

CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

**DEVELOPMENT STUDIES**

**0453/01**

Paper 1

October/November 2003

Additional Materials: Answer Booklet/Paper

**2 hours**

**READ THESE INSTRUCTIONS FIRST**

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.  
Write your Centre Number, candidate number and name on all the work you hand in.  
Write in dark blue or black pen on both sides of the paper.  
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 any **four** questions.

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 7 printed pages and 1 blank page.



1 Fig. 1 shows some of the ways to help solve rural poverty.

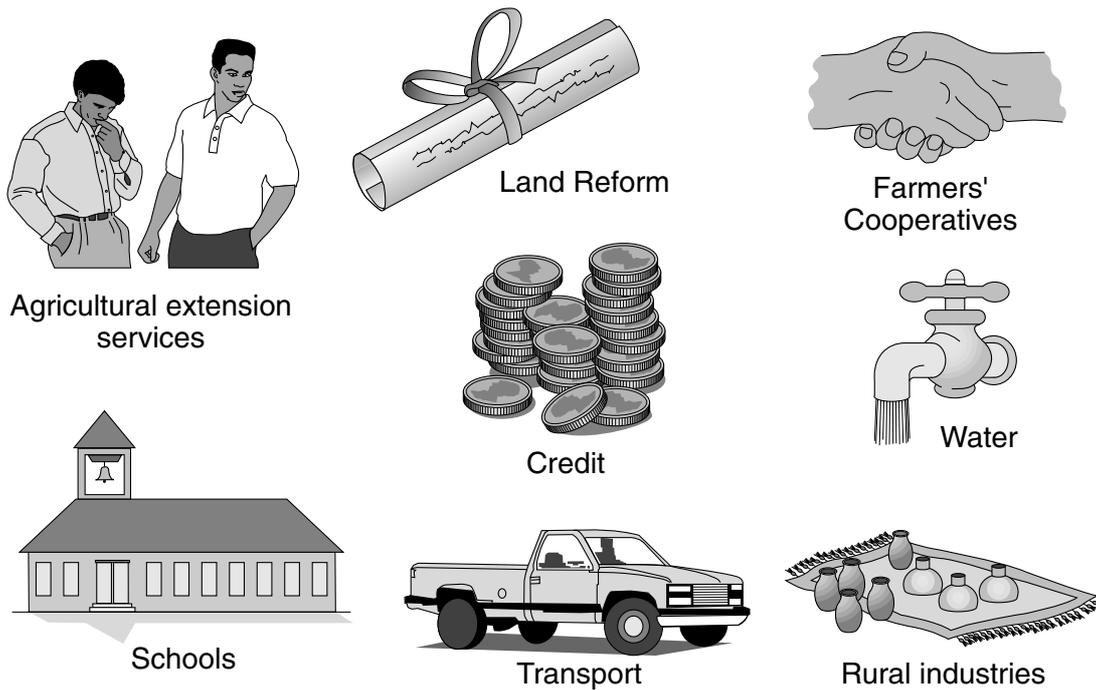


Fig. 1

- (a) Suggest **three** reasons for rural poverty in developing countries. [3]
- (b) (i) Describe a farmers' cooperative. [1]  
(ii) Give **three** ways that cooperatives can help farmers to grow better crops. [3]
- (c) What is meant by *credit*? [1]
- (d) How might agricultural extension services help to improve livestock farming? [3]
- (e) Describe **two** ways by which better water supplies will help to improve **farming**. [2]
- (f) Give **two** reasons why good transport is essential for the improvement of farm income. [2]

[15 marks]

2 Fig. 2 shows development indicators about the Republic of South Africa and Country X.

Indicators	South Africa	Country X
Total population (millions)	39.4	60
GNP per head (US\$)	3310	21410
Urban population (%)	50	90
Life expectancy (years)	55	77
Infant mortality (per 1000)	60	6
Population growth rate (%)	0.6	0.1
Adult literacy (%)	84	99
% children in primary education	99	99
TVs per 1000 people	125	645
Computers per 1000 people	47	263
Daily calorie intake per head	2990	3250
Doctors per 100 000 people	59	170

Fig. 2

- (a) Why is GNP per head not a very good measure of the standard of living of a country's population? [1]
- (b) (i) Which country is more urbanised, South Africa or Country X? [1]  
(ii) Why is one more urbanised than the other? [1]
- (c) Use **two** indicators for both South Africa and Country X to show that the health of the population of South Africa needs to improve. [4]
- (d) Show, using statistics from Fig.2, that education in South Africa is improving. [1]
- (e) Suggest **two** reasons why the population growth rate of South Africa is very low for a country that is still developing. [2]
- (f) Suggest **two** reasons why Country X has far more televisions and computers per head of population than South Africa. [2]
- (g) South Africa is a democratic republic. Describe **three** features of a democracy. [3]

