

International General Certificate  
of Secondary Education

DEVELOPMENT STUDIES 0453

For examination in November 2010

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Syllabus

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# Development Studies

Syllabus code: 0453

Available in the November session only

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### Exclusions

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

2271 Development Studies



# INTRODUCTION

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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.

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, environmental, 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 and positive role in shaping the societies in which they live. In devising the syllabus attention has been paid to the issue of sustainable development and the Millennium Development Goals (MDGs).

The Millennium Development Goals commit the international community to an expanded vision of development, one that vigorously promotes human development as the key to sustaining social and economic progress in all countries, and recognises the importance of creating a global partnership for development. The goals have been commonly accepted as a framework for measuring development progress.

Many of the targets of the MDGs were first set out by international conferences and summits held in the 1990s. They were later compiled and became known as the International Development Goals. In September 2000 the member states of the United Nations unanimously adopted the Millennium Declaration. Following consultations among international agencies, including the World Bank, the IMF, the OECD, and the specialised agencies of the United Nations, the General Assembly recognised the Millennium Development Goals as part of the road map for implementing the Millennium Declaration.

The goals are:

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development

## AIMS

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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, rather the emphasis should be on their interdependency. Aims 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 be aware of crucial global issues;
3. understand the interrelationships of social, economic, political and environmental systems;
4. acquire the skills of analysis necessary for the understanding of development;
5. critically examine and evaluate different development strategies and experiences;
6. understand both the prospects for and constraints upon development and appreciate the resource potential of their own environment;
7. understand the interrelationship of development at local, national, regional and international levels;
8. develop an understanding of development issues to enable them to work towards the elimination of poverty, exploitation and environmental destruction;
9. promote self-awareness and an understanding of the attitudes, values and beliefs of others, and encourage respect for human rights.

# ASSESSMENT OBJECTIVES

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The three assessment objectives in Development Studies are:

- A Knowledge with understanding
- B Analysis and evaluation
- C Investigation and decision making

A description of each assessment objective follows.

## **A KNOWLEDGE WITH UNDERSTANDING**

Students should be able to:

1. recall and select relevant factual information;
2. demonstrate knowledge and understanding of development terms and issues;
3. show awareness of development strategies and give examples of how they have been applied;
4. show an understanding of the interaction of social, economic, political and environmental processes.

## **B ANALYSIS AND EVALUATION**

Students should be able to:

5. present and interpret relevant data in written, statistical, diagrammatic, pictorial, cartographic 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 AND DECISION MAKING**

Students should be able to:

8. extract relevant information from a range of sources;
9. understand how a simple research exercise is planned and carried out;
10. use their knowledge, understanding and skills, and a range of resources, to reach and justify informed decisions.

# ASSESSMENT

## SCHEME OF ASSESSMENT

All candidates will take Papers 1 and 2.

### Paper 1 (2 hours)

This paper will consist of structured questions based upon stimulus material. Candidates will be expected to answer the four compulsory questions drawn from the whole curriculum, involving primarily, but not exclusively, the demonstration of knowledge and understanding. (4 x 20 marks)

### Paper 2 (2 hours)

This paper will consist of a number of compulsory structured questions based upon several pieces of related source material. Questions will mainly test the skills of analysis and evaluation of evidence along with investigation and decision making. (80 marks in total)

## SPECIFICATION GRID

The relationship between the assessment objectives and components of the scheme of assessment. The two papers have equal weighting.

Assessment Objectives	Paper 1	Paper 2
<b>A Knowledge with understanding</b>	60	20
<b>B Analysis and evaluation</b>	20	30
<b>C Investigation and decision making</b>	0	30
<b>Total marks</b>	80	80
<b>Weighted marks</b>	80	80

# CURRICULUM CONTENT

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## Introduction

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 students, 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 Development Studies syllabus should be presented in an open-ended way. 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.

Students 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. Thus it is important that in teaching this subject that students are introduced to actual case studies. It is particularly useful if local case studies/examples, with which the students may be familiar, are used to illustrate topics. 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.

