

**DEVELOPMENT STUDIES 0453
IGCSE
2007**

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Exclusions

This syllabus must not be offered in the same session with the following syllabus:

2271 Development Studies

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Development Studies

Syllabus code: 0453

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NOTE

IGCSE Development Studies is only available for examination in the November session.

INTRODUCTION

International General Certificate of Secondary Education (IGCSE) syllabuses are designed as two-year courses for examination at age 16-plus.

All IGCSE syllabuses follow a general pattern. The main sections are:

- Aims
- Assessment Objectives
- Assessment
- Curriculum Content.

Development Studies falls in Group II, Humanities and Social Sciences, of the International Certificate of Education (ICE) subjects together with Economics, Geography, History, Latin, Literature, Environmental Management and Sociology.

Development Studies is only available in the November session.

Development Studies deals with the changes in the nature of society which promote or impede the greater realisation of human potential. It concentrates mainly on issues which are particularly relevant to the economically less developed countries and emphasises the interaction of economic, geographical, social and political processes. It is designed to promote a greater awareness of the local, regional, national and international issues which affect development so that individual students will take a more informed, positive and participative role in shaping the societies in which they live.

AIMS

The aims of the syllabus are the same for all students. The aims are set out below and describe the educational purposes of a course in Development Studies for the IGCSE examination. They are not listed in order of priority. Aims 7, 8 and 9 are intended as course outcomes and are not assessed in the examination.

The aims are to enable students to:

1. analyse development both as a concept and in practice within the socio-economic, political and resource contexts of a given society;
2. understand development terminology, and elementary development theory;
3. acquire the skills of analysis necessary for the understanding of the interrelationships of socio-economic, political and resource systems;
4. critically examine and evaluate different development strategies and experiences;
5. understand both the prospects for and constraints upon development;
6. understand the interrelationship of development at local, national, regional and international levels;
7. appreciate their own actual and potential talents, and the resource potential of their environment, so as to utilise all these fully for the development of their societies;
8. participate meaningfully in community efforts to counter poverty, exploitation and other forms of injustice;
9. develop a challenging attitude so that they can act upon their environment to change it in the best interests of everyone.

ASSESSMENT OBJECTIVES

The four assessment objectives in Development Studies are:

- A Knowledge with understanding
- B Analysis and evaluation
- C Investigation
- D Participation and problem-solving

A description of each assessment objective follows.

A KNOWLEDGE WITH UNDERSTANDING

Students should be able to:

1. recall, select and present relevant factual information;
2. demonstrate understanding of development terms, theories and concepts;
3. show awareness of development strategies and give examples of how they have been applied;
4. demonstrate knowledge and understanding of development issues in selected areas.

B ANALYSIS AND EVALUATION

Students should be able to:

5. interpret relevant data presented in simple written, statistical, diagrammatic, pictorial and graphical form;
6. analyse and evaluate information to:
 - (a) recognise patterns and deduce relationships,
 - (b) draw conclusions based on a reasoned consideration of the evidence;
7. analyse and evaluate alternative approaches to development problems.

C INVESTIGATION

Students should be able to:

8. plan and carry out simple research exercises;
9. select and use suitable basic techniques to:
 - (a) observe, record and classify relevant data,
 - (b) extract relevant information from a range of sources;
10. organise and present their findings in a clear and coherent form.

D PARTICIPATION AND PROBLEM-SOLVING

Students should be able to:

11. apply practical and cognitive skills to solving an actual problem;
12. take part with others in small-scale practical activities related to development.

SPECIFICATION GRID

The relationship between the assessment objectives and components of the scheme of assessment

Assessment Objectives*	Paper 1	Paper 2	Paper 4
A Knowledge with understanding			
1. recall, select and present relevant and factual information 2. demonstrate understanding of development terms, theories and concepts	20	8	
3. show awareness of development strategies and give examples of how they have been applied	15-20		
4. demonstrate knowledge and understanding of development issues in selected areas	15-20		
B Analysis and evaluation			
5. interpret relevant data presented in simple written, statistical, diagrammatic, pictorial and graphical form	Up to 10	18	
6. analyse and evaluate information to: (a) recognise patterns and deduce relationships (b) draw conclusions based on a reasoned consideration of the evidence		20	
7. analyse and evaluate alternative approaches to development problems		24	
C Investigation			20
D Participation and problem-solving			15
Total Marks	60	70	35
Weighted Marks	30	35	35

* For Paper 3 see Section entitled Assessment Criteria for Coursework.

ASSESSMENT

SCHEME OF ASSESSMENT

All candidates will take Papers 1, 2 and **either** Paper 3 **or** Paper 4.

Paper 1 (2 hours)

This paper will consist of structured questions based upon stimulus material. Candidates will be expected to answer four questions selected from a total of six questions drawn from the whole curriculum, involving primarily, but not exclusively, the demonstration of knowledge and understanding. (4 x 15 marks)

Paper 2 (2¼ hours)

This paper will consist of two compulsory structured questions based upon several pieces of related source material, involving primarily, but not exclusively, the analysis and evaluation of evidence. (2 x 35 marks)

Paper 3, Coursework* (School-based assessment)

All candidates must submit Coursework consisting of one project for school-based assessment with external moderation. Coursework is primarily but not exclusively intended to test the skills outlined in Assessment Objectives C (Investigation) and D (Problem-solving and Participation) of the syllabus. The project will consist of a **maximum** of 5000 words. (70 marks)

* Teachers may not undertake school-based assessment of Coursework without the written approval of CIE. This will only be given to teachers who satisfy CIE requirements concerning moderation and they will have to undergo special training in assessment before entering candidates.

CIE offers schools in-service training in the form of courses held at intervals in Cambridge and elsewhere and also via distance training.

