UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

DEVELOPMENT STUDIES **0453/01**

Paper 1
For Examination from 2008

SPECIMEN PAPER

2 hours

Additional Materials: Answer Booklet/Paper

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.
Do not use staples, paper clips, highlighters, glue or correction fluid.
You may use a pencil for any diagrams, graphs or rough working.

Answer **all** the questions.

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

This document consists of **9** printed pages and **3** blank pages.

[Turn over

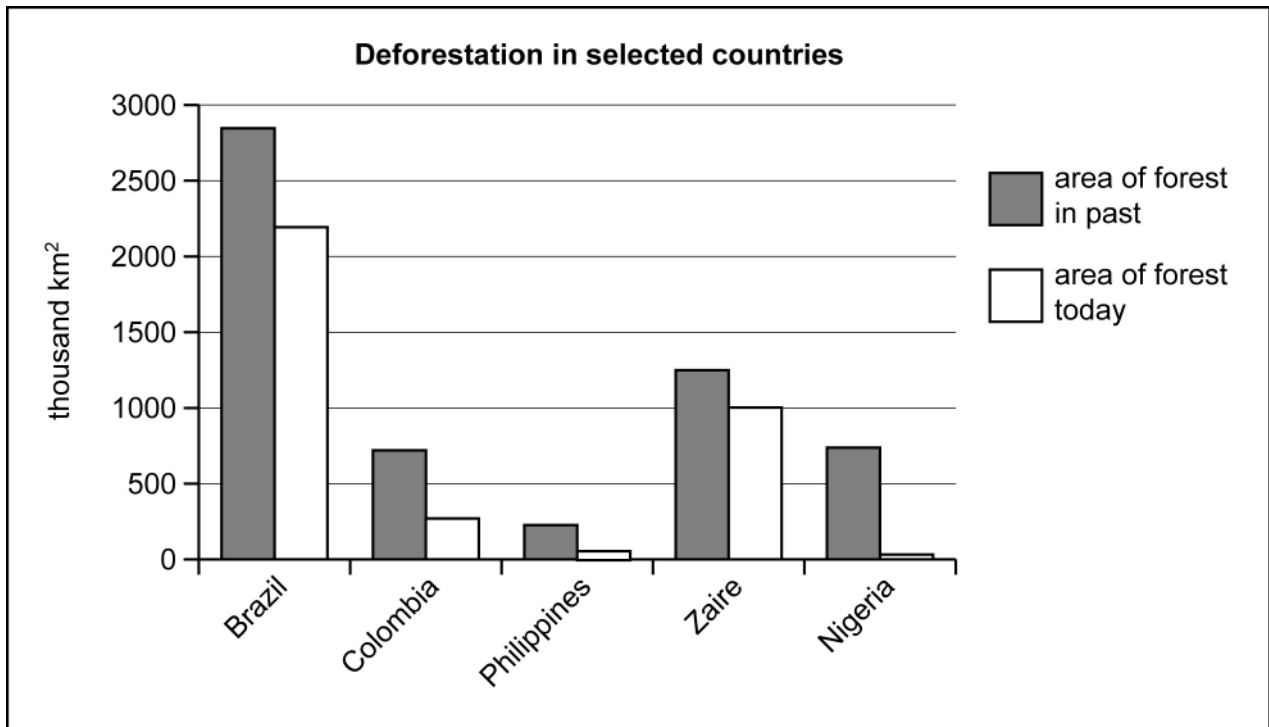**1** Study Fig. 1 and answer the following questions.

Fig. 1

(a) (i) What is meant by *deforestation*? [1]

(ii) What is the area of forest in Brazil today? [1]

(iii) How much forest area has Colombia lost? [1]

(iv) Which country has lost the largest percentage of its forest? [1]

(v) Suggest **three** reasons why more and more forest land is being cleared for farming. [3]

(vi) Give **two** reasons why wood is the most important source of fuel for cooking in some parts of the developing world. [2]

