

International General Certificate of Secondary Education
CAMBRIDGE INTERNATIONAL EXAMINATIONS
DEVELOPMENT STUDIES
PAPER 2

0453/2

OCTOBER/NOVEMBER SESSION 2002

2 hours 15 minutes

Additional materials:
Answer paper

TIME 2 hours 15 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Answer **both** questions.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [] at the end of each question or part question.

This question paper consists of 7 printed pages and 1 blank page.



- 1 (a) Study Fig. 1 which shows world figures for adult illiterates and for children not attending school in 1995.

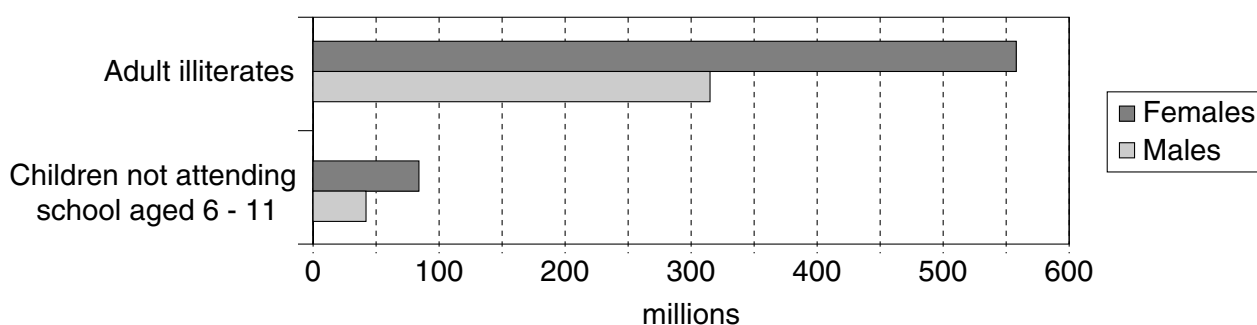


Fig. 1

- (i) How many million women in the world cannot read or write? [1]
- (ii) Describe what Fig. 1 shows about the difference in the numbers of illiterate males and females. You should refer to figures in your answer. [2]
- (iii) How does the information about children not attending school help to explain the difference between male and female literacy? [1]
- (iv) Suggest other reasons for the difference. [3]

- (b) Study Fig. 2 which shows data about selected developing countries in southern Asia.

Country	Female literacy (%)	Maternal Mortality* (per 100 000 live births)	GNP per head US\$
Nepal	14	1500	210
Bangladesh	26	850	270
Bhutan	28	1600	400
India	38	570	390
Pakistan	24	340	490
Sri Lanka	87	140	800
Maldives	93	300	1150

Fig. 2

*Maternal mortality means the number of mothers who die in childbirth.

- (i) Describe the relationship between female literacy and maternal mortality. Justify your answer by quoting figures. [2]
- (ii) Explain why countries with a low GNP per head have low levels of female literacy. [2]
- (iii) Which of the countries in Fig. 2 has a lower female literacy than you would expect from its GNP per head? [1]
- (iv) Suggest ways in which the education of women in the poorest countries in Fig. 2 might be improved. [3]

(c) Study Fig. 3 which is about women's movements in Ecuador.

Women's groups in the squatter (shanty) settlements of Quito, the capital city of Ecuador, help to provide support for poor working mothers. Women's groups have started to run day-care centres where mothers can leave their children.

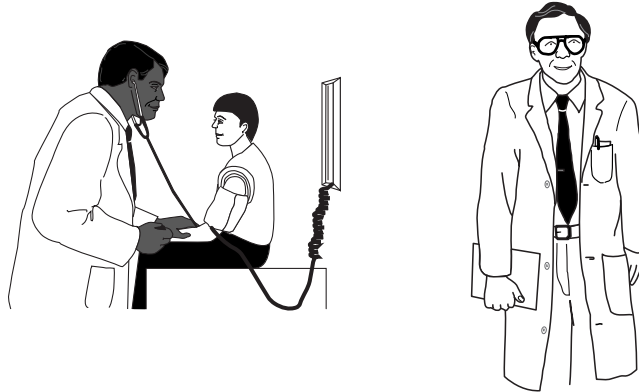
Women are teaching each other skills such as baking, sewing and book-keeping. Already they are running a café, a bakery and a small health centre. With this new found confidence and independence some of the women have started to go to local community meetings.

Fig. 3

- (i) Why is it important to provide working mothers with day-care centres for their children? [2]
- (ii) Explain why the women in these groups have gained more confidence and independence. [3]
- (iii) Suggest other ways in which women's groups might improve their **living conditions** in these squatter areas. [3]

- (d) Study Fig. 4 which shows typical pictures of people in the developing countries who are in positions of power.