Paper 4, Alternative to Coursework (1½ hours)

This paper will test skills in Assessment Objectives C (Investigation) and D (Problem-solving and Participation). Candidates will be provided with a limited amount of data about a development problem which could provide the basis for a project. They will be required to identify questions raised by the data, and to indicate ways in which a project could be organised in order to identify and implement solutions. (35 marks)

WEIGHTING OF PAPERS

<i>Paper</i>	<i>Marks</i>	<i>Weighting</i>	<i>Assessment Objectives primarily assessed</i>
1	60	30%	A
2	70	35%	B
3	70	35%	C, D
or			
4	35	35%	C, D

CURRICULUM CONTENT

The curriculum content is designed to foster an awareness of:

1. the close interrelationship between economic, geographical, social and political issues;
2. varying strategies for development and the interlocking nature of the consequences of change on human society;
3. the way social and political values affect perceptions of both problems and solutions.

The curriculum should be taught through case studies of actual development, drawn wherever possible from concrete examples within the candidate's own environment or region. The syllabus should not necessarily be taught in the order laid down in the curriculum objectives. Section 1 will probably best be tackled as issues arise in the other sections. Section 2 is more abstract and should be tackled when students are ready for it.

It is important that teachers do not see the separate sections of the curriculum content as divided into rigid compartments. Teachers should be continually stressing the interrelationship of factors in any development situation. By using actual examples, they should be able to illustrate the dynamic nature of development and point out that strategies have to be altered, adjusted and changed as new problems arise. Teachers should draw on development projects known to candidates, and should use local events, newspapers, national and international news items, and teaching materials published in other countries to illustrate current development issues and how they are affecting students' own lives.

The syllabus should be presented in an open-ended way. Development Studies is a new discipline and the facts and processes which form its subject matter are constantly changing and evolving. Teachers should stress the tentative nature of our knowledge and encourage students to look for and evaluate new or alternative solutions rather than to seek for a final 'right answer'. Students need to understand the role played by value judgements in perceptions of development and be able to accept that other people in other places may hold values different from their own.

Candidates should be able to show a basic knowledge and understanding of the topics listed in the curriculum objectives and should be able to give examples to illustrate that understanding. In the case of particular development approaches and strategies they should be able to analyse and draw conclusions based on reasoned evidence. Teaching methods should encourage student enquiry and discussions as much as possible. Whilst students need to be given some information and acquire certain concepts, the emphasis should be on using these and applying them to problems in different situations rather than on memorising facts and reproducing conclusions.

It is recommended that investigation skills be used throughout the course, both as a method of learning and as a way of preparing students for their Coursework project.

All students should be able to:

1. The Meaning of Development and Critical Issues

- define the concept of development and critically evaluate alternative definitions of development
- show understanding of the concepts of economic and social equality, rising living standards, and opportunities for personal fulfilment
- show understanding of the systems which interact to change society from within: economic, social, political and resource (physical and human) systems
- measure levels of development using different indicators, such as GNP per capita, health, life expectancy, education, power resources and manufacturing production, and explain why some aspects are difficult or impossible to measure, e.g. justice, freedom
- show understanding of the major external forces for change: historical legacies, the world market for raw materials and finished goods, multi-national companies, media and communications, international socio-political groupings
- describe the broad patterns of world development: developed/developing, industrialised/non-industrialised, capitalist/Communist, OPEC, newly industrialising countries

2. Alternative Explanations of Development and their Implications

- describe the stages of growth theory, and
 - (a) outline how it can be applied to different countries
 - (b) show its weaknesses (it does not fit all countries; the difficulties of defining take-off; world conditions are not the same as in the past; countries may not all follow the same path)
 - (c) describe a dual society and evaluate the evidence of links between the modern and traditional sectors and the diffusion of modernisation
- describe dependency theory, and
 - (a) define neo-colonialism
 - (b) show the weakness of the theory (underdeveloped countries are described as entirely dependent on outside forces; gradual change is not considered possible; the existence of many traditional values and activities are denied)
 - (c) evaluate the evidence for exploitation and the underdevelopment of the poor by the rich, and the underdeveloped countries by the developed

3. Production

- describe the need for production: basic needs and wants, material and non-material
- define the factors of production: land, labour and capital
- illustrate the use of land, labour and capital in traditional societies (hunter-gatherer, agriculturalist and pastoralist)
- describe what is meant by land as a factor of production: quality of land and physical resources, the need for conservation of natural resources, and the problem of ownership and access to them
- describe what is meant by labour as a factor of production, the division of labour and specialisation
- describe the two meanings of capital: money capital (investment in production) and technology which aids production
- describe types of technology (simple, intermediate, complex and appropriate), and economies of scale; illustrate with examples
- describe the sectors of production in a national economy (agriculture, industry and services), and
 - (a) illustrate the linkages between the sectors
 - (b) identify how goods and services are used (for home use, for exchange within a country and for export) and illustrate with examples
- describe and compare the differences between basic approaches to production: capitalist, socialist, and mixed economies
- examine critically examples of productive enterprises

4. Politics and Development

- show understanding of the following terms and concepts: constitution, representation, delegation, election, voting, representative democracy, one-party and multi-party states and dictatorship
- describe and examine, using examples, decision-making processes at national, regional and local level
- show understanding of different groups and classes in society:
 - (a) the growth of shared identity, experience and values
 - (b) the basis for consensus, tension and conflict within society
 - (c) the problems of creating a nation state
- describe and evaluate different approaches to state power: capitalist, socialist and mixed economies

- show an understanding of the role of the modern state in providing the conditions for development:
 - (a) peace and national security
 - (b) mobilising the population
 - (c) infrastructure, education and social services
- show an understanding of the concept of national plan; interpret and evaluate an example, of a national plan