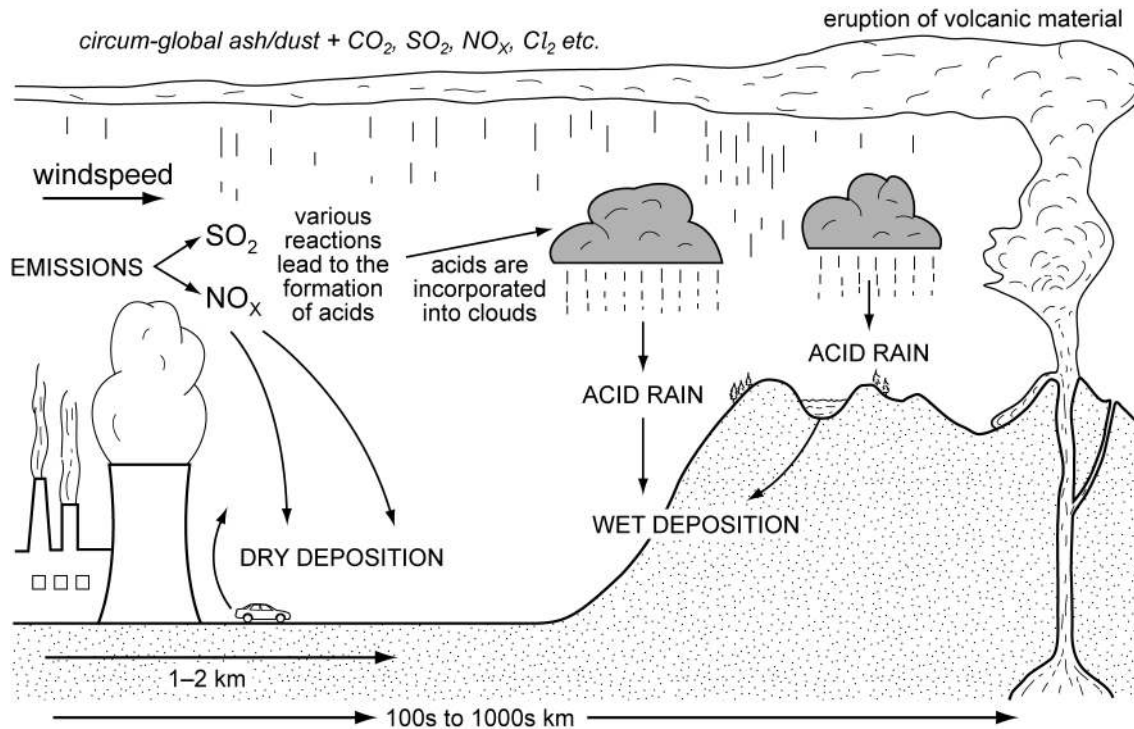**(b)** Study Fig. 2, which shows how acid rain is formed.

eruption of volcanic material

circum-global ash/dust + CO₂, SO₂, NOₓ, Cl₂ etc.

windspeed

EMISSIONS $\longleftarrow$ SO₂ / NOₓ
various reactions lead to the formation of acids
acids are incorporated into clouds

ACID RAIN

ACID RAIN

DRY DEPOSITION

WET DEPOSITION

1–2 km

100s to 1000s km

Fig. 2

 (i) Give **two** of the main causes of acid rain. [2]

 (ii) Describe the effect of the deposition of acids on **either** human health **or** forest and lakes. [3]

(c) Explain why people will benefit from conserving the world's natural environment. [6]

[Total: 20 marks]

