



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

CANDIDATE  
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**DEVELOPMENT STUDIES**

**0453/02**

Paper 2

**October/November 2014**

**2 hours**

Candidates answer on the Question Paper.

Additional Materials: Ruler

**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.

You may use a soft pencil for any diagrams, graphs or rough working.

Do not use staples, paper clips, glue or correction fluid.

**DO NOT WRITE IN ANY BARCODES.**

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 Photographs A–F for Question 4(a).

The Insert is **not** required by the Examiner. It can be kept by the Centre and used as a teaching resource.

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.

This document consists of **18** printed pages, **2** blank pages and **1** Insert.

1 Study Fig. 1, an extract about secondary data.

Secondary data are often used in research investigations. Many researchers use quantitative data, such as official statistics, as a source of information. Other researchers prefer to use qualitative data, for example personal records such as letters, diaries and photographs. Some make use of articles in newspapers, or on film and TV. Materials published in books and on the Internet may also be useful forms of secondary data. Secondary data can be useful to support primary data, which have been collected by questionnaires, interviews and observation, but care has to be taken when using them. Data may not always be up to date and they may not always provide the information required. The validity of the data may therefore be limited.

Fig. 1

(a) Identify **two** examples from Fig. 1 of:

Qualitative data

1.....

2.....

Primary data

1.....

2..... [4]

(b) Define the following terms:

Official statistics .....

.....

.....

Quantitative data.....

.....

.....

Validity of data .....

.....

..... [3]

(c) Explain the difference between primary and secondary data.

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

(d) Explain why care must be taken when using secondary data. Give **two** reasons.

Reason 1 .....  
.....  
.....  
.....  
Reason 2 .....  
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.....  
..... [4]

**[Total: 13 marks]**

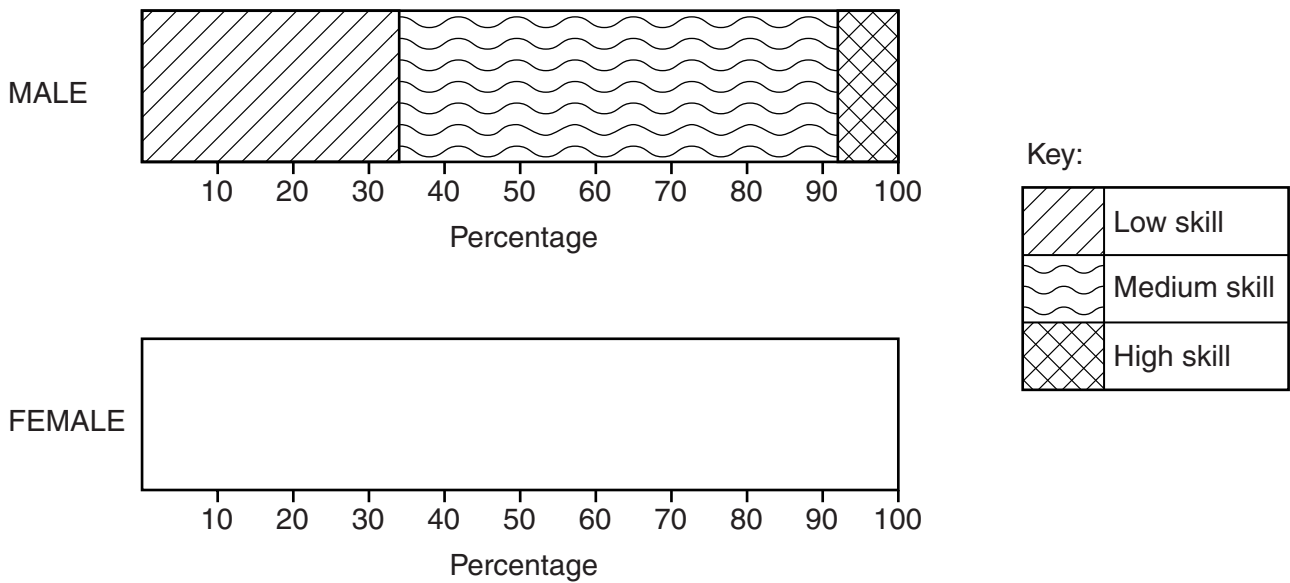


(b) Study Fig. 3, which shows information about the skill level of people employed in hotels in Mauritius.

Type of jobs	Male (%)	Female (%)
Low skill (e.g. cleaning)	34	32
Medium skill (e.g. catering)	58	38
High skill (e.g. managerial)	8	30

Fig. 3

(i) Complete the graph below by plotting the information for females.



[3]

(ii) Give **one** similarity and **one** difference in the percentage of males and females employed in hotels in Mauritius.

Similarity.....

.....

.....

Difference.....

.....

.....

[2]



3 Study Figs 4 and 5, information about St. Lucia, an island in the Caribbean.

ST. LUCIA FACTFILE	
Location:	Eastern Caribbean. One of the Windward Islands.
Size:	620 square kilometres. 43.5 kilometres long. 22.5 kilometres wide.
Main Features:	Mountainous volcanic island. Highest point 950 metres. Beaches and coral reefs. West coast sheltered. East coast exposed to Atlantic storms.
Climate:	Tropical.
Population:	173 765.
Capital:	Castries.
Gross Domestic Product:	GDP per capita US\$11 200. 48% of GDP from tourism.
Economy:	Tourism, bananas and light manufacturing.
Tourism:	Beach resorts and cruise ships. Diving, snorkelling, sailing and hiking. Weddings and honeymoons. St. Lucia Jazz Festival. St. Lucia Food and Rum Festival. Main season January to April.