5. Rural Development

- describe examples of traditional rural societies:
 - (a) the use and ownership of the land, division of labour, and types of tools
 - (b) seasonal agricultural, social and cultural activities and dependence on the local environment
 - (c) changes to traditional farming in precolonial times, and the impact of colonialism
 - (d) development of peasant farming and cash cropping
- describe and evaluate examples of commercial farming:
 - (a) the use and ownership of the land, division of labour, tools and technology
 - (b) the development of monocultures and large scale projects
- describe selected rural development schemes and strategies, and evaluate the problems involved in their implementation:
 - (a) loan and credit schemes and small rural projects
 - (b) farmers' co-operatives
 - (c) resettlement schemes
 - (d) integrated rural development and the mobilisation of rural populations
 - (e) 'grass-roots' development and appropriate farming methods
- describe and demonstrate the importance of the need to conserve the environment and the problems of:
 - (a) land clearance, fuel and wood supplies and deforestation
 - (b) soil erosion and land degradation
 - (c) pollution
 - (d) maintaining world life diversity and sustainable development
- discuss the roles played by the state, formal and informal groups and individuals in rural development

6. Industrialisation and Urbanisation

- describe the historical background to industrial development:
 - (a) mercantilism and the accumulation of capital through trade
 - (b) the industrial revolution
 - (c) the search for raw materials and colonialism
 - (d) the world distribution of industrial production
 - (e) primary producers and the terms of trade
 - (f) neo-colonialism and dependency
 - (g) multinational companies
- define and illustrate with examples from specific industries the characteristics of modern industrial production:
 - (a) complex machinery and advanced technology
 - (b) a wide range of raw materials
 - (c) the complex division of skilled labour
 - (d) the co-ordination of specialised tasks

- describe different strategies for industrialisation and evaluate their advantages and disadvantages:
 - (a) import-substitution
 - (b) export-orientated industries
 - (c) large-scale v small-scale
 - (d) multinational companies (MNCs), local investment or joint enterprises
 - (e) state v private enterprise
- describe selected examples of newly industrialising countries (NICs) and evaluate the role of the state in their development
- define urbanisation and urban growth and describe the distribution of urban population in the world
- describe the causes and characteristics of urbanisation:
 - (a) in the industrialised countries
 - (b) in the developing countries
- describe and analyse the problems of rapid urbanisation in the developing world:
 - (a) effects on rural areas
 - (b) housing needs and shanty towns
 - (c) sanitation, water supplies and pollution
 - (d) transport and communication
- illustrate an understanding of
 - (a) unemployment and underemployment
 - (b) formal and informal sectors and the links between them

7. Population, Health and Education

- describe the distribution of population in the world and define the terms: population density, population growth rate, crude birth rate, death rate and infant mortality rate
- illustrate an understanding of:
 - (a) the concept of a population pyramid
 - (b) the types of pyramid which are typical of selected types of countries
 - (c) the demographic transition model
 - (d) the arguments for and against the need for national population policies
- define and describe:
 - (a) traditional and modern medicine giving examples
 - (b) life expectancy and the broad variations in life expectancy in the world
- describe and analyse the main factors which determine good health:
 - (a) clean water supplies and hygiene
 - (b) a nutritionally adequate diet
 - (c) freedom from disease
- describe and evaluate examples of health programmes in selected countries:
 - (a) primary health care and the training of medical auxiliaries
 - (b) the building of hospitals and training of doctors
 - (c) the provision of clean water supplies
 - (d) the eradication of transmittable diseases
- define, describe and assess the advantages of:
 - (a) traditional education systems
 - (b) modern education systems and formal education
- interpret and analyse data for measuring a country's education provision: levels of literacy, numbers of children in primary and secondary schools, number of students in universities
- describe the purposes of education and give examples of education systems from particular countries

8. Women and Development

- analyse and evaluate data on:
 - (a) women's contribution to the world economy: labour, food production and cooking, and husbandry, child rearing, family welfare
 - (b) their unequal share in the world's wealth and 'life-chances': income, educational opportunities, sexual freedom, power within the home, freedom of movement, job opportunities, political power
- describe and evaluate the changing position of women and work historically:
 - (a) traditional values, customs and practices
 - (b) the impact of colonialism: land entitlement, changes in traditional social structures, wage labour and migratory labour, and education
 - (c) the impact of cash crops and new farming practices
 - (d) new urban jobs for women
- describe women's political role:
 - (a) in independence and liberation movements
 - (b) their integration into national development
 - (c) formal equality versus factual inequality and the promotion of women's rights
- describe and evaluate the importance of women in development and their participation in development projects:
 - (a) rural women as target groups
 - (b) the contribution of women's organisations and local female self-help groups
 - (c) examples of women's schemes in the programmes of aid agencies
 - (d) urban women, living conditions, and employment patterns
 - (e) urban women and urban projects

9. Trade and Aid

- describe the reasons for exchange, trade and the need for integration into the world economy
- define what is meant by: trade, investment, aid and the balance of payments
- describe and analyse the broad pattern of international trade:
 - (a) trade between the old industrialised countries
 - (b) trade between the old industrialised countries and the developing world
 - (c) trade between the developing countries
 - (d) the rise of the newly industrialised countries
- describe and explain trade and its effect on the balance of payments:
 - (a) the ways in which countries trade and the effect of price fluctuations
 - (b) examples of balance of payments problems
 - (c) the search for a new economic order
- describe and analyse forms of foreign investment and international aid:
 - (a) the problems of direct foreign investment and multi-nationals
 - (b) the effects of foreign loans and credits on a national economy
 - (c) the role of the special agencies of the United Nations
 - (d) the role of the World Bank and IMF
- describe and evaluate examples of national and regional strategies for economic growth and cooperation:
 - (a) self-reliance approaches and their problems
 - (b) regional economic cooperation organisations
- describe and evaluate the need for global cooperation:
 - (a) ecological disasters and famine
 - (b) international economic justice
 - (c) global ecological problems and global warming
 - (d) sustainable development

COURSEWORK (SCHOOL-BASED ASSESSMENT)

INTRODUCTION

School-based assessment involving Coursework has been incorporated in the IGCSE Development Studies as an optional form of assessment because it offers opportunities for candidates to focus on a particular development problem of relevance to their local and national context, to relate practical and research work to particular development need(s) in the community, and to take part with others in small-scale practical activities related to development.