Professions



Government



Business



Fig. 4

- (i) Which gender is missing from the pictures in Fig. 4? [1]
- (ii) Give **two** reasons why education is essential to people in the professions. [2]
- (iii) Give **two** reasons why women often find it very difficult to get capital to start a successful business. [2]
- (iv) There are very few women in government. What problems does this create for women? [3]
- (v) Suggest **four** ways (**not** to do with education) in which governments could help to improve the position of women. [4]

[35 marks]

- 2 (a) Study Fig. 5 which shows energy resources.

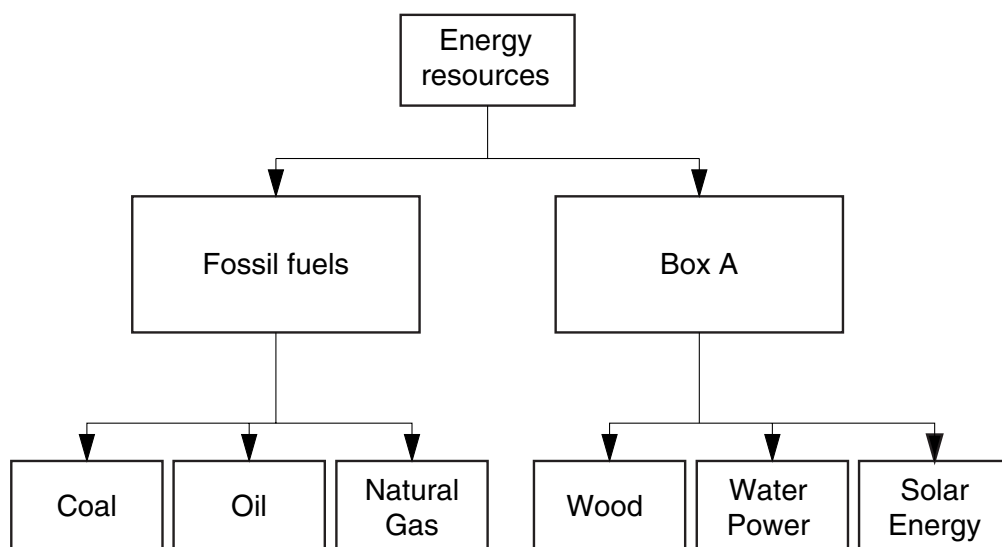


Fig. 5

- (i) Give an example of a fossil fuel. [1]
 - (ii) What label should be used for Box A? [1]
 - (iii) Give **three** reasons why it is important to conserve fossil fuels. [3]
 - (iv) Describe how fuels could be conserved for the future. [3]
 - (v) Suggest **two** reasons why large quantities of wood are used as fuel in some countries. [2]
- (b) Study Fig. 6 which shows the sources of carbon dioxide in the atmosphere as a result of human activity.

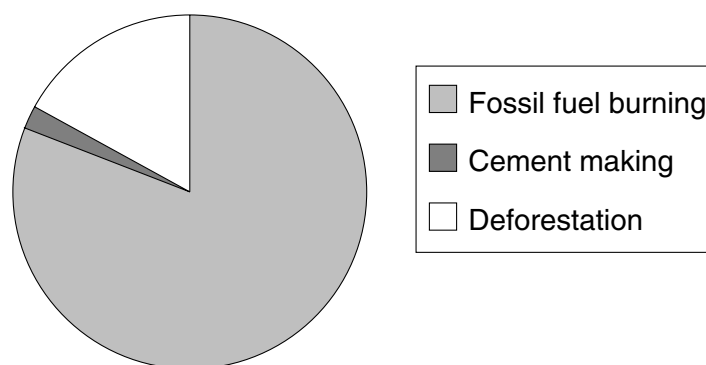


Fig. 6

- (i) Which is the major source of carbon dioxide in the atmosphere? [1]
- (ii) Give **two** ways in which deforestation increases the amount of carbon dioxide in the atmosphere. [2]

- (c) Study Fig. 7 which shows the emissions of carbon dioxide in the earth's atmosphere created by the developed and the developing countries.