[15 marks]

3 Fig. 3 shows different kinds of overseas aid.

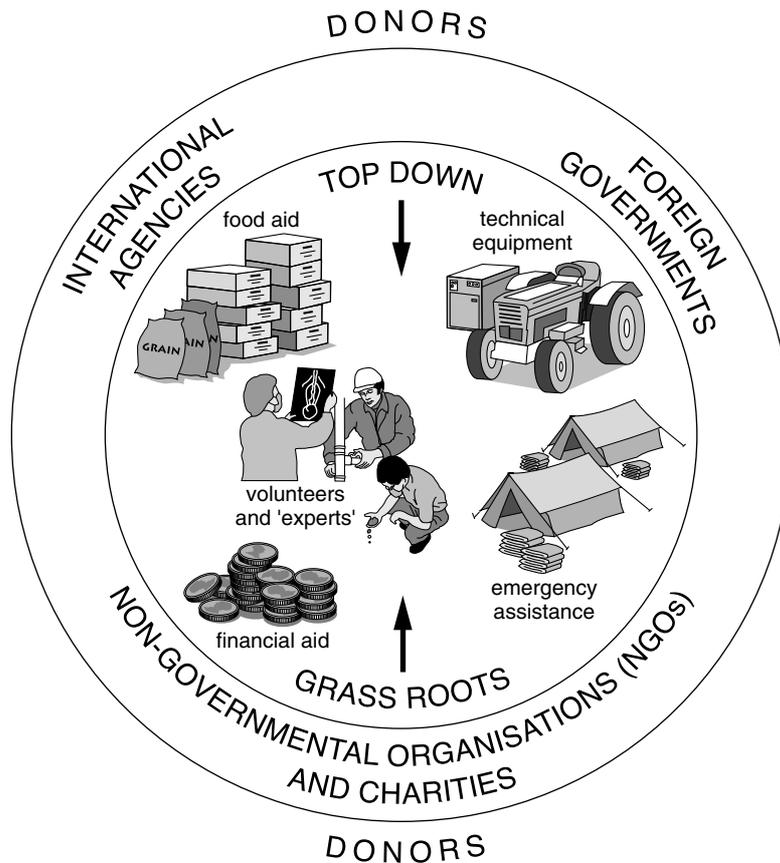


Fig. 3

- (a) What is meant by *overseas aid*? [1]
- (b) Suggest **two** reasons why a country might need emergency assistance. [2]
- (c) (i) Why is aid given by NGOs and charities often described as “grass-roots” or “bottom-up” aid? [1]
- (ii) Describe fully an aid project that a charity or NGO supports or might support in your own country. [2]
- (d) (i) Which type of donor shown in Fig. 3 is likely to give aid for a large multi-million dollar project? [1]
- (ii) Suggest a multi-million dollar project which would attract overseas aid and explain fully what kind of aid would be required. [4]
- (e) Suggest **two** advantages and **two** disadvantages of overseas aid for the country which receives it. [4]

[15 marks]

- 4 Iwokrama project in Guyana, South America, is the site of the International Centre for Rainforest Conservation and Development. Fig. 4 shows a picture of the Iwokrama Forest and information about what is being protected.



**Fig.4**

- (a) (i) What is meant by *conservation*? [1]  
 (ii) Give **three** reasons why it is important to conserve forests. [3]
- (b) Give **three** reasons why the world's forests are being removed at a rapid rate. [3]
- (c) Why is conserving a large variety of plants and animals important to the survival of the forest? [1]
- (d) Very few people live in one half of the forest which is being used only for research. Suggest why this kind of research is important. [1]
- (e) The other half of the forest is being used for sustainable development.
- (i) What is meant by *sustainable development*? [1]  
 (ii) Suggest **three** rules necessary to help make the forest *sustainable*. [3]  
 (iii) Describe **two** ways in which the forest and its products could be sustained and used to earn money for the local economy. [2]

[15 marks]