2 Study Fig. 3, which shows how social, economic, political and environmental processes interact to affect development.
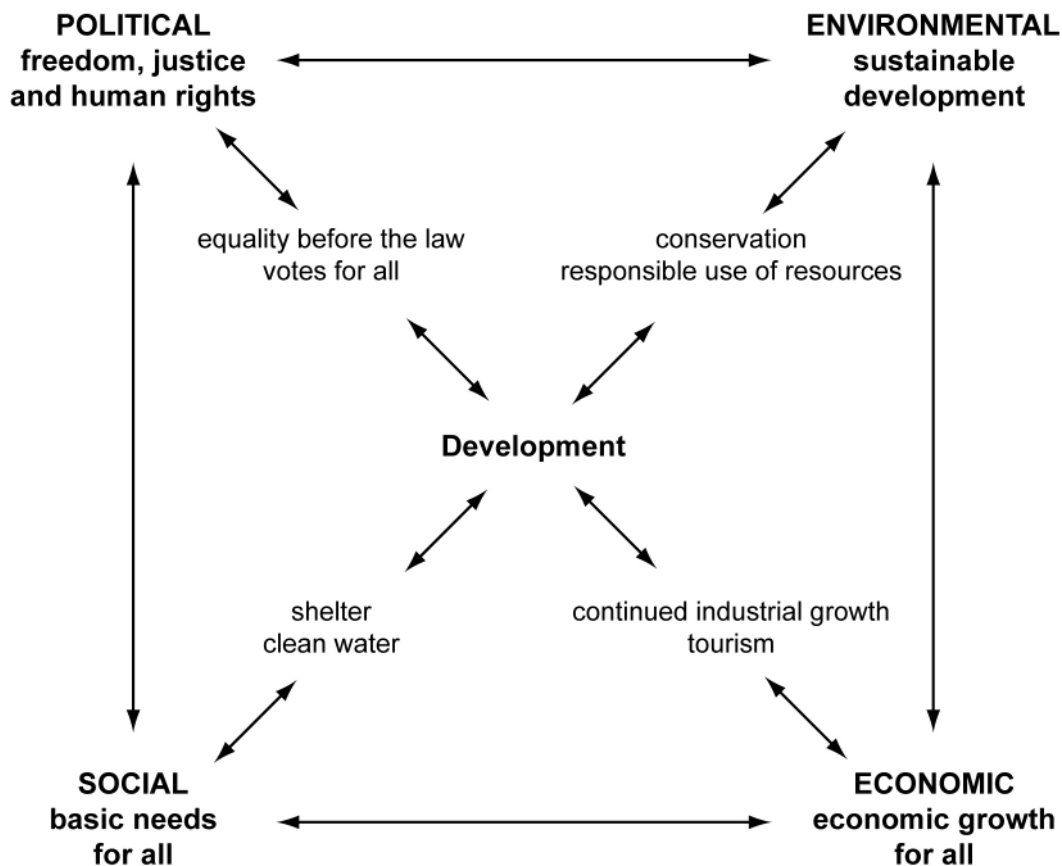

Fig. 3

(a) (i) Use Fig. 3 to identify **one** example of a basic need**.** [1]

(ii) Give **two** other examples of basic need which are not shown on Fig. 3. [2]

(b) Political development involves human rights.

(i) What type of political system guarantees a country's citizens human rights? [1]

(ii) Give an example of a group of people (other than women) that may suffer lack of human rights. [1]

(iii) Describe why it is important for a country's citizens to have human rights. [2]

(iv) Why is the responsible use of resources important for continued economic growth? [3]
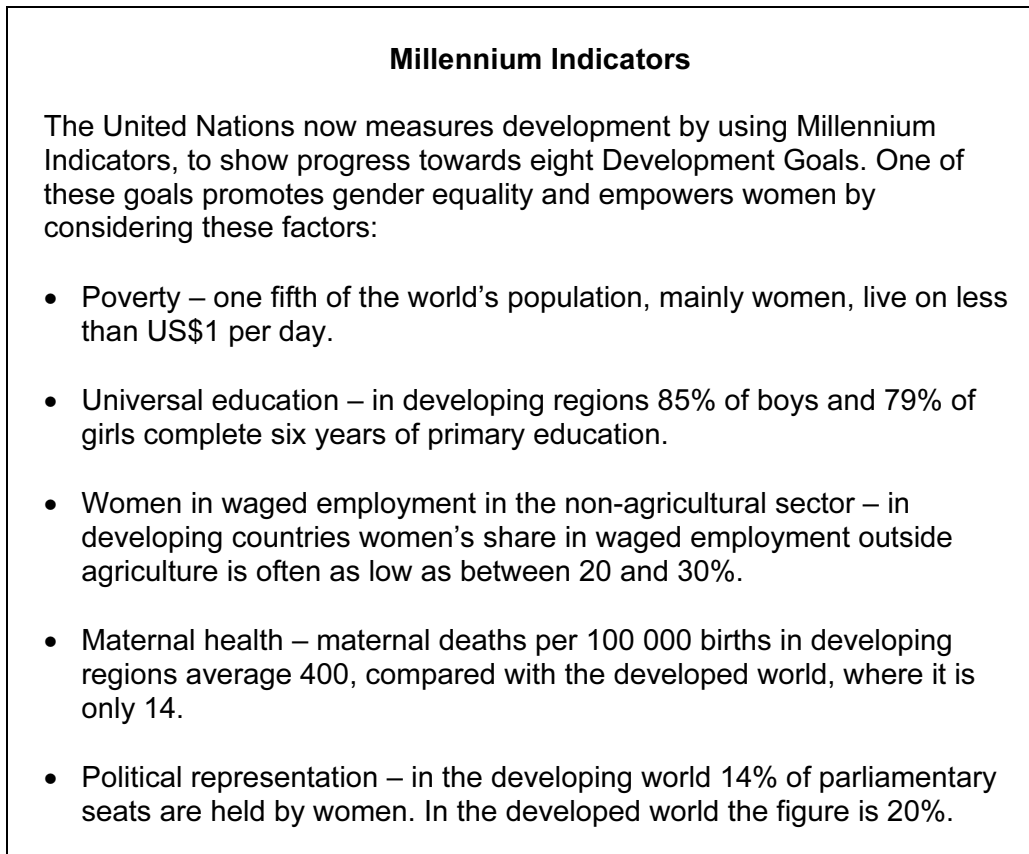
(c) Study Fig. 4.