Case studies also provide a useful way of introducing decision making. Some questions in Paper 2 may require candidates to use their knowledge and understanding together with information provided in the examination to make and justify decisions on developmental issues.

It is recommended that investigation skills be used throughout the course as a method of learning. In answering some questions in Paper 2 candidates will be required to demonstrate that they have an understanding of the methodology of personal and/or group investigations of development issues, using both primary and secondary sources of information and data. Such skills as planning an investigation, the research methods to be used, the presentation and analysis of the results and drawing conclusions should be an integral part of the teaching programme.

<b>Poverty and Development</b>		
<b>No.</b>	<b>General Objective</b>	<b>Detailed Content</b>
1	Understand the concepts of poverty and development	<ul style="list-style-type: none"> <li>- define poverty</li> <li>- define the concepts of development, economic development and sustainable development</li> <li>- understand the Millennium Development Goals</li> </ul>
2	Measure levels of poverty and development	<ul style="list-style-type: none"> <li>- measure levels of poverty and development using different indicators such as: GNP and GDP per person; HDI; life expectancy; health data; education data; use of energy resources per person; production; employment and employment structure (primary, secondary, tertiary employment); female participation etc.</li> <li>- explain why indicators vary and why some are more useful than others</li> <li>- explain why some aspects of development are difficult or impossible to measure, e.g. justice, freedom etc.</li> </ul>
3	Identify patterns of development and characteristics of countries at different levels of development	<ul style="list-style-type: none"> <li>- describe the broad global patterns of development</li> <li>- describe the characteristics of countries at different levels of development, e.g. low, middle and high income countries; Newly Industrialised Countries/Economies (NICs/NIEs); industrialised/non-industrialised countries</li> </ul>
4	Analyse social and health issues in relation to poverty and development	<ul style="list-style-type: none"> <li>- understand the concept of basic needs for human life such as: enough food, clean water, housing, health care, education</li> <li>- describe and analyse social and health issues facing low and middle income countries; nutrition; clean water supply; health and medical care; disease and the spread of HIV/AIDS and other pandemics</li> <li>- understand the basic developmental needs of low income and middle income countries</li> <li>- recognise the role of women in development</li> <li>- understand how traditional lifestyles, inequality, discrimination, deprivation and ethnic/cultural issues affect development and the alleviation of poverty</li> <li>- discuss the reasons for and possible strategies to reduce inequality, discrimination and deprivation</li> </ul>
5	Describe, explain and analyse how political issues affect poverty and development	<ul style="list-style-type: none"> <li>- understand the concept of human rights</li> <li>- understand the roles of the different institutions of government and the functions of the legislature, the executive and the judiciary</li> <li>- recognise that political systems control the distribution of resources</li> <li>- understand how different political systems operate: capitalist, socialist, mixed economies, democracies, dictatorships</li> <li>- explain how political actions can promote or restrict development</li> </ul>

<b>Industrial Development, Trade and Globalisation</b>		
<b>No.</b>	<b>General Objective</b>	<b>Detailed Content</b>
1	Understand the concept of industrialisation and the processes of production	<ul style="list-style-type: none"> <li>- describe the characteristics of employment in the formal and informal sectors</li> <li>- understand the meaning of industrialisation and explain why it is regarded as a major contributor to the development process</li> <li>- explain the need for an educated/skilled workforce for industrialisation to occur</li> <li>- describe the factors of production: land; labour; capital; enterprise</li> <li>- describe the types of technology (simple, intermediate, complex) and explain, using examples, when and where they are appropriate</li> <li>- explain economies of scale</li> <li>- describe labour and capital intensive methods of production</li> <li>- describe the sectors of production in a national economy (agriculture, industry and services/primary, secondary and tertiary), and               <ul style="list-style-type: none"> <li>(a) illustrate the linkages between the sectors</li> <li>(b) identify how goods and services are used (for home use, for exchange within a country and for export) and illustrate with examples</li> </ul> </li> </ul>
2	Understand the growth and role of world trade since the 1950s	<ul style="list-style-type: none"> <li>- understand the terms import, export, balance of trade, terms of trade and their relationship to development</li> <li>- understand the terms neo-colonialism, dependency and fair trade and their relationship to development</li> <li>- describe and explain the growth and changes in the pattern of world trade since 1950</li> <li>- explain the importance of trade and how it benefits countries at different levels of development</li> <li>- free trade zones</li> <li>- appreciate the need for and the impacts of fair trade</li> </ul>