Candidates' attainment can be assessed mainly, but not exclusively, in objectives within Assessment Objectives C (Investigation) and D (Problem-solving and Participation). For example, candidates will be expected to use different research techniques and a variety of sources in conducting an investigation within the project. They will be expected to analyse development problems and propose solutions; in some cases they will carry out practical activities related to such solutions.

It is expected that the problem-solving and practical participation involved in the project will be undertaken after introductory work on research methods has taken place and the candidate has acquired a foundation of knowledge and understanding of development problems, concepts and strategies. However candidates should be made aware of the nature of the Coursework requirements early on. This will enable them over a period, in consultation with the teacher, to:

1. identify a topic of particular interest to them;
2. identify the particular development problem involved, using the knowledge and skills developed in and out of the classroom;
3. explore the range of resources available to them to support their project work;
4. develop a project plan for implementation, with sufficient time for successful completion given the topic chosen and the resources available.

Although Coursework will usually take the form of an account of a candidate's primary research and practical activity related to a local development problem, it is equally acceptable for projects to be based on secondary sources. However, such a project must offer opportunity for the candidate's attainment to be assessed in accordance with the criteria given below. For example, a group of candidates might take as the group topic the processes involved in migrant labour in their nation or region, using official and other statistics, company information, songs, poems, novels and other media for source material, and exploring aspects of the problems involved through activities such as role-play.

THE NATURE OF COURSEWORK

Candidates should submit **one** Coursework project report, consisting of a **maximum** of 5000 words, **including** relevant illustrative material, e.g. photographs, diagrams and maps.

Candidates should be encouraged to select project topics which have particular interest for them, with appropriate advice and guidance from their teacher. Alternatively they can select from a range of possible topics introduced by the teacher. However, it is important that the projects allow candidates to plan, undertake and present, in a coherent and organised manner, a piece of work involving a development problem, research and practical activity designed to analyse and deal with the problem, and recommendations as to the future course of action.

Candidates from the same school may choose the same topic, and thus work together as a group. However, as individual members of the team they should have different responsibilities and aspects to investigate and work on, so that each candidate's abilities can be properly assessed. Candidates working in groups must submit individual reports and indicate where and with whom work was carried out jointly.

The project report should include the following:

- (a) title, contents page, a number of logically ordered sections, bibliography and sources;
- (b) a statement of the purpose and aims of the project;
- (c) discussion of relevant background drawn from development studies;
- (d) a description of the main research methods employed to collect data and other resources and of how the practical activities, if any, were planned, showing how all these relate to the aims, purpose and background of the project;
- (e) a presentation of the main information, data and evidence discovered, and an account where appropriate of practical work carried out, to form a basis for the conclusions of the project;

- (f) an analysis and evaluation of the findings in relation to the purposes of the project, showing how the analysis is relevant to development work in the local community;
- (g) an evaluation of the project with reasoned judgements concerning its value and implications and the problems encountered, together with suggestions for improvements;
- (h) the report should end with a reasoned conclusion based upon the evidence; it should summarise the implications for local development and make recommendations for further research and action.

Research undertaken may be quantitative or qualitative in emphasis and may include a range of research methods, as appropriate, including

- (a) Gathering and analysis of primary data
 - e.g. (i) surveys
 - (ii) participant and non-participant observation
 - (iii) interviews
 - (iv) questionnaires
 - (v) experiments
 - (vi) case studies
- (b) Selection and analysis of secondary data
 - e.g. (i) official and other statistics
 - (ii) published studies
 - (iii) media material
 - (iv) documents

Practical work may take a variety of forms, including:

- (i) setting up and running a small-scale production unit
- (ii) undertaking community-based development, e.g. building, water services
- (iii) developing and introducing an appropriate technological solution for a local production problem.

Projects should not be too broad-based, ambitious or time-consuming; topics should be specific and accessible. Given the inter-disciplinary nature and practical relevance of Development Studies, a project can be devised which integrates the development of skills across parts of the whole curriculum.

Although Coursework is primarily in the form of a written account of the project, other media and forms of presentation should be used where appropriate - for example, diagrams, charts, graphs, statistics, and photographs.

Possible Coursework Projects

These suggestions are **intended only as examples**, some of which might be suitable as a basis for group projects and some as a basis for individual projects.

Some projects may be focused mainly on investigations, others may be practically oriented. Where projects are practical, research activities must be included, e.g. the problem must be investigated first using research techniques. Equally, research projects should include a practical element such as some form of presentation of the findings to local people or the school, for example in an information booklet, or at a meeting led by the students.

1. Set up and run the small-scale production of either goods (e.g. vegetables, handicrafts, livestock) or services (e.g. repairing, entertainment, childcare).
2. In coordination with the appropriate teachers/departments in the school, carry out practical scientific or technological work applied to a local development problem, e.g. water supply, agricultural production.
3. Carry out a local research survey into a specific aspect of development (using suitable evaluative techniques), e.g. the need for, and the effect of, new education or health facilities, or a rural development scheme, or a new bus service.
4. Undertake community-based work for development, e.g. small-scale irrigation, sanitation or construction projects.
5. Undertake research into the interrelation of local and national economic units with external agencies, e.g. multinational companies, and related practical activity.

6. Investigate the processing and marketing of locally produced goods, the distribution and sale of foodstuffs and agricultural products.

Given the dynamic and problem-oriented nature of Development Studies, many of the curriculum objectives in this syllabus are themselves cues for possible project topics. For example a candidate might provide a critical evaluation through a local case study of a particular example of one of the following:

- productive enterprises,
- rural development schemes,
- sustainable development of the natural environment, e.g. the management of mineral extraction, fishing, soil use, fuel supply,
- industrial development,
- health care and education programmes,
- the role of women in development.

