



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

CANDIDATE  
NAME

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CENTRE  
NUMBER

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CANDIDATE  
NUMBER

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**DEVELOPMENT STUDIES**

**0453/01**

Paper 1

**For Examination from 2010**

SPECIMEN PAPER

**2 hours**

Candidates answer on the Question Paper.

No Additional Materials are required.

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**READ THESE INSTRUCTIONS FIRST**

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.

You may not need all the answer lines for your answer.

You should read and study the sources **before** answering the questions.

The Insert contains Figs. 2 and 7 for Questions 1 and 4.

At the end of the examination, fasten all your work securely together.

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

For Examiner's Use	
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>Total</b>	

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This document consists of **15** printed pages, **3** blank pages and **1** Insert.



- 1 Study Fig. 1, which shows information about international migration.

**International migration**

One of the results of globalisation has been the change in global demand for labour. Many of the high income countries have low rates of population growth and labour shortages, whilst changes in demand for goods and services have created new work opportunities.

Development and education in some low and middle income countries has resulted in a labour force which is willing and able to emigrate. As farming in these countries has modernised, millions of people have left the rural areas and sought work in the cities. But the cities have become overcrowded and high unemployment levels have forced people to look for work outside their own country. Often people travel many thousands of kilometres to take advantage of the new jobs, to earn more money and join other members of their family.

**Fig. 1**

- (a) (i) What is meant by *globalisation*?

.....  
 ..... [1]

- (ii) What term is used to describe migrants who leave their own country to find jobs? Choose **one** of the following and tick (✓) the box:

asylum seekers	
economic migrants	
immigrants	
refugees	

[1]

- (iii) Suggest **two** reasons why some high income countries have labour shortages.

.....  
 .....  
 .....  
 ..... [2]

(b) (i) Give **two** problems faced by newly arrived international migrants.

.....  
.....  
.....  
..... [2]

(ii) Describe the benefits and problems for those left at home of having family members overseas.

.....  
.....  
.....  
.....  
..... [3]

(c) Study Fig. 2 (Insert), which shows information about recent international migration flows.

(i) Which country shown had the largest inflow of foreign population in 2004?

..... [1]

(ii) Which of the flows shown refers to illegal immigrants?

..... [1]

(iii) What does Fig. 2 show about the pattern of migration flows between countries of different levels of economic development. Use examples to justify your answer.

.....  
.....  
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.....  
..... [3]





- 2 Study Fig. 3, which gives information about the Philippines, a country in South East Asia which consists of over 7,000 islands.

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Information about the Philippines	
Total population	73 million
GDP per person	US\$983
Population below poverty line	40.0%
Population growth rate (per year)	2.3% per year
Population under 16 years old	60.0%
National debt to World Bank and other agencies	Equals ½ of annual GNP
Government economic programme	1. Set up tax-free export processing zones 2. Develop electronic and clothing industries 3. Develop industries processing food for export 4. Encourage more tourists
Number of natural disasters 1975–2000	250

Fig. 3

- (a) (i) What is meant by *below the poverty line*?

.....  
..... [1]

- (ii) What is likely to happen to the size of the total population in the next few years? Justify your answer.

.....  
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.....  
..... [2]

(iii) Explain how the initiatives in the government economic programme will help to pay back foreign debt.

.....

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.....

..... [3]

(iv) What is meant by a *natural disaster*?

.....

..... [1]

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Study Fig. 4, which shows background information about the environment of the Philippines.

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**The environment of the Philippines**

**Natural disasters**

- Since 1975, there have been twelve earthquakes and six volcanic eruptions.
- Over one million people were affected by floods in 2000.
- The Philippines has many tropical storms each year, causing flash floods.

**Biodiversity**

- The islands have the richest biodiversity on earth. There are 510 species of mammals, birds, frogs and lizards that are only found in the Philippines.

**Man-made problems**

- In the 1950s, three quarters of the Philippines were covered by tropical forest. By the year 2000 forests covered only one third of the land.
- Soil erosion is occurring on the hillsides.
- There is air and water pollution in urban areas.
- There is pollution of coastal mangrove swamps and degradation of the coral reefs.

(Source. Global Eye 2001 [www.globaleye.org.uk/secondary\\_autumn2001/eyeon/land.html](http://www.globaleye.org.uk/secondary_autumn2001/eyeon/land.html))

**Fig. 4**

**(b)** Using the information provided in both Figs 3 and 4:

**(i)** Suggest **three** of the problems that the Philippines may experience after an earthquake or volcanic eruption.

.....