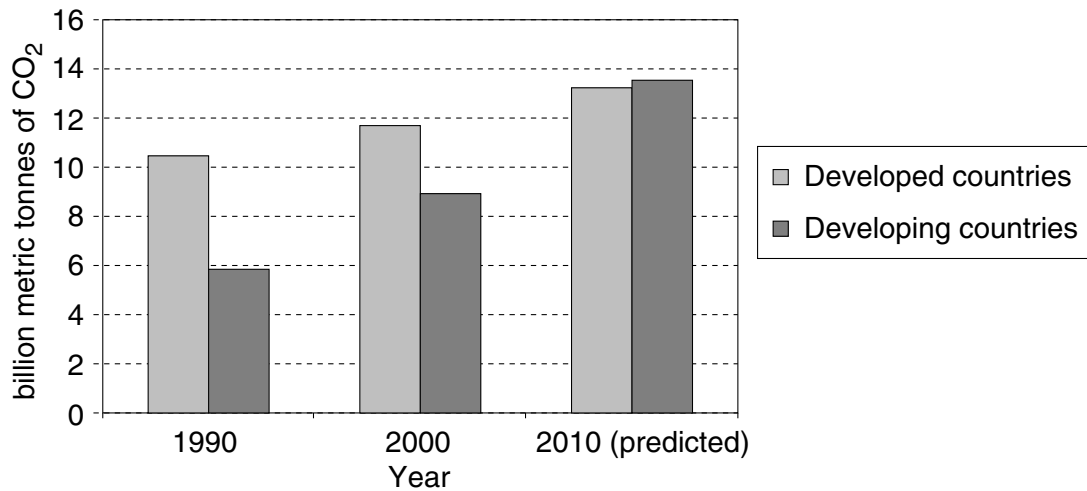


Fig. 7

- (i) By how many billion metric tonnes are the emissions of the developed countries likely to increase between the year 2000 and 2010? [1]
- (ii) Describe the changes in carbon dioxide emissions as shown in Fig 7. Use figures to support your answer. [4]
- (iii) Give reasons for the changes you have identified in (c)(ii). [5]

- (d) Study Fig. 8 which shows some of the problems created by the increase in carbon dioxide in the earth's atmosphere.

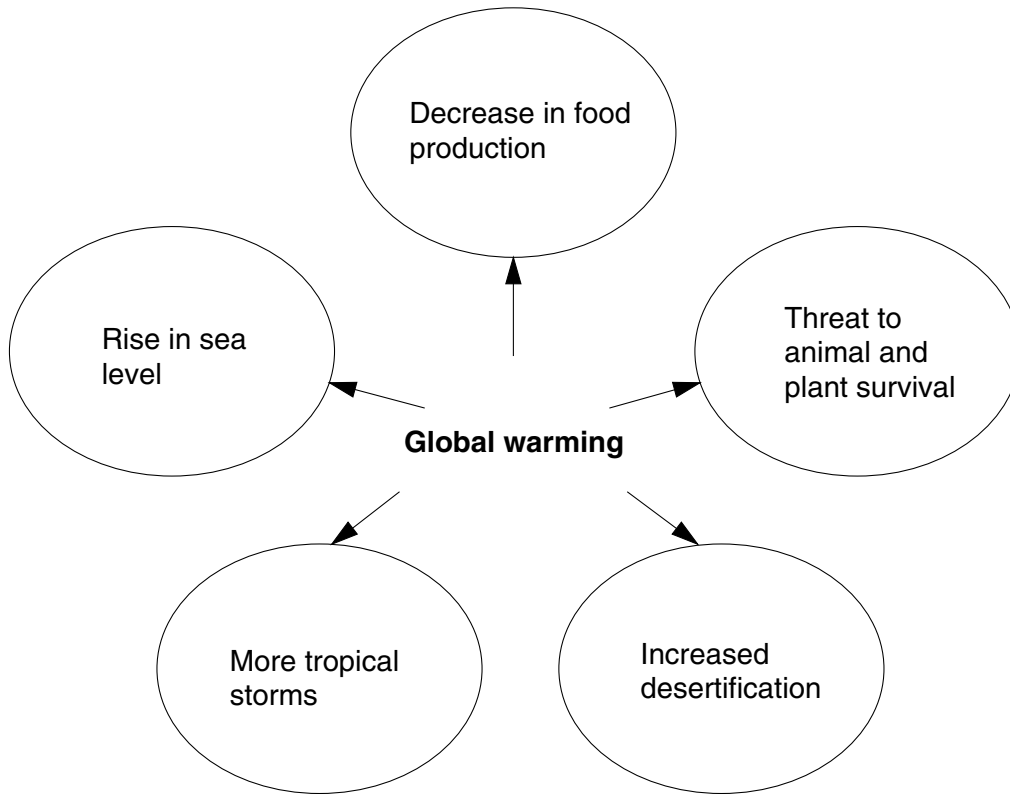


Fig. 8

- (i) What is the name given to the world wide process which is a result of increasing amounts of carbon dioxide in the atmosphere? [1]
- (ii) Why will this lead to a rise in sea level? [1]
- (iii) Suggest **two** problems the rise in sea level will cause. [2]
- (iv) Explain why there is likely to be a decrease in the production of food as a result of the increase in carbon dioxide. [2]
- (v) Explain why the changes shown in Fig. 7 may be a threat to animal and plant survival. [2]
- (vi) Explain how **either** increased desertification **or** more storms and cyclones would create problems for your own country. [4]

[35 marks]

