

CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

**DEVELOPMENT STUDIES**

**0453/02**

Paper 2

October/November 2003

Additional Materials: Answer Booklet/Paper

**2 hours 15 minutes**

**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 on both sides of the paper.  
You may use a soft pencil for any diagrams, graphs or rough working.  
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **both** questions.  
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.

- 1 (a) Study Fig. 1 which shows the life expectancy of males and females in selected countries.

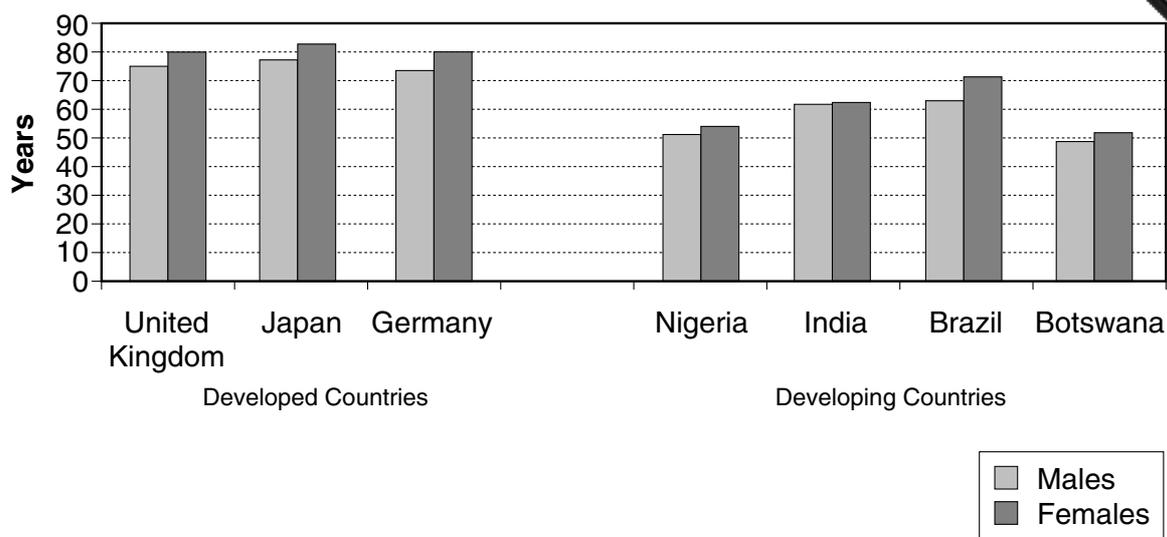


Fig. 1

- (i) In which country do both men and women have the greatest life expectancy? [1]
- (ii) How many more years is a woman in Germany likely to live than a woman in Botswana? [1]
- (iii) Compare the life expectancy between the developed and the developing countries using the data shown in Fig. 1. [3]
- (iv) Suggest reasons for the differences in life expectancy you have described in (iii). [3]
- (b) Study Fig. 2 which is about the health of some of the world's poorest people.

Of the world's 6 billion people, 1.2 billion live on less than \$1 a day. About 10 million children under the age of five died in 1999, most from preventable diseases. More than 113 million primary school age children do not attend school – more of them girls than boys. More than 500 000 women die unnecessarily each year during pregnancy and childbirth.

Fig. 2

- (i) What is the total population of the world? [1]
- (ii) Why will living on less than \$1 a day affect people's health? [1]
- (iii) Name **one** of the diseases which caused the death of many children and explain how it might have been prevented. [2]
- (iv) Many millions of girls do not attend primary school. Give **three** reasons why this affects people's **health**. [3]
- (v) Suggest **three** reasons why so many women die during pregnancy and childbirth. [3]