.....

.....

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.....

.....

.....

[3]







3 Study Fig. 5, which shows some of the facts about urbanisation in South America.

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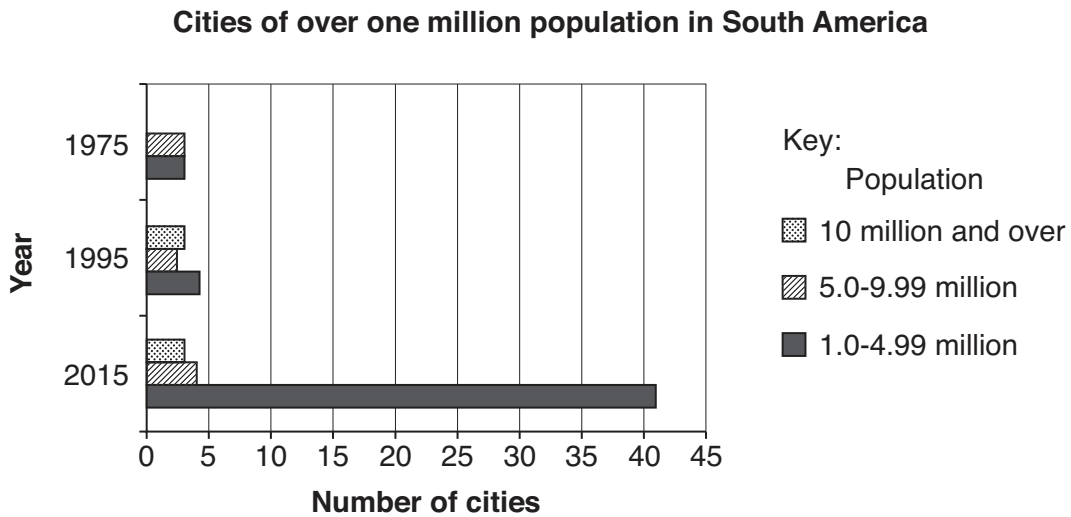


Fig. 5

(a) (i) What is meant by *urbanisation*?

.....  
..... [1]

(ii) How many cities in South America had a population of over 10 million in 1995?

..... [1]

(iii) How many cities in South America are expected to have populations of over 5 million by the year 2015?

..... [1]

(iv) One third of the growth of these cities has been in the slums and squatter settlements. Describe and explain **two** of the health problems created by the conditions found in slums and squatter settlements.

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..... [4]

- (b) Study Fig. 6, which shows information about the squatter settlements in Caracas, the capital of Venezuela.

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Use

**Squatter settlements in Caracas**

Many people have moved from the rural areas into the squatter settlements of Caracas. People have built makeshift homes on any piece of spare ground available and in this way huge illegal settlements have spread onto the steep slopes of the hills. Most of these people are unskilled except in agricultural work, they have very little education and most of them work in the informal sector of the city.

The government of Venezuela found it very difficult to deal with the problems of the arrival of three million squatters. However, since 2002 the government has set up Urban Land Committees to help squatters to get land titles and rights to the land which they were once accused of occupying illegally. Now these land titles are giving the people security from eviction, enabling them to borrow money and improve their houses. At the same time the government has been spending vast sums of money, earned from oil revenues, to improve the lives of those living in the squatter settlements. It is a project that will take many years.

**Fig. 6**

- (i) Give **two** reasons why people prefer to live in Caracas rather than in the rural areas.

.....

.....

.....

..... [2]

- (ii) Explain, using an example, what is meant by *work in the informal sector*.

.....

.....

.....

..... [2]

- (iii) Why might it be difficult for someone to get a loan if they do not have legal rights to the land?

.....

..... [1]

(iv) Suggest **two** reasons why a country such as Venezuela has found it difficult to deal with the problems of rapid urban growth.

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..... [2]

(c) Describe ways in which governments and local people can improve conditions in squatter settlements.

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..... [6]

**[Total: 20 marks]**

4 Study Fig. 7 (Insert), which shows the changes that occurred in Sabtenga, a village in Burkina Faso, one of the poorest countries in West Africa.

(a) (i) What was the main means of transport used by the villagers in 1986?

..... [1]

(ii) The farming in Sabtenga in 1986 was traditional peasant farming. Describe the characteristics of this type of farming.

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.....  
..... [2]

(iii) Give **three** pieces of evidence from Fig. 7 to show that the general standard of living improved between 1986 and 2006.

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..... [3]

(b) What evidence is there to show that people in Sabtenga are still suffering from rural poverty? Give **three** examples from Fig. 7.