3	Understand the function and impact of foreign investment on development	<ul style="list-style-type: none"> <li>- describe the role of aid agencies and charities in development</li> <li>- understand the role of the IMF, World Bank and regional development banks (Asian Development Bank, African Development Bank etc.) in promoting development</li> <li>- explain the causes and impacts of national debt and the benefits of debt relief</li> <li>- describe the role of foreign direct investment and multinational (transnational) companies in the development process</li> <li>- evaluate the impact of multinational companies on development</li> </ul>
4	Understand the process of globalisation and evaluate its impacts	<ul style="list-style-type: none"> <li>- understand the term globalisation and have an awareness of its advantages and disadvantages</li> <li>- describe the development, advantages and disadvantages of outsourcing (e.g. clothing and electronics manufacturing, call centres, computer programming)</li> <li>- assess the impact of outsourcing as a means to development</li> <li>- assess the impacts of travel and tourism as a means of development</li> </ul>
5	Understand different approaches to development	<ul style="list-style-type: none"> <li>- describe and evaluate different approaches to development at a variety of scales, for example grass roots' development, rural development programmes, exploitation of resources, industrialisation (foreign investment, joint ventures, government funding etc.), state, formal and informal developments</li> </ul>

<b>Population and Development</b>		
<b>No.</b>	<b>General Objective</b>	<b>Detailed Content</b>
1	Understand the reasons for and impact of population change	<ul style="list-style-type: none"> <li>- define the terms population density, population growth, crude birth rate, crude death rate, natural increase, infant mortality, immigration, emigration</li> <li>- understand the reasons for changes in population growth rates. Positive reasons (improved sanitation, access to clean water, education, government policies, etc.) and negative reasons (HIV/AIDS, other pandemics, drought, war etc.) to be considered</li> <li>- understand the impact of changes in the crude birth and death rates on the population structure and growth rate</li> <li>- understand the impact of changes in population structure and size on development</li> </ul>
2	Understand the nature, causes and impacts of urbanisation	<ul style="list-style-type: none"> <li>- explain how development leads to urbanisation</li> <li>- describe the effects of urbanisation on both rural and urban areas</li> <li>- describe and evaluate possible solutions to the problems resulting from urbanisation, including problems in both urban areas (shanty towns/squatter settlements) and rural areas</li> </ul>
3	Understand the reasons for and impacts of international migration	<ul style="list-style-type: none"> <li>- define the terms immigration, emigration, forced migration, voluntary migration, refugee, asylum seeker, economic migrant</li> <li>- understand the causes of international migration</li> <li>- evaluate the positive and negative impacts of migration on low and middle income countries and their development</li> <li>- investigate ways of managing international migration</li> </ul>
4	Investigate the implications of rapid population growth on a country or area and analyse strategies for dealing with the issue	<ul style="list-style-type: none"> <li>- undertake a case study of a country or area where rapid population growth is an issue</li> <li>- evaluate programmes designed to overcome population issues</li> </ul>