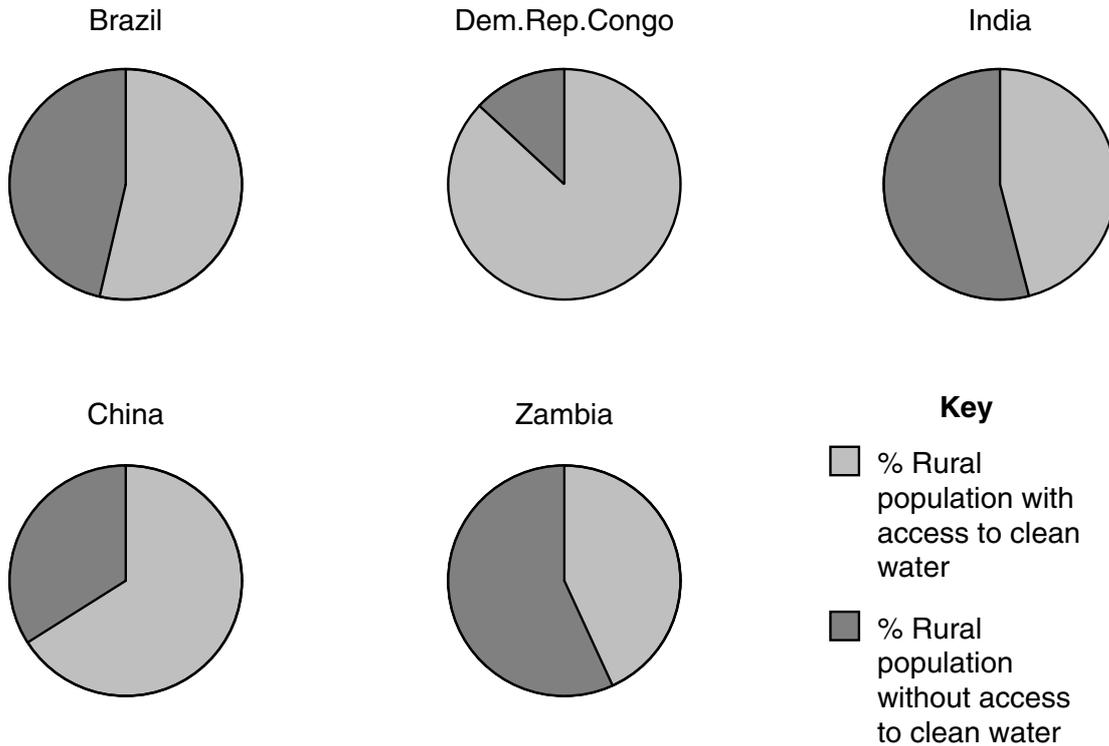
(c) Fig 3. shows a nurse teaching a group of mothers about a balanced diet.



Fig. 3

- (i) What is meant by a *balanced diet*? [1]
- (ii) What do people suffer from if they do not have a balanced diet? [1]
- (iii) For **two** of the groups of food explain why each is important in a healthy diet. [2]
- (iv) Suggest **three** other pieces of advice the nurse might give about preparing food. [3]

- (d) Fig. 4 shows the percentage of the rural population with access to clean water in five countries.



**Fig. 4**

- (i) Name **one** country in which over half the rural population has access to clean water. [1]
- (ii) Give **three** reasons why, in developing countries, people living in rural areas have less access to clean water supplies than those living in towns and cities. [3]
- (iii) Explain fully **three** different ways in which a lack of clean water supplies can affect people's health. [6]

[35 marks]

- 2 (a) Fig.5 shows the production process.

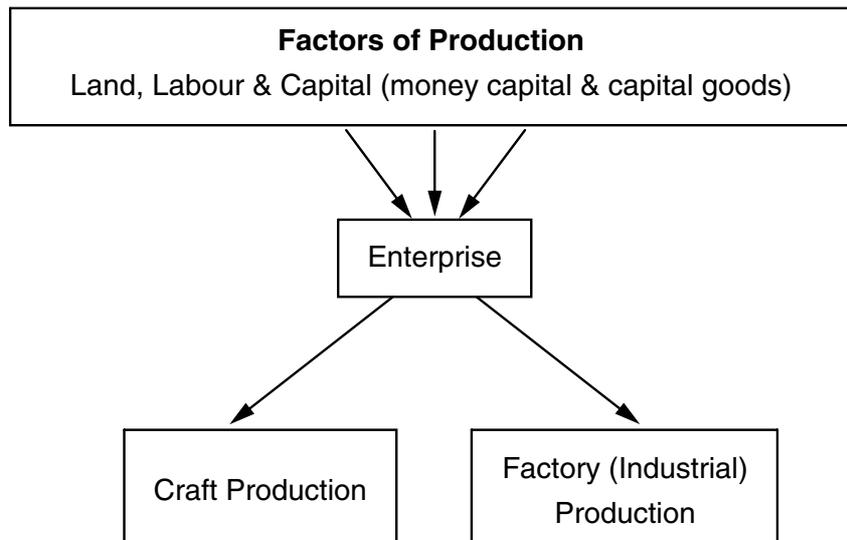


Fig. 5

- (i) Name **three** types of “land” resources used in industry. [3]
- (ii) What is the name given to work when it is shared out by task between different people? [1]
- (iii) Give **two** advantages of sharing out work in this way. [2]
- (iv) Explain what is meant by *capital goods*, and give an example of a capital good used in factory production. [2]
- (v) What is the function of enterprise in the production process? [1]
- (vi) Describe the differences between craft production and factory production. [3]

(b) Fig. 6 shows data about the economies of selected countries.