ASSESSMENT CRITERIA FOR COURSEWORK (SCHOOL-BASED ASSESSMENT)

THE PRODUCTION OF COURSEWORK

Pre-moderation monitoring of Coursework

In order to give guidance and assistance to Centres, particularly those preparing candidates for this examination for the first time, each Centre is required to submit an outline of the types of Coursework projects which candidates will undertake. This outline should be presented on one sheet of A4 paper, preferably using a duplicate of the form Centre's Coursework Proposal, and submitted to CIE during the first two terms of the course. The outline should give an indication of the types of project to be undertaken and list a few different projects as examples, with a brief statement concerning the purpose and strategies likely to be associated with these example projects. Centres will be informed as quickly as possible of the suitability of the types of projects candidates will be undertaking as Coursework.

Precise details of individual projects for each student are not required as it is appreciated that teachers may wish to modify or develop Coursework projects throughout the course or in the light of student interest and choice. Rather CIE wishes to be informed of the nature of the work to be undertaken and the manner in which Coursework objectives will be satisfied.

The purpose of this exercise is advisory. Once a Centre is satisfied that it is able to devise and support suitable Coursework projects with students it will not be necessary to submit a Coursework summary in subsequent years.

Assistance by teachers

The project should be the candidates' own work, though teachers may legitimately give assistance and guidance, particularly in the planning and preparation of the work and during the projects through discussion and supervision of the activity. However, any help given during the production of the written reports must be taken into account when marks are awarded.

The teacher may give assistance by:

- (a) preparing candidates to undertake their projects (e.g. as part of a class activity or individually, for instance by making them aware of a range of development problems);
- (b) guiding candidates in the selection of their project topics (e.g. by preparing a list of suitable topics or discussing the implications and difficulties of various alternatives devised by candidates, particularly in the light of available resources at the school);
- (c) suggesting possible project strategies and stimulating new lines of activity;
- (d) discussing problems and difficulties encountered;
- (e) supervising candidates in their research and practical work.

It is recognised that the nature of projects and the degree to which they are structured will vary according to the ability of the candidate concerned.

Assessment and marking of Coursework

The project will be assessed in relation to the criteria given below. The criteria are derived primarily from Assessment Objectives C and D. Marking should be positive and must reward candidates' achievements rather than penalise their failings.

The marking criteria for the Coursework project are:

1. the ability to devise and plan a project focused on development issues; (Objective 8)
2. the ability to select and use suitable basic techniques to gather relevant information from a range of sources; (Objective 9)
3. the ability to recognise patterns and relationships using relevant concepts and terminology; (Objectives 6a and 2)
4. the ability to reach conclusions based upon a reasoned consideration of the evidence; (Objective 6b)
5. the ability to organise and present findings in a clear and coherent form; (Objective 10)

6. the ability to apply practical and cognitive skills to solving an actual problem and to analyse and evaluate alternative approaches to that problem; (Objectives 1 and 2)
7. the ability to participate in development. (Objective 3)

Each criterion has a maximum mark allocation of 10 marks, providing a maximum total mark for the assignment of 70 marks.

The criteria indicate the appropriate award of marks for achievement at various levels. The criteria are not rigidly prescriptive and should be seen as general indicators of levels of performance. Marks within the specified ranges should be awarded on the basis of the teacher's own assessment of the relative merits of the work of different candidates.

Criterion 1 – Devising and planning the project

The project should provide opportunity for the candidate to demonstrate his or her ability to formulate a topic for investigation, to explain its relevance to local and national development, and design/plan appropriate methods of research and practical activity in relation to the aims.

<i>Level</i>	<i>Marks available</i>
Level 1	1-3

The candidate has developed a brief, accurate statement of the topic. There is a simple plan of the investigation and practical activity involved, related to the aims of the project. The methods and sources described lack appropriateness and justification. Considerable help and support from the teacher is required. Research will be limited to the obvious areas of enquiry and involve few sources. The project planned has doubtful viability in terms of available resources.

Level 2	4-7
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The candidate clearly and accurately describes an identified topic which is related generally to local and national development issues. A plan for the project is clearly identified, but is limited in scope and explores a limited range of possibilities. The plan relates to the overall aims of the topic but relevance to specific questions and aims remains implicit. Appropriate and obvious research methods, sources of evidence and other work are suggested but are developed to some extent only, and the limits and possibilities of the project are recognised in part. Limited guidance is required. The project planned has viability in terms of available resources.

Level 3	8-10
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The candidate describes a topic clearly, accurately and in detail and identifies specific aims and questions for the investigation and practical activity which are explicitly related to local and national development issues. There is a clearly formulated and appropriate plan. The candidate is aware of the limitations and possibilities of the project and may develop alternative strategies to overcome anticipated practical problems. Appropriate methods and approaches are identified and justified, revealing awareness of their individual strengths and limitations and the significance of a particular development strategy. Appropriate sources are identified and their validity/reliability discussed in relation to the aims of the project. The project has viability in terms of available resources.

Criterion 2 – Basic research techniques

The project should provide opportunity for the candidate to demonstrate his or her ability to find, produce and select information and data using appropriate methods of research and other work in relation to the project's aims.

<i>Level</i>	<i>Marks available</i>
Level 1	1-3

The candidate has used some basic techniques to collect data without attempting to use other techniques which would be suitable, and there are weaknesses in the way techniques have been used. The source material is limited in range given the purpose and circumstances of the project. Extensive guidance has been required. The candidate demonstrates the ability to locate and derive information and data but its relevance and quality in relation to the aims of the project are limited. The candidate is likely to have experienced difficulties in conducting the project due to weaknesses in the planning stages, but alternatives and ways of overcoming these problems are unrecognised and unexplored. Information presented is only implicitly and partially related to the aims of the investigation and includes obvious omissions and weaknesses.