Millennium Indicators

The United Nations now measures development by using Millennium Indicators, to show progress towards eight Development Goals. One of these goals promotes gender equality and empowers women by considering these factors:

- Poverty – one fifth of the world's population, mainly women, live on less than US$1 per day.

- Universal education – in developing regions 85% of boys and 79% of girls complete six years of primary education.

- Women in waged employment in the non-agricultural sector – in developing countries women's share in waged employment outside agriculture is often as low as between 20 and 30%.

- Maternal health – maternal deaths per 100 000 births in developing regions average 400, compared with the developed world, where it is only 14.

- Political representation – in the developing world 14% of parliamentary seats are held by women. In the developed world the figure is 20%.

Fig. 4

(i) What is meant by *empower women*? [1]

(ii) Suggest ways that governments in both the developed and the developing world might encourage a greater proportion of women to become members of their national parliament. [3]

(iii) Explain how some of the factors listed in Fig. 4 work together to hold back gender equality. [6]

[Total: 20 marks]

3 **(a)** Study Fig. 5, which shows changes between 1965 and 2005 in the percentage share of manufactured goods in the exports of the Republic of South Korea, one of the first NICs.
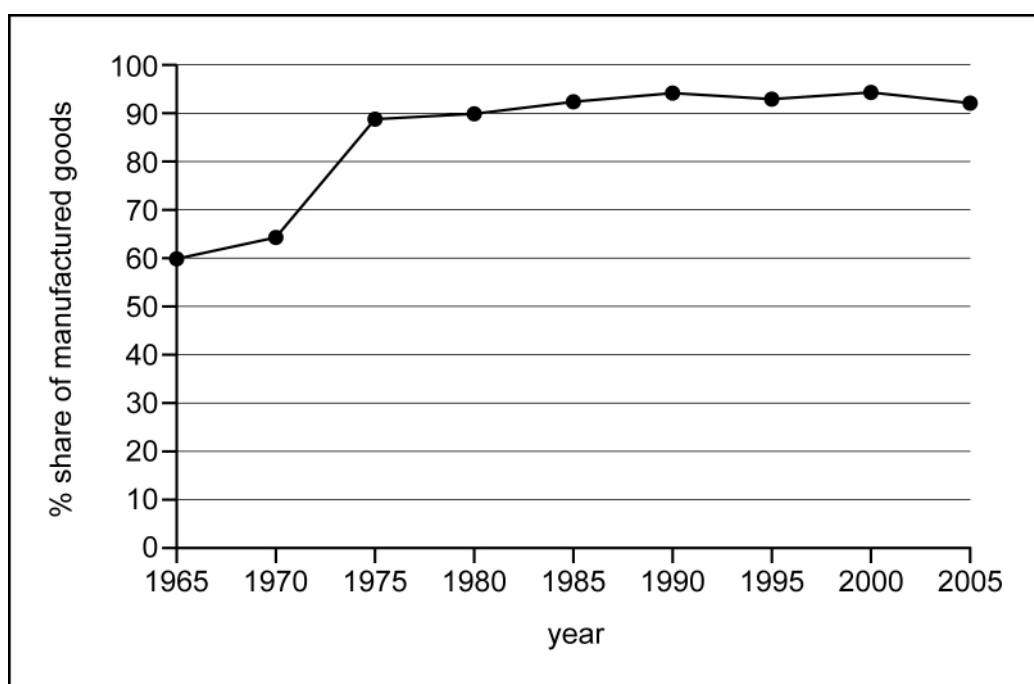