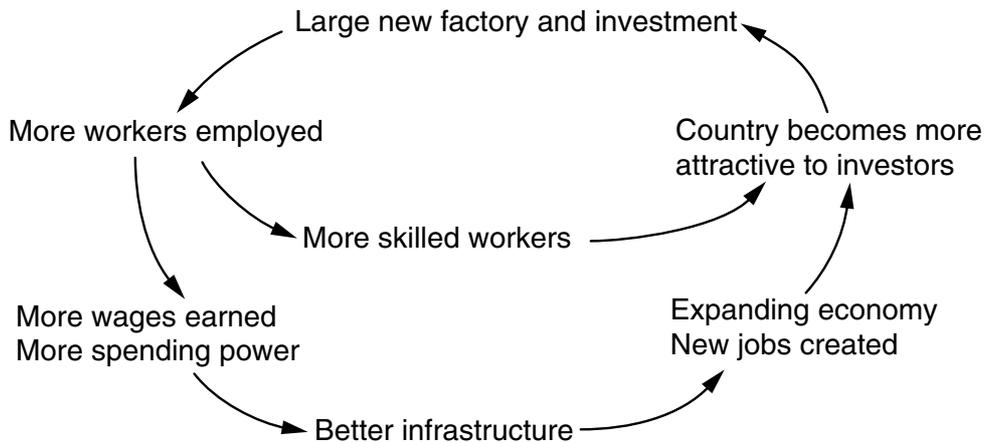
Country	Total Gross Domestic Product (GDP) (million \$)	% GDP produced by industry		% GDP produced by Services
		Mining, energy, construction.	Manufacturing	
<b>Developed Countries</b>				
Japan	5 108 000	12	24	60
United Kingdom	1 105 000	11	21	66
France	1 536 000	8	19	71
<b>NICs</b>				
South Korea	455 000	10	19	50
Brazil	688 000	13	24	49
<b>Developing Countries</b>				
Namibia	3 000	14	18	54
Ghana	6 000	10	6	38

(GDP is the total value of all the goods and services produced within the country)

**Fig. 6**

- (i) What do the letters NIC stand for? [1]
- (ii) Name a country where the proportion of GDP from services is more than half. [1]
- (iii) Describe the differences between the economies of Japan and Ghana. [3]
- (iv) Give **three** reasons why the service sector of the developed countries is so large. [3]

- (c) Fig. 7 shows ways in which increasing industrial production in a country leads to growth and an expanding economy.



**Fig. 7**

- (i) Why is Fig 7 described as a **cycle** of growth? [1]
- (ii) Explain why a country becomes more attractive to investors when it has skilled workers. [2]
- (iii) Describe **three** different types of infrastructure which would attract new industrial investment. [3]
- (iv) Name **one** type of small business individuals might set up in an expanding economy and describe how they might get the capital to start it up. [2]

- (d) Fig. 8 shows the logos of some large Multinational Companies (MNCs) which are also known as Transnational Companies (TNCs).

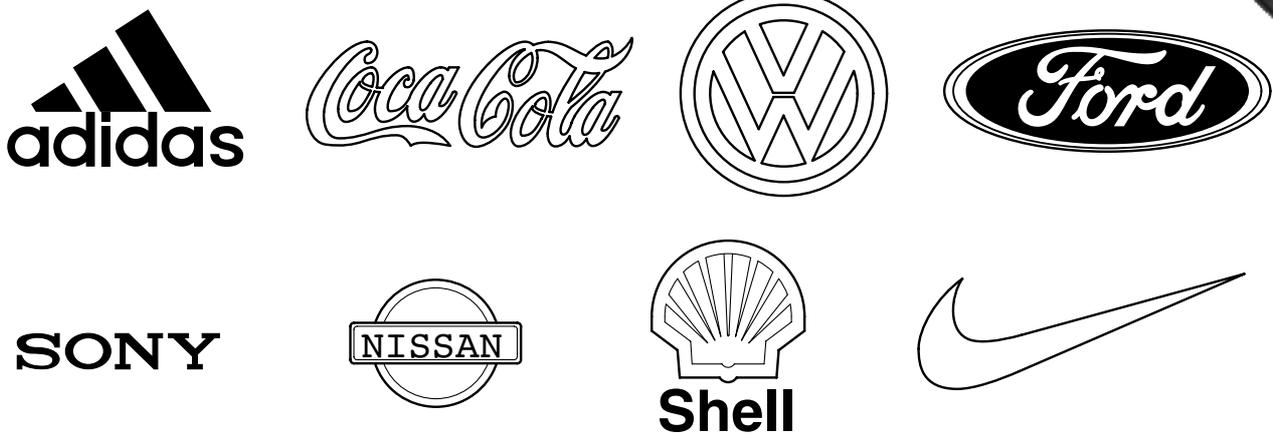


Fig. 8

- (i) What is meant by a multinational company? [1]
- (ii) Give **three** reasons why the governments of most developing countries try to attract MNCs. [3]
- (iii) Suggest **three** disadvantages of having large MNCs in a developing country. [3]

[35 marks]