## 5 Study Fig. 5.

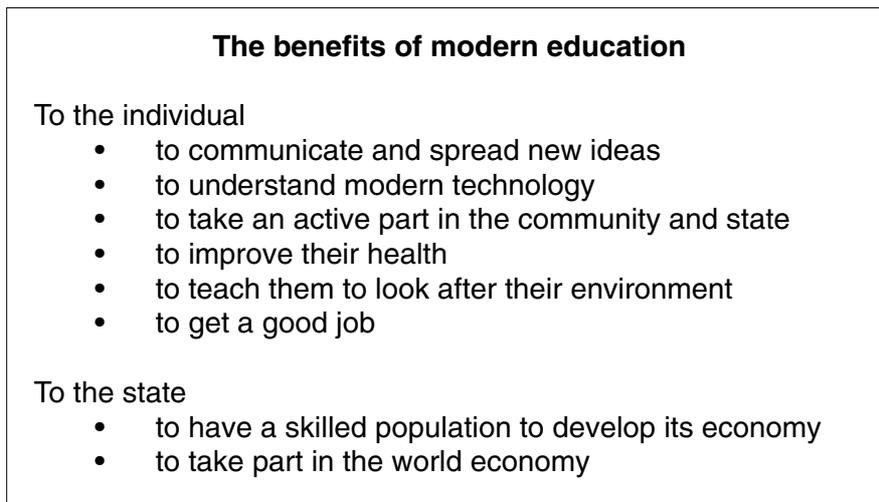


Fig. 5

- (a) Give **three** ways in which modern education differs from traditional education. [3]
- (b) (i) What is meant by *technology*? [1]
- (ii) Give an example of modern technology and why it is important for people to be able to understand its use in their everyday lives. [2]
- (c) By using examples, explain how educating people in **town and city** areas would help them to understand how to look after their urban environment. [2]
- (d) (i) Why is it easier for an educated person to take an active part in their community or state? [1]
- (ii) Suggest **two** ways in which a person can take an active part in their community or state. [2]
- (e) Why is it a problem if a country does not have a skilled population
- (i) to develop its economy, [2]
- (ii) to take part in the world economy? [2]

[15 marks]

- 6 Fig.6 shows the percentage of women in professional, managerial and government positions in selected countries.

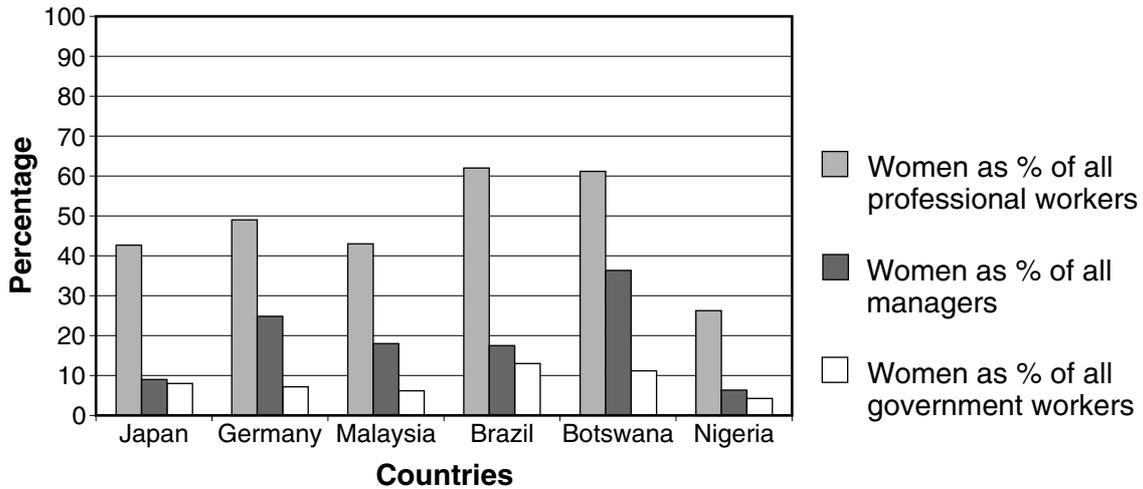


Fig.6

- (a) (i) Which country has the largest percentage of women working in professional jobs (doctors, teachers, architects, etc.)? [1]
- (ii) Name the **two** countries that have the lowest percentage of women working as managers (people in charge). [2]
- (b) Explain why so few women become
- (i) managers,
- (ii) members of government. [5]
- (c) (i) Suggest **two** reasons why most democratic governments want to increase the number of women in government. [2]
- (ii) Describe **two** ways of increasing the number of women in government. [2]
- (d) Would you say that the position of working women in the countries shown in Fig.6 is fair? Justify your answer by using some statistics from Fig. 6. [3]

[15 marks]

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