Fig. 5

(i) What is meant by an *NIC*? [1]

(ii) Describe, using the data in Fig. 5, the changes in the percentage share of manufactured goods in the exports of South Korea. [3]

(b) Study Table 1.

Table 1

The South Korean Development Success Story		
	1970s	**Year 2005**
GNP per head (US$)	About 800	16 290
Main exports	Textiles, clothes, shoes	Electronics, cars, machinery, steel, ships, textiles, clothing, footwear, fish
Main imports	Restricted to raw materials for industry, capital goods and oil. No consumer goods	Machinery, electronics, oil, steel
Political system	Dictatorship	Democracy
Development strategy	Export orientated industrialisation	Global trade
Policies	Import restrictions Planned export targets Foreign aid Encouraged savings and investment Cheap loans to local business and strict limits on MNCs (TNCs) Restrictions on trade unions	Investment in infrastructure, research, education and high technology Investment in less developed countries Outsourcing

    (i) Suggest why South Korea put restrictions on imports in the 1970s. [1]

    (ii) Suggest **two** reasons why the South Korean government put restrictions on trade unions in the 1970s. [2]

    (iii) Suggest **three** of the advantages for South Korea of putting strict controls on MNCs. [3]

    (iv) What are the advantages and disadvantages of outsourcing? [4]

(c) Explain how government investment in infrastructure helps to promote industrial growth. [6]

[Total: 20 marks]

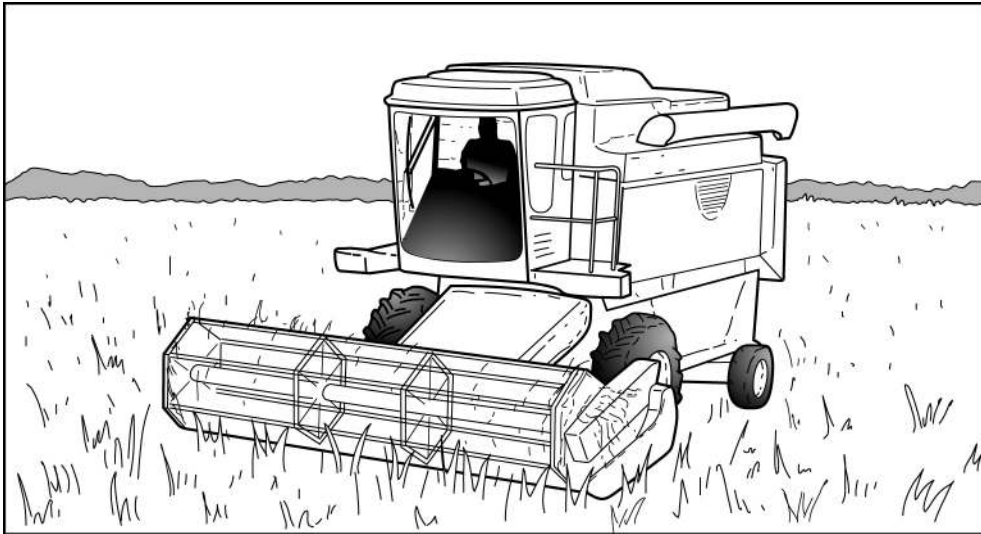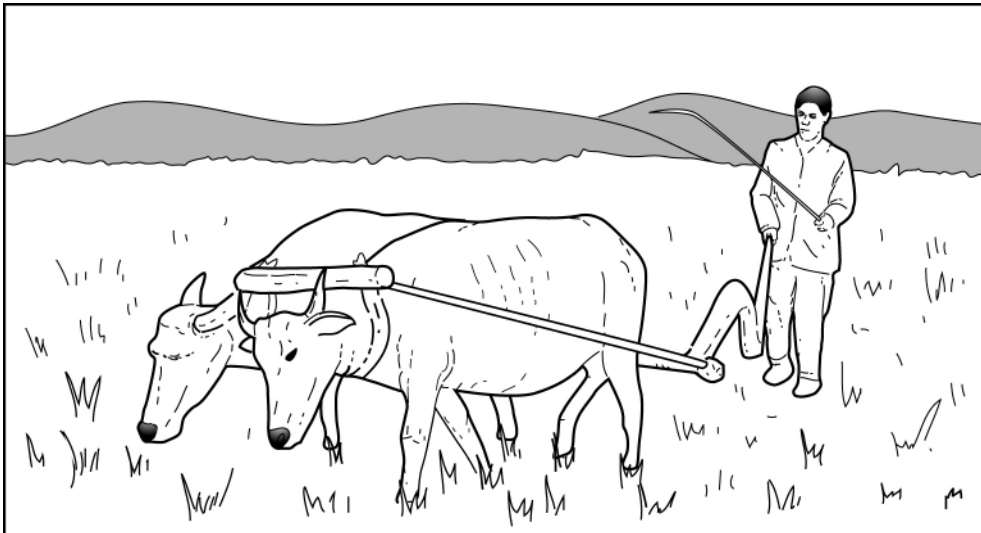**4** Figs 6A and 6B show two different types of farm.