Level 2

The candidate has used some suitable basic techniques successfully with limited guidance to locate and derive information and data which are related to the aims of the project, but has not used methods/skills to reinforce findings. The design of research instruments is sound but they contain weaknesses which reveal only a basic understanding of the strengths and weaknesses of different research methods. The candidate has attempted to follow the project plan and is able to recognise difficulties and weaknesses in the original strategy, although responding to them in a limited way. Information and data presented are related to the aims of the project but there are omissions and some irrelevance.

Level 3**8-10**

The candidate has used a full and suitable range of well-designed basic techniques competently with limited guidance and has demonstrated the ability to locate and derive appropriate and accurate information and data. There is an awareness of the difficulties of practical research methods as well as their individual strengths and weaknesses. The candidate has followed a plan, recognising difficulties and making appropriate changes as problems have been identified. Information and data have been collected, recorded and selected with care and are clearly related to the aims of the project.

Criterion 3 – Analysis of patterns and relationships

The project should provide opportunity for the candidate to demonstrate his or her ability to use the data and information collected to produce results and interpret their significance.

*Level**Marks available***Level 1****1-3**

The candidate has identified and analysed some but not all of the particular processes and relationships involved in a simple way, e.g. by summarising what is evident from the data collected, by using general terms rather than appropriate terminology, or by describing relationships in terms of cause and effect only. Results will be stated simply with little attempt to interpret them and assess their significance for the aims of the project. Data is treated uncritically.

Level 2**4-7**

The candidate has identified and analysed most of the particular processes and relationships involved using appropriate terminology and concepts. The analysis and interpretation of the data relate to the aims of the project. The dynamic nature of variables is recognised, without detailed further consideration. The candidate demonstrates awareness of the strengths and limitations of the evidence without suggesting ways in which these may be overcome.

Level 3**8-10**

The candidate has clearly identified and analysed the particular processes and relationships involved using appropriate terminology and concepts and relating the results to comparable development contexts and strategies. The analysis and interpretation of the data relate to the aims of the project. The dynamic nature of variables is recognised, with predictions of the outlook in the short and long-term. The candidate is able to recognise strengths and weaknesses in evidence and suggest ways to make improvements and overcome problems identified.

Criterion 4 – Reaching conclusions

The project should provide opportunity for the candidate to demonstrate his or her ability to use the data and evidence gathered to reach reasoned and appropriate conclusions in relation to the aims of the project, and to relate these to the wider context.

*Level**Marks available***Level 1****1-3**

The candidate has demonstrated the ability to draw obvious conclusions but these are not related clearly to the aims of the project. Some of the conclusions drawn may be unsupported by the evidence or represent over-generalisations. The candidate makes little or no attempt to comment upon and evaluate the project as a whole or his or her own achievement within the project.

Level 2**4-7**

The candidate has demonstrated the ability to draw conclusions based upon a reasoned consideration of the evidence and related them to the aim of the project, without relating them also to the wider context. The conclusions are supported by the evidence. The candidate evaluates the project as a whole and his or her own achievement within the project, without suggesting improvements in design and practice.

Level 3

The candidate has demonstrated the ability to draw valid and relevant conclusions related to the project and the wider context. The conclusions are supported by the evidence. The candidate is able to evaluate the project as a whole and his or her own achievement within the project, and suggest improvements in design and practice.

Criterion 5 – Presenting findings

The project should provide the opportunity for the candidate to demonstrate his or her ability to present a clear, logical and coherent report of their work.

*Level**Marks available***Level 1****1-3**

The candidate has demonstrated the ability to use limited presentation techniques with a basic level of accuracy and clarity. A brief report of the information collected and the work done is presented without clear relation to the original project design. Information and data are presented in an incomplete way. The report as a whole lacks a logical order and structure, so that the stages of the project are not clearly accounted for.

Level 2**4-7**

The candidate has demonstrated the ability to use an appropriate range of presentation techniques with moderate accuracy and clarity. A clear description is presented with a logical order. Information and data gathered are presented fully in appropriate forms in an organised way, facilitating analysis and interpretation. The report as a whole has a logical order and structure, in which most stages of the project are clearly accounted for.

Level 3**8-10**

The candidate has demonstrated the ability to use an appropriate range of presentation techniques with a high degree of accuracy and clarity. The report as a whole has clear and logical design, structured so that information and data are well organised and easily analysed and interpreted in relation to the project's aims. The report as a whole has a logical order and structure, in which all stages of the project are clearly accounted for.

Criterion 6 – Problem-solving

The project should provide the opportunity for the candidate to demonstrate his or her ability to:

- apply practical and cognitive skills to a specific issue or local happening which is an element in an overall development problem;
- appreciate that there are alternative approaches to solving problems;
- suggest and justify a particular solution or set of solutions.

*Level**Marks available***Level 1****1-3**

The candidate has demonstrated the ability to identify and describe a development problem in general terms, without clear explanation of its implications for the local and national context. The project as a whole shows basic understanding of the nature of the problem, and recognition in general terms of an available solution, although the connection between problem, evidence and solution is implicit, making the project report more a description of facts and events than a purposeful evaluation of development. The possibility of alternative solutions is not addressed. The limitations of the solution, the factors that contribute or constrain its implementation, are not evaluated.

Level 2**4-7**

The candidate has demonstrated the ability to identify and define clearly a development problem, with some general explanation of its implications to the local and national context. Problem, evidence and solution(s) are clearly explained and related, so that the report presents a balanced argument clearly related to development as a purposeful activity. The possibility of alternative solutions is addressed, and, if available, some alternatives suggested, without selection or justification of a preferred course of action. Some of the factors that may contribute or constrain successful development are mentioned, without further explanation of their possible effect on implementation.

Level 3

The candidate has demonstrated the ability to identify and define clearly a development problem, explaining not only its relevance to the local and national context, but how it affects the realisation of human potential and possible consequences if action is not taken. Alternative solutions, clearly related to the problem defined and evidence presented, are explained and evaluated. If only one solution is seen to exist, the reasons are explained. The candidate is able to present justification for a particular course of action in terms of the resources available and the likely effects on the people and their environment. Explanation of factors contributing to and constraining successful implementation is given.

