CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2014 series

0453 DEVELOPMENT STUDIES

0453/02   Paper 2, maximum raw mark 80

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2014 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

CAMBRIDGE
International Examinations

1 (a) Qualitative data
Any 2 of letters; diaries; photographs; newspaper articles; films; TV programmes; newspapers.

Primary data
Any 2 of questionnaire; interview; observation.

The following answers are insufficient:
- articles
- personal records

The following = 0:
- books
- internet   4 × 1 mark   [4]

(b) Figures produced by <u>government</u> bodies or figures produced by <u>authorities</u>;

Figures/statistics/numerical data/can be shown on a graph/numbers;

Accuracy/truth/reliability/legitimacy of the data/whether the data is trustworthy/whether the data is authentic/data without bias etc.;

The following answers are insufficient:
- valid
- quantity

The following answers = 0:
- relevance
- usefulness
- a direct copy of the second sentence from the text   3 × 1 mark   [3]

(c) Primary data is collected first hand/by the researcher/in the field/directly from respondents/ research you would do yourself;

Secondary data has been collected by someone else/desk research/is another person's interpretation of primary data/data from published work/previous reports;

The following answers are insufficient:
- second hand
- data that is not new
- data that already exists
- data that is from another source

The following answer = 0:
- examples   2 × 1 mark   [2]

(d) 1 mark each for two simple reasons lifted from resource with a further mark in each case for development.

Ideas such as:
it may not be valid/true/reliable (1) as the writer could have included biased views/as the writer could have left out vital information (1);
It may be out of date (1) as textbooks may have used figures gathered some years ago/so that data is no longer relevant (1);
It may not provide the information needed/data might be produced for a different reason (1) as much of it could be irrelevant to the issue being investigated (1);

2 × 1 + 2 development marks   [4]

[Total = 13 marks]

2 **(a)** **(i)** 60 000–75 000 (any figure within range)   1 mark   [1]

(ii) 2007 or 2006–2007   1 mark   [1]

(iii) Ideas such as:
       Greater affluence;
       Developments in transport/accessibility;
       Investments in tourism/more hotels/tourist attractions built;
       By multinationals/government;
       Development of infrastructure;
       Globalisation;
       Tourists becoming more adventurous/want to experience a new culture;
       More paid leave;
       Longer holidays;
       Decreasing relative costs;
       More advertising/information/TV;
       Political stability/less wars/safer;
       Cheaper air travel/more airports;
       More travel agencies etc.;

The following answers = 0:
• attractions of the countries
• cultures

The following answers are insufficient:
• it is cheap
• greater awareness

4 × 1 mark or development. Can develop up to maximum.   [4]

(b) **(i)** Completion of divided rectangle

1 mark each for correct plots at 32 and 70
1 mark for shading or labels

N.B.: Need to use the key. Do not accept labels. Graph should be in the correct order for full marks.   [3]

(ii) Similarity
similar amount of low skilled workers/for both medium is the highest/high skills is lowest for both;

Differences
higher percentage of high skilled females/higher percentage of medium skilled males (accept if expressed in reverse)

The following answers are insufficient:
- low skills
- high skills

N.B.: Can accept examples. Statistics on their own are not enough to gain the mark – some interpretation is required.   2 × 1 mark   [2]

(iii) Level 1 (1 to 3 marks)

Simple statements which list advantages and disadvantages of tourism as a means of development.

(e.g. brings in money, better services provided, jobs created, exploitation, low pay, loss of culture, seasonality etc.)

Level 2 (4 to 6 marks)

Developed statements which explain advantages **or** disadvantages of tourism as a means of development.

(e.g. brings in money which can be used to improve quality of life, money spent on schools will increase skills base, better health care services provided which locals can use as well as tourists, jobs created where a regular salary can be earned etc.)

Level 3 (7 to 8 marks)

Developed statements which explain advantages **and** disadvantages of tourism as a means of development.

(e.g. brings in money which can be used to improve quality of life, money spent on schools will increase skills base ensuring high quality future workforce, better health care services provided which locals can use as well as tourists, jobs created where a regular salary can be earned, workers may be exploited as pay may be low and hours long, as local people come into contact with western dress and behaviour they may neglect their own cultures/traditions;
Tourism is seasonal so there will be times of year when incomes are low/non-existent; during a recession tourists may not go on holiday therefore there could be redundancies etc.)

N.B.: Development must be of the advantage/disadvantage (impact) not cause.   [8]

[Total = 19 marks]

3 <u>Level 1</u> (1 to 3 marks)

A simple attempt to justify the choice of option, with basic points made.

<u>Level 2</u> (4 to 6 marks)

A developed justification of the choice of option backed up by reference to either advantages of chosen option **or** disadvantages of at least one of the two rejected options.

<u>Level 3</u> (7 to 9 marks)

A full answer which justifies choice of option by developed references to advantages of chosen option **and** disadvantages of the two rejected options.

N.B.:
Disadvantage of the chosen option is not relevant
Advantages of tourism (generic) are not relevant unless specific to chosen scheme
Advantages of rejected scheme are not relevant
Do not double credit opposites   [9]

[Total = 9 marks]

4 (a) (i) Physical = Photograph A/B/E
Human = Photograph C/D/F   2 × 1 mark   [2]

   (ii) Credit description as appropriate to photographs chosen. Must link to the photograph.