Fig. 6A

Fig. 6B

(a) (i) Name the types of farming seen in Figs. 6A and 6B. [2]

(ii) Give **three** ways in which the type of farming shown in Fig. 6A differs from that shown in Fig. 6B. [3]

(iii) Co-operatives help farmers market their goods. In what other ways would co-operatives help farmers like the one in Fig. 6B to improve their income? [3]

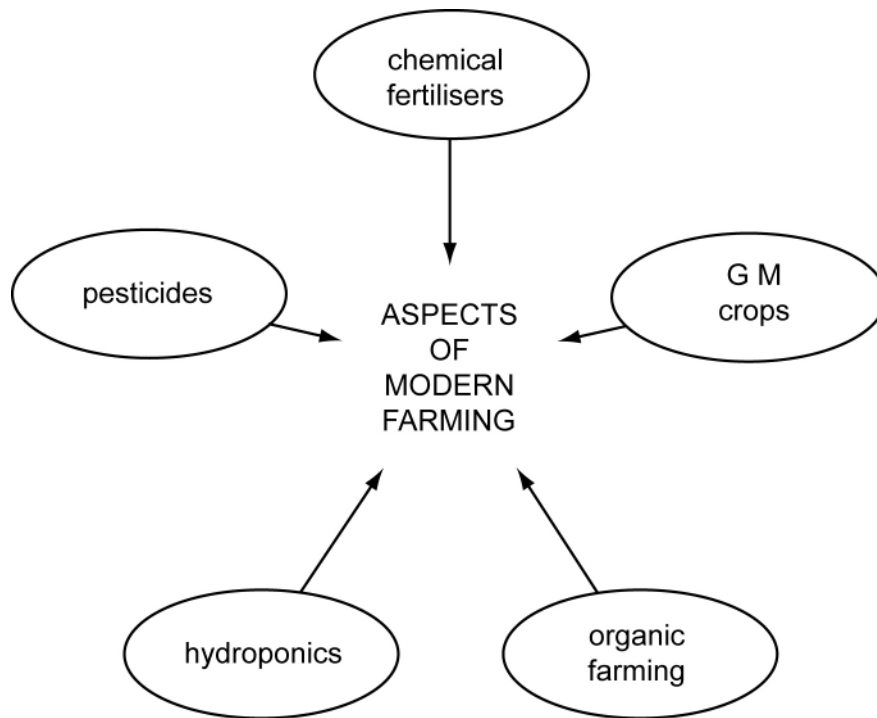**(b)** Study Fig. 7, which shows aspects of modern farming.

Fig. 7

    (i) What are *GM crops*? [1]

    (ii) What is *organic farming*? [1]

    (iii) Select **two** aspects of modern farming shown on Fig. 7 and explain how they can
        be used to increase farming output. [4]

(c) Describe environmental problems that may result from using modern farming
methods. [6]

[Total: 20 marks]

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