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..... [3]

(c) (i) Which **three** pieces of evidence from Fig. 7 might show that women in Sabtenga in 2006 experience sexual inequality?

.....  
.....  
.....  
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.....  
..... [3]

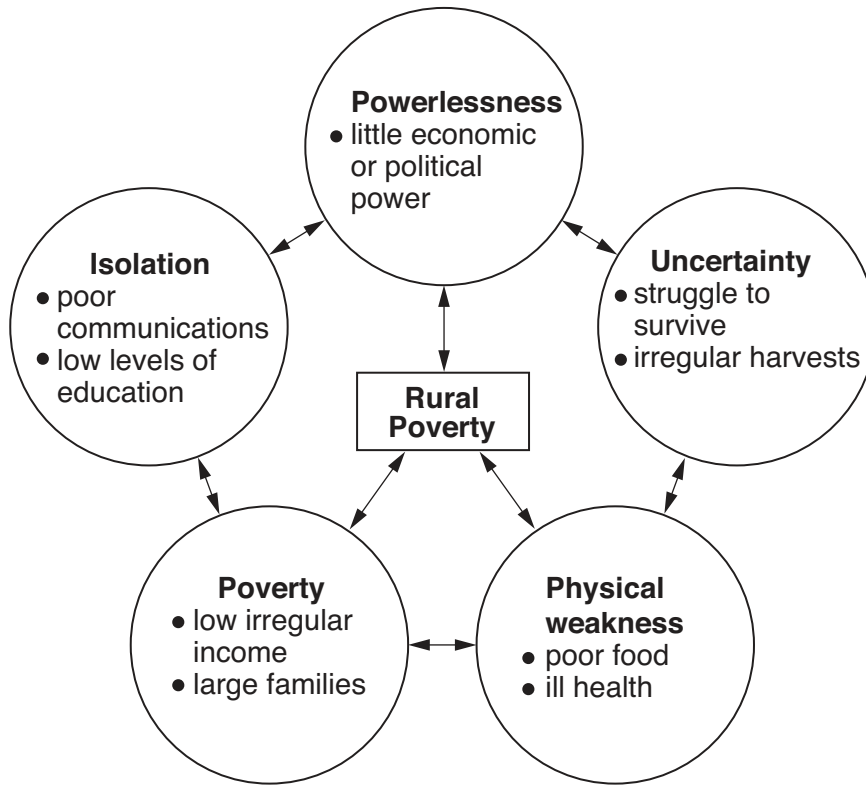
(ii) Suggest ways in which changes since 1986 in Sabtenga have helped to give women more economic and political power.

.....  
.....  
.....  
..... [2]

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Study Fig. 8, which shows the five interlinked factors that affect the rural poor.

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(Source: based on Fig. 4.1 p51 Chris Dixon Rural Development in the Third World. Routledge 1990 ISBN 0-415-01597-9)

**Fig. 8**





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Question 1 Fig. 2 © www.pstalker.com/migration/mg\_map.htm

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**0453/01**

Paper 1

**For Examination from 2010**

SPECIMEN INSERT

**2 hours**

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**READ THESE INSTRUCTIONS FIRST**

This Insert contains Figs. 2 and 7 for Questions **1** and **4**.

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This document consists of **3** printed pages and **1** blank page.