Criterion 7 - Participation

The project should provide the opportunity for the candidate to demonstrate by appropriate practical or research activity his or her ability to:

- recognise the needs of the local community and national society;
- recognise the rights and obligations of an individual as a member of society;
- take part with others in small-scale practical activities related to the topic.

Participation involves working with **either** fellow students **or** members of the local community on a research project concerned with development. The way(s) in which participation is demonstrated will vary in relation to the topic chosen. Examples might be:

- working with other students to investigate a development issue in the community;
- participating directly in a local small-scale development scheme either within the school or the community and assessing within their Coursework project their own and others' contribution;
- research and investigation of a local development or problem such as primary health care involving consultation with appropriate groups and individuals in the community;
- evaluating, through group research and classroom-based activities such as role-play, the impact on people at various levels in society of a particular process such as labour migration or a new piece of infrastructure such as a road.

*Level**Marks available***Level 1****1-3**

The candidate has demonstrated the ability to appreciate in general terms the needs and some of the choices available to groups or individuals concerned with the problem and solutions(s), and the differing values and different attitudes these groups or individuals may have to development. However, these issues are not addressed directly, nor are their implications for the development evaluated. There is no attempt to assess how such differences might be resolved so that a development solution can be supported as a shared goal by the community. The candidate's own value position and commitment is assumed rather than expressed, and the relevance of the project topic to the candidate as an individual member of society is not explained. The candidate has been able to take part in practical activity related to development, in which he or she has worked with others to achieve common aims, and has been able to follow instructions for simple tasks and carry them out independently.

Level 2**4-7**

The candidate has demonstrated an ability to define the needs of the local community and national society, and the influences and constraints on the choices available to groups or individuals concerned with the development, and addresses these directly, although by description rather than evaluation. Appreciation is also shown that the different attitudes of groups and individuals to the development reflect differing values, experiences and priorities, without attempting to assess how such differences might be resolved. The candidate's own value position and commitment is identified, and the relevance of the project topic to the candidate as an individual member of society is explained. Where a candidate has been able to take part in practical activity related to development, he or she has worked with others to achieve common aims, and understood to a large extent his or her own position and the results of his or her own actions within the group. While working in the group, the candidate has been able to follow a series of instructions and carry out a variety of tasks independently.

Level 3

The candidate has demonstrated an ability to define local and national needs. The influence of constraints on the choices available to groups or individuals concerned with the development is described and assessed as to their relative importance. The ways in which the values, experiences and priorities of groups or individuals may affect their attitudes to the issue are taken into account, and ways in which goals can become more shared are evaluated. The candidate's own value position and commitment, and the relevance of the project topic to the candidate as an individual member of society are clearly explained. Where a candidate has been able to take part in practical activity related to development, he or she has worked with others to achieve common aims, and fully understood his or her own position and the results of his or her own actions within the group. The candidate has been an active and decisive group member, adopting a variety of roles within it. While working in the group, the candidate has been able to assume responsibility for guiding others and taking the initiative.

MODERATION**(a) Internal moderation**

When several teachers in a Centre are involved in internal assessments, arrangements must be made within the Centre for all candidates to be assessed to a common standard.

It is essential that within each Centre the marks for each skill assigned within different teaching groups (e.g. different classes) are moderated internally for the whole Centre entry. The Centre assessments will then be subject to external moderation.

(b) External moderation

All Coursework submitted for moderation must be kept in a flat card file (not a ring binder) which must be clearly marked with the candidate's name and number, the Centre name and number and the Coursework titles. Each piece of Coursework should be accompanied by the appropriately completed Candidate Record Card. Individual Candidate Record Cards and Coursework Assessment Summary Forms must be received by CIE no later than 31 October for the November examination along with a sample of the Coursework undertaken by the candidates. The samples should cover the full ability range. If there are ten or fewer candidates, all the Coursework that contributed to the final mark for all the candidates must be sent to CIE. Where there are more than ten candidates, all the Coursework that contributed to the final mark for ten of them will be required. The Centre should select candidates covering the whole mark range, with the marks spaced as evenly as possible from the top mark to the lowest mark. If appropriate, the samples should be selected from the classes of different teachers. A further sample of Coursework may subsequently be required. All records and supporting written work should be retained until after the publication of the results.

GRADE DESCRIPTIONS

The following grade descriptions are intended to give a general indication of the standards of achievement likely to have been achieved by candidates awarded Grades A, C and F.

Grade A

The candidate has demonstrated the competence to:

- understand at a detailed level a wide range of development issues, terms, concepts and strategies;
- identify and evaluate local and national development needs and resources;
- plan and carry out a project focused on a development problem; using a suitable range of techniques of data collection, analysis and presentation with a high degree of accuracy and clarity;
- apply the extensive practical and cognitive skills listed above in making reasoned and balanced judgements on development problems of a local, national and international character, appreciating the different values and circumstances of the people concerned, with an awareness of his or her own potential for participating in development.

Grade C

The candidate has demonstrated the competence to:

- understand at a sound level key development issues, terms, concepts and strategies;
- identify and describe local and national development needs and resources;
- plan and carry out a project focused on a development problem, using suitable techniques of data collection, analysis and presentation with a moderate degree of accuracy and clarity;
- apply the thorough practical and cognitive skills listed above in making reasoned and balanced judgements on development problems of a local, national and international character, appreciating the different values and some of the circumstances of the people concerned, with an awareness of his or her own potential for participating in development.

Grade F

The candidate has demonstrated the competence to:

- understand at a limited level key development issues, concepts and strategies;
- identify some local and national development needs and resources;
- plan and carry out a project focused on a development problem, using some basic techniques of data collection, analysis and presentation with a limited level of accuracy and clarity;
- apply the basic understanding and cognitive skills listed above in discussing development problems of a local, national and international character with a basic appreciation that different value positions and circumstances can exist and an awareness of his or her own potential for participating in development.