   The following answers = 0 (for all photographs):
   - naturalness
   - quietness
   - sightseeing
   - taking photos
   - it is beautiful
   - there are nice views
   - there is good weather
   - green/greenery
   - picnic
   - relaxation

   Photograph A:
   Beach/sand;
   Sea/ocean;
   Tropical vegetation;
   Water sports/boats/example of activity;
   Developed water idea;

   The following answers are insufficient:
   - vegetation
   - coast
   - culture
   - forest
   - trees
   - water
   - relaxing

   Photograph B:
       Waterfall;
       Trees;
       Swimming/scrambling;

   The following answer is insufficient:
   - forest

   Photograph C:
   Temple
   Statue/gods
   Art/culture/religious
   Lake

Photograph D:
Marina/port/harbour;
Sailing/boating;
Modern buildings/interesting architecture/buildings with suggestion of use;

The following answers are insufficient:
- buildings
- culture

Photograph E:
Highland/mountains/hills;
Rock outcrops;
Walking/rambling/hiking/birdwatching/botany;
<u>Variety</u> of vegetation/flowers <u>and</u> trees;

The following answers are insufficient:
- Vegetation
- Trees

Photograph F:
Windmill
Traditional/old/historic building;
Museum;

N.B.: Maximum 3 marks for any photograph.   7 × 1 mark   [7]

(b) (i) Ideas such as:
students only want to ask tourists/questionnaire is for tourists;
many people approached may be residents/not all people approached will be tourists/
local views are not relevant/answer from residents will not help them;
they do not want to waste residents' time/their own time;
adding non-tourists' responses will make results unreliable/to ensure results are valid or
relevant/no bias is introduced;

The following answer is insufficient:
- so they know if they are tourists or locals   2 × 1 mark   [2]

(ii) Ideas such as:
to illustrate differences between physical and human attractions;
to see which type of attractions are most popular/it makes it easier to compare;
both types of attraction are of interest to tourists/to give them a wider choice/so they
have a range to choose from;

The following answer is insufficient:
- It makes it quick   2 × 1 mark   [2]

(iii) Ideas such as:
majority of/most tourists come from Europe/large number from Europe;
not many/few tourists come from Oceania/South America;
most tourists come from MEDCs/few from LEDCs;
second largest from North America/large number from North America;
some tourists from every continent;
more from northern hemisphere/less from southern hemisphere;

N.B.: Statistics without interpretation = 0   2 × 1 mark   [2]

(iv) Drawing of bar graph:
Choice of scale   = 1 mark
Labelling of y-axis   = 1 mark
Labelling of all bars/key = 1 mark
Correct plotting   = 1 mark

N.B.: cannot get plotting mark if scale is not even. 1 mm = 1% or 1 mm = 2%

4 marks   [4]

(v) Drawing of pie chart:
Correct plotting = 2 marks
Labelling of segments/key = 1 mark

120 and 130 degrees = 2 marks
115–119 and 131–135 = 1 mark
Can get labelling mark if plotting is wrong as long as two segments on the pie chart.

3 marks   [3]

(vi) Natural attractions brought more tourists than built attractions;
Almost twice as many/double attracted by natural attractions/30% more
(2nd mark for interpretation of statistics) = 2   2 × 1 mark   [2]

(c) (i) Every nth person/one person every 5 minutes;
every nth house on a housing estate;
one person from each of 100 streets in a town;
one person from each of 100 workplaces in a town etc.   1 mark   [1]

(ii) One mark for method (16 × 2) + (10 × 1)
One mark for correct total (42) – must be shown in the table   2 marks   [2]

(iii) Ideas such as:
Effect is positive (reserve);
52 out of 60 answering that it was positive/52 said it was positive and 8 said it was negative;
Approx. 80%/44 more people thought it was positive;
Creation of jobs and income considered more important than all negative impacts added together etc.

The following answer is insufficient:
• 52 thought it was positive   3 × 1 mark   [3]

(iv) Ideas such as:
more vehicles/cars will be on the road/more traffic;
coaches/buses used by tourists will <u>hold up traffic</u>;
tourists may drive slowly to see scenery;
or stop to take photographs;
tourists will need to travel from airport/to hotels/to attractions;
transport of goods for hotels/shops;
people going to work in hotels/airport;
unfamiliarity with roads/traffic systems etc.

The following answers are insufficient:
- More people can afford cars
- Tourists drive badly
- A lot of tourists come to the country
- Tourists travel around   3 × 1 mark   [3]

(v) <u>Level 1</u> (1 to 2 marks)

Simple statements which identify possible methods which could be used to investigate impact of traffic congestion.
(e.g. traffic survey, count cars, interview people, carry out questionnaires, see how long it takes for journeys etc.)

<u>Level 2</u> (3 to 4 marks)

More specific or developed statements which describe one or two methods which could be used to investigate impact of traffic congestion.
(e.g. carry out a traffic survey recording vehicles heading to main tourist destinations, interview residents about how they are effected by traffic congestion)

<u>Level 3</u> (4 to 6 marks)

A comprehensive answer which uses developed statements to clearly describe a variety of methods which could be used to investigate impact of traffic congestion.
(e.g. carry out a traffic survey recording vehicles heading to main tourist destinations, interview residents about how they are effected by traffic congestion, carry out questionnaires asking people in car parks about the time taken for their journey in and out of the main tourist seasons; time vehicles over a set distance in areas where there are different numbers of tourists, observe impact of street parking in tourist hotspots etc.)

[6]

N.B.:
Don't allow development for generic advantages of the methods, must relate to the impact of traffic congestion. Accept primary or secondary methods. Reference to sampling methods is not relevant.

[Total = 39 marks]