Selected International Migration Flows

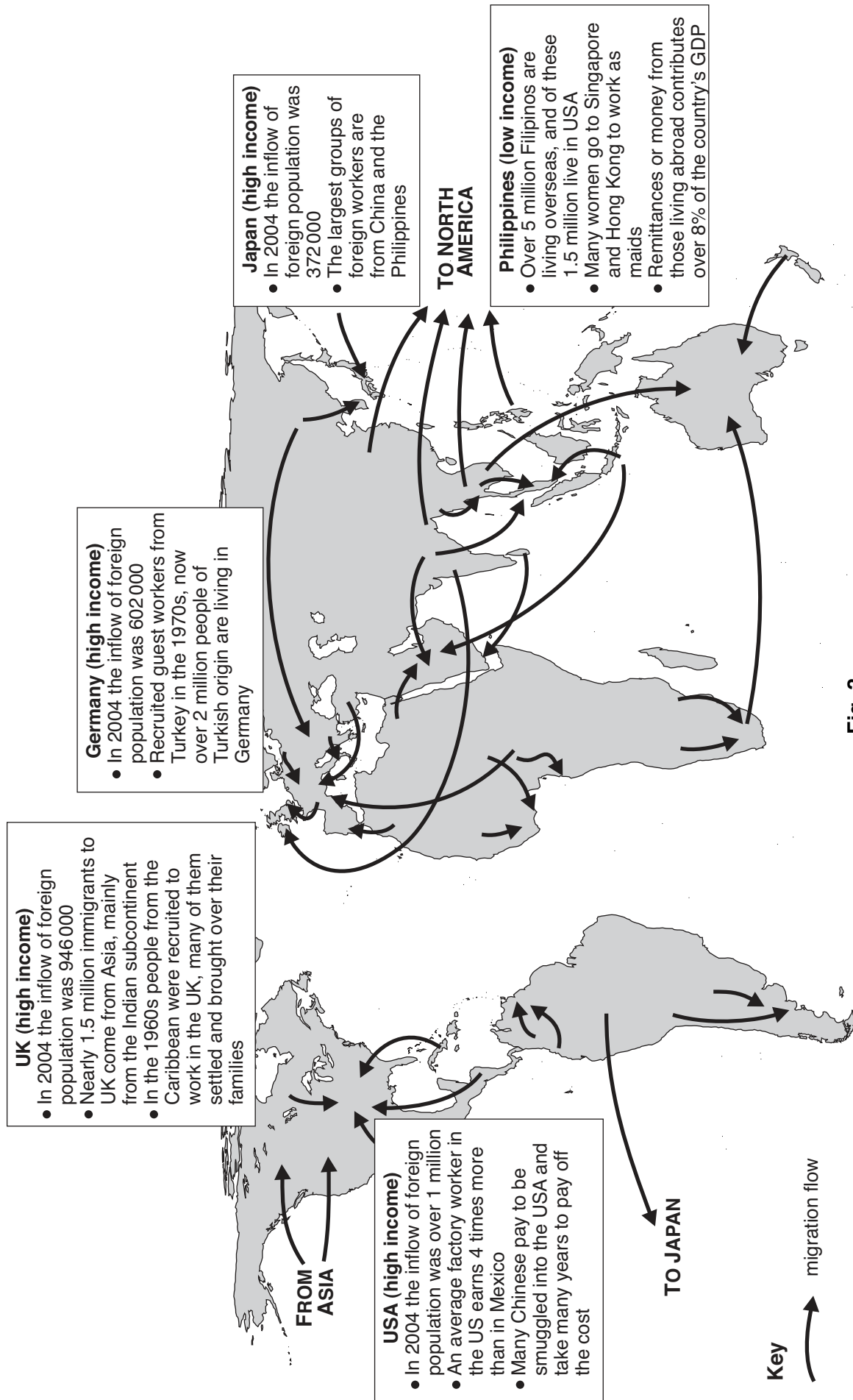


Fig. 2

Sabtenga in 1986	Sabtenga in 2006
Communications: walking 4 kms to Garango, the nearest town.	New dirt road to Garango. Heavy vehicles cannot reach village. Donkey carts are used by everybody. Men have mopeds and motorbikes.
No electricity.	Electricity since 2002 in Garango town. Solar panels operated a few TVs in village.
No telephone link.	Cell phones, recharged in shop in Garango. An internet café in Garango.
Men cleared land by hand. Young men migrated to work in Ghana or Cote d'Ivoire.	Men ploughed fields with oxen. Many men migrated and some took their wives. Wives left behind depended on husbands sending money back as remittances.
Women, life very hard: – did most of farming with hoes and carried crops to village – spent 4 hours each day collecting water from communal well and 2–3 hours pounding grain – spent 4 hours every 2–3 days gathering firewood – had no time to earn extra income.	Women still did most of the farming with hoes but life was easier because: – some had bicycles – each household had its own water pump – crops and firewood were carried in donkey carts – they had time to earn extra money. A women's co-operative: – funded small business activities selling food – had planted a hectare of trees – planned to own a field of peanuts and hire oxen to plough it.
Education – primary school too small to take all children.	All children go to a 6 grade primary school and school fees are low. 3 secondary schools in Garango but fees too expensive for most villagers to send all their children.
Infant Mortality rates high. Health clinic just starting.	Modern health centre with maternity clinics and inoculations for all children. Some mothers cannot afford to go to maternity clinics. Infant and maternal mortality is still high. Latrines are being built for each family.

(Source of information: Two decades of change in an African Village pp2-9 New Internationalist No. 389 May 2006  
© New Internationalist Publications Ltd 2006 ISSN 0305-9529)

**Fig. 7**

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