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION

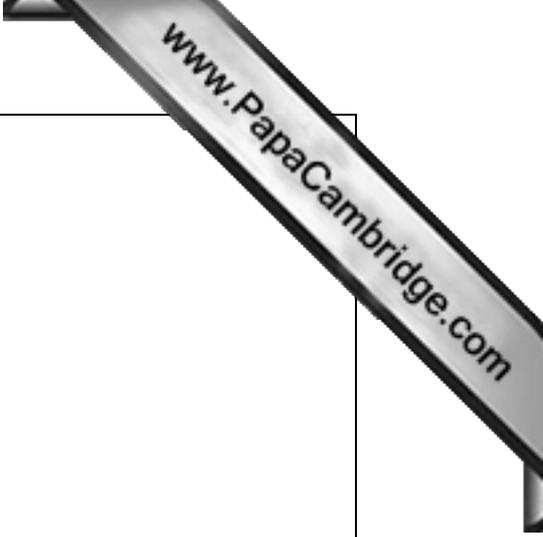
DEVELOPMENT STUDIES

Centre's Coursework Proposal

Centre Name: Centre Number:

It is appreciated that the examples of projects described below are developed for advisory purposes and may be amended when undertaken by individual candidates. Please outline between three and five possible projects.

Title	Aim	Related Area of Syllabus and Development Studies Background	Possible Methods



DEVELOPMENT STUDIES
Individual Candidate Record Card
IGCSE

Please read the instructions printed overleaf and the General Coursework Regulations before completing this form.

Centre Number		Centre Name	November	2	0	0
Candidate Number		Candidate Name	Teaching Group/Set			

Title of Coursework						
Criterion 1 Devising and Planning	Criterion 2 Basic Research Techniques	Criterion 3 Analysis of Patterns and Relationships	Criterion 4 Reaching Conclusions	Criterion 5 Presenting Findings	Criterion 6 Problem Solving	Criterion 7 Participation
*(max 10)	*(max 10)	*(max 10)	*(max 10)	*(max 10)	*(max 10)	*(max 10)
Internally Moderated Mark		*(max 70)				
Amount of scaling if relevant						
* Indicates mark to be transferred to Coursework Assessment Summary Form						
TOTAL						
*(max 70)						

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INSTRUCTIONS FOR COMPLETING INDIVIDUAL CANDIDATE RECORD CARDS

1. Complete the information at the head of the form.
2. Mark the Coursework assignment for each candidate according to instructions given in the Syllabus and Training Manual.
3. Enter marks and total marks in the appropriate spaces. Complete any other sections of the form required.
4. Ensure that the addition of marks is independently checked.
5. **It is essential that the marks of candidates from different teaching groups within each Centre are moderated internally.** This means that the marks awarded to all candidates within a Centre must be brought to a common standard by the teacher responsible for co-ordinating the internal assessment (i.e. the internal moderator), and a single valid and reliable set of marks should be produced which reflects the relative attainment of all the candidates in the Coursework component at the Centre. The outcome of internal moderation, in terms of the number of marks added to or subtracted from the initial total, must be clearly written in the box marked 'Amount of scaling if relevant'. If no scaling is necessary, please indicate by writing a zero in this box.
6. Transfer the marks to the Coursework Assessment Summary Form in accordance with the instructions given on that document.
7. Retain all Individual Candidate Record Cards and Coursework **which will be required for external moderation.** Further detailed instructions about external moderation will be sent in early October of the year of the November examination. See also the instructions on the Coursework Assessment Summary Form.

Note: These Record Cards are to be used by teachers only for students who have undertaken Coursework as part of their IGCSE.



A. INSTRUCTIONS FOR COMPLETING COURSEWORK ASSESSMENT SUMMARY FORMS

1. Complete the information at the head of the form.
2. List the candidates in an order which will allow ease of transfer of information to a computer-printed Coursework mark sheet MS1 at a later stage (i.e. in candidate index number order, where this is known; see item B.1 below). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.
3. Transfer each candidate's marks from his or her Individual Candidate Record Card to this form as follows:
 - (a) Where there are columns for individual skills or assignments, enter the marks initially awarded (i.e. before internal moderation took place).
 - (b) In the column headed 'Total Mark', enter the total mark awarded before internal moderation took place.
 - (c) In the column headed 'Internally Moderated Mark', enter the total mark awarded *after* internal moderation took place.
4. Both the teacher completing the form and the internal moderator (or moderators) should check the form and complete and sign the bottom portion.

B. PROCEDURES FOR EXTERNAL MODERATION

1. University of Cambridge International Examinations (CIE) sends a computer-printed Coursework mark sheet MS1 to each Centre (in early October for the November examination) showing the names and index numbers of each candidate. Transfer the total internally moderated mark for each candidate from the Coursework Assessment Summary Form to the computer-printed Coursework mark sheet MS1.
2. The top copy of the computer-printed Coursework mark sheet MS1 must be despatched in the specially provided envelope to arrive as soon as possible at CIE but no later than 31 October for the November examination.
3. Send samples of the candidates' work covering the full ability range with the corresponding Individual Candidate Record Cards, this summary form and the second copy of MS1, to reach CIE by 31 October for the November examination.
4. Indicate the candidates who are in the sample by means of an asterisk (*) against the candidates' names overleaf. The size of the coursework sample should be as follows:

number of candidates entered	number of candidates whose work is required
0-10	all candidates
11-50	10
51-100	15
above 100	20

5. Where more than one teacher is involved in marking the work, the sample must include candidates marked by all teachers. Candidates must be selected so that the whole range is covered, with marks spaced as evenly as possible from the top mark to the lowest mark.
6. CIE reserves the right to ask for further samples of Coursework.
7. Send, with the sample work, instructions given to candidates and information as to how internal moderation was carried out.