stratified samples.
- (ii) Correct responses dealt with the practical difficulties, including cost or time constraints, of surveying the whole population, but many wrongly referred to the incorrect idea of getting more information or more representative information from a sample, which simply repeated the question stem, or merely defined the word 'sample', rather than answering the question set.
- (iii) Correct responses focused on the fact that whichever method chosen, A, B, C or D would miss large sections of the population and so not be representative, but few candidates could develop in any detail why this was, in order to earn full marks. For example, method A (interviewing every parent taking a child to school on each morning of the week) would be unsuitable, as it would not enable interviews with parents of older children who do not need to be taken to school, or parents of those children who do not attend school. It would therefore be unrepresentative, on the assumption that parents taking children to school may have different attitudes to education from those who do not. In addition, the method is likely to produce an inappropriate gender balance as many people interviewed are likely to be women. Candidates should always strive to develop their answers, making as many points as possible where there are several marks available.
- A common misinterpretation was to focus on the practical problems of collecting the data (e.g. time-consuming) which was irrelevant to the question.
- (iv) Descriptions of alternative methods of data collection, such as observation and questionnaires, were quite common rather than referring to a method of sampling; it was surprising how many candidates suggested that all parents should be interviewed, despite the question clearly asking how a representative sample could be chosen. Many suggested asking alternative groups such as, teachers or candidates, despite the question stems emphasis on a representative sample of parents. The better answers referred to sampling methods such as, random, systematic and stratified, and were able to justify them in relation to choosing a sample which is representative of all parents. However, many candidates chose to write about another of the 'poor' methods from the table, in spite of the bold highlighting of the word 'good' and the advice given not to choose any of the methods A to D. As always, candidates should be advised to read questions and their stems carefully and act on them, in order to avoid careless errors of this type.
- (d)(i) This differentiated well. Well constructed bar graphs or divided rectangles scored maximum marks, providing they were drawn to an appropriate scale, with axes labelled, and data indicating actual and required supplies accurately plotted and referenced. The most frequent errors made by candidates who chose one of these methods, were poor numbering of the vertical scale and/or no indication of what the figures on the axis showed. Other major errors generally arose from poor choice of graph type, such as line graphs, which show change over time, and pie charts, which show relative proportions rather than total amounts. Some candidates even combined elements of bar charts with other types of graph, or simply copied the table given in Fig. 3. Others merely described its contents in written form, regardless of the instruction to draw a suitable method.
- (ii) Most candidates scored one mark for identifying the deficiency of provision, but only a few could quantify this in any appropriate way (e.g. they only have half the classrooms they need) other than by simply copying the figures out. Perceptive candidates were able to explain the shortage in terms of lack of funding, although a few, in contrast, tried to argue that Tanzania's schools were well-resourced.

Question 2

- (a) This question was well answered by most candidates who were able to understand the newspaper article and use their own words to suggest why many girls in the Igunga District were not being educated. Clearly, the focus was on the traditional attitudes of many poor parents who, rather than valuing education and sending their daughters to school, force them to marry, in order to benefit from the payment of a dowry. Those who dropped marks did so either because they copied directly from the article or gave ideas which were not derived from it, such as pregnancy or carrying out jobs in the house or on the farm.
- (b) This question differentiated well, with the strongest candidates scoring between four and six of the available marks. It should be stressed here that the emphasis was on practical suggestions to encourage girls to attend school for longer. Too many ignored the evidence in Fig. 4 that it was the parents who bear the greatest responsibility, and wrote at length imploring girls to continue with their education (by simply listing the benefits of education), in order to become the leaders of the nation, and fulfil their own potential. Whilst there were many irrelevant responses about sex education and literacy, the well prepared candidates were able to suggest the need for government intervention, such as laws on compulsory education and bans on early marriage, together with strict enforcement. Other well thought out ideas included, making education free (for girls) or the provision of grants for the purchase of books, uniforms or the payment of school fees to those in financial need. Practical suggestions were also made, which would go some way towards convincing parents of the importance of education (e.g. village meetings, media propaganda).