<b>Environment and Development</b>		
<b>No.</b>	<b>General Objective</b>	<b>Detailed Content</b>
1	Develop an understanding and appreciation of the nature of rural development	<ul style="list-style-type: none"> <li>- describe the nature of traditional societies; the use and ownership of land, division of labour, and types of tools; seasonal agricultural, social and cultural activities and dependence on the local environment; the impact of colonialism, development of peasant farming/ subsistence farming and cash cropping</li> <li>- describe and illustrate examples of commercial farming: tools and technology, development of monoculture and large scale projects, plantations, crop rotation</li> <li>- describe and evaluate selected rural development schemes and strategies, and evaluate the problems involved in their implementation: loans and credit schemes and small scale rural projects, farmers' co-operatives, resettlement schemes, integrated rural development and the mobilisation of rural population, grass roots' development and appropriate farming methods</li> </ul>
2	Recognise the growth and importance of a world market for agricultural products	<ul style="list-style-type: none"> <li>- understand the impact of population growth on food supplies</li> <li>- describe the ways in which agriculture can be modernised to increase output: pesticides, fertilisers, irrigation, land reform, plant breeding, GM crops, hydroponics, and animal breeding and production programmes</li> <li>- examine the impact of transport, preserving and freezing on the world market for agricultural products</li> <li>- evaluate agricultural systems in terms of cash crop production (cotton, tobacco, export crops, ranching) versus growth of staple foods for local population</li> </ul>
3	Understand the impacts of changes in agriculture and investigate strategies to ensure sustainable development	<ul style="list-style-type: none"> <li>- understand the causes and impacts of the flight from the land (see urbanisation)</li> <li>- understand the causes and impacts of land degradation, soil erosion, pesticide and nitrate pollution</li> <li>- consider the sustainability of modern farming systems and of organic farming as a type of sustainable development</li> </ul>

4	Examine the reasons for land-use pressure and methods of land conservation	<ul style="list-style-type: none"> <li>- increasing population leading to deforestation and use of marginal land</li> <li>- impact of rapid urbanisation and industrial development</li> <li>- increasing demand for land for utilities (water supply, power supply etc.)</li> <li>- exploitation of land for mineral extraction</li> <li>- growth of the entertainments industry and tourism</li> <li>- mass tourism as a source of foreign earnings, and growth of tourist resorts</li> <li>- evaluate conservation methods to preserve/conserve land and retain bio-diversity; National Parks, National Forests, Heritage Sites, Areas of Special Scientific Interest, protection of endangered species and CITES, etc.</li> </ul>
5	Understand the reasons for and impact of global environmental problems and investigate strategies to reduce them	<ul style="list-style-type: none"> <li>- understand the causes of global warming, its current and probable future impacts and evaluate possible strategies to reverse global warming or overcome its impacts</li> <li>- understand how ozone depletion occurs, the serious impact of such depletion and evaluate possible strategies to reverse depletion</li> <li>- understand how acid rain occurs, the impact of acid rain on ecosystems and evaluate possible strategies to reduce acid rain and/or reduce its impacts</li> <li>- understand the causes of urban pollution problems such as carbon monoxide, particulates, nitrogen and sulfur oxides, industrial waste. The impact of these pollutants and evaluation of strategies to reduce such impacts should also be studied</li> <li>- understand how effluent/sewage can be an environmental problem and evaluate strategies to reduce its impact</li> </ul>
6	Understand how natural disasters affect development	<ul style="list-style-type: none"> <li>- candidates should undertake a case study of a natural disaster and assess its impact on development. The study should also evaluate the ways in which government and NGOs dealt with the impacts of the disaster and draw conclusions as to their successes and/or failures. Alternative solutions to the impacts should be considered</li> </ul>

**Skills**

Candidates should be able to

- research secondary sources;
- collect primary data through observation, questionnaires, interviews;
- present data in a variety of forms;
- analyse data, graphs, maps, photographs, diagrams, cartoons, text;
- evaluate data and strategies;
- make and justify decisions using a variety of sources of information.

# GRADE DESCRIPTIONS

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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;
- show a thorough understanding of the issues which can restrict and promote development;
- use the skills of investigation, analysis, evaluation and decision making;
- apply knowledge, understanding and skills 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;
- have some understanding of the issues that restrict and promote development;
- use the skills of investigation, analysis and decision making;
- apply knowledge, understanding and skills in making judgements on development problems of a local, national and international character, appreciating to some extent 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;
- identify some factors that restrict or promote development;
- use the skills of investigation and analysis;
- apply the basic knowledge, understanding and skills 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.