Fig. 4

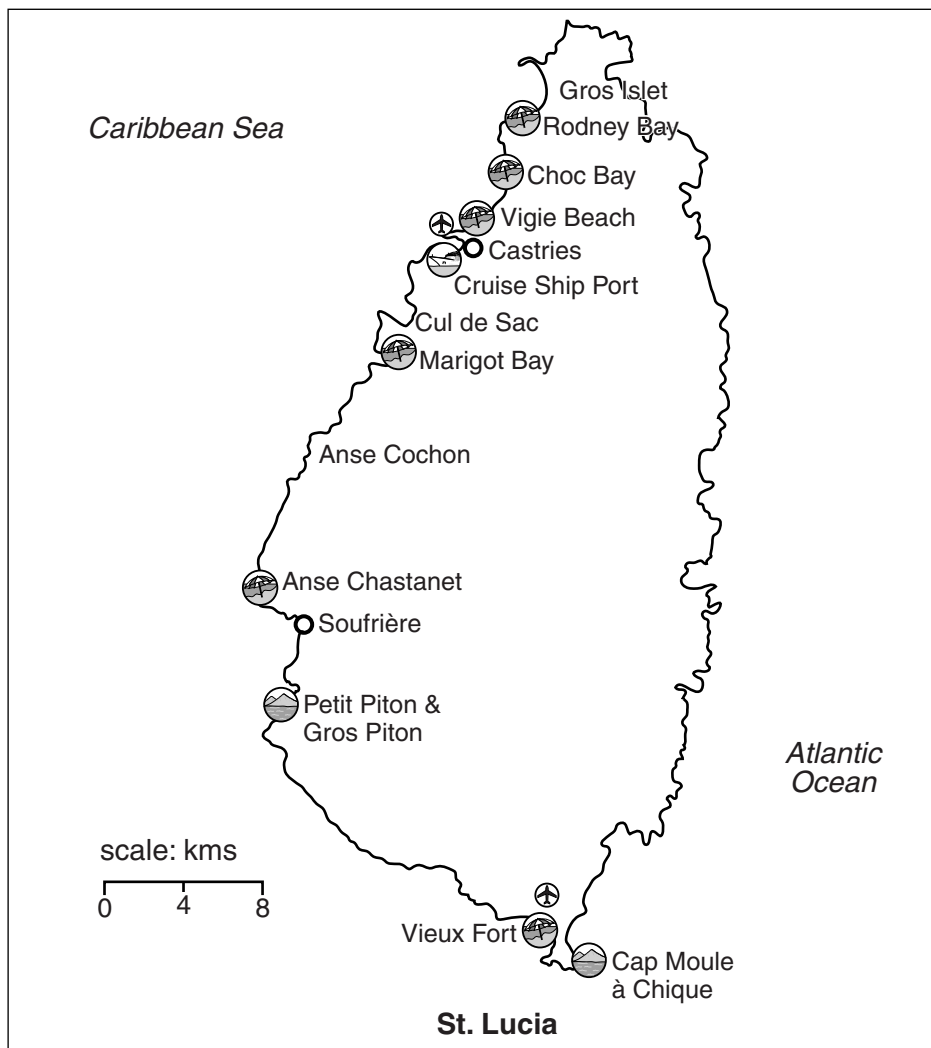


Fig. 5





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**[Total: 9 marks]**



(b) The students devised the questionnaire, shown in Fig. 6, to investigate their first research question:

*'Are natural attractions more important to tourists in Mauritius than built attractions?'*

We are doing a tourism survey as part of our Development Studies course. Please answer the following questions:

**1** Which continent do you come from?

Asia ..... Africa ..... Oceania .....

Europe ..... North America ..... South America .....

**2** Which of these natural attractions are you visiting in Mauritius?

Isle aux Cerfs ..... La Vanille Reserve .....

Botanical Gardens ..... Black River Gorge .....

Rochester Falls ..... La Cuvette Beach .....

**3** Which of these built attractions are you visiting in Mauritius?

Grand Bassin Temple ..... Fort Adelaide .....

Natural History Museum ..... Eureka Creole House .....

Flacq Market ..... Bois Cheri Tea Factory .....

**4** Overall which of these attracted you most to Mauritius?

Natural attractions ..... Built attractions .....

Thank you for your time.

**Fig. 6**

(i) When they showed their questionnaire to their teacher, he suggested that they should start the questionnaire by asking:

*'Are you a tourist or do you live in Mauritius?'*

Why do you think the teacher made this suggestion?

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.....[2]

- (ii) Suggest why the students included some natural and built attractions from which tourists could choose.

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

- (iii) One hundred tourists were asked to complete questionnaires. The answers to Question 1 ('Which continent do you come from?') are shown in Fig. 7 below:

Continent	Number of tourists
Asia	10
Africa	11
Oceania	4
Europe	51
North America	22
South America	2
<b>Total</b>	100

Fig. 7

What conclusions can be drawn from Fig. 7 about the origin of tourists visiting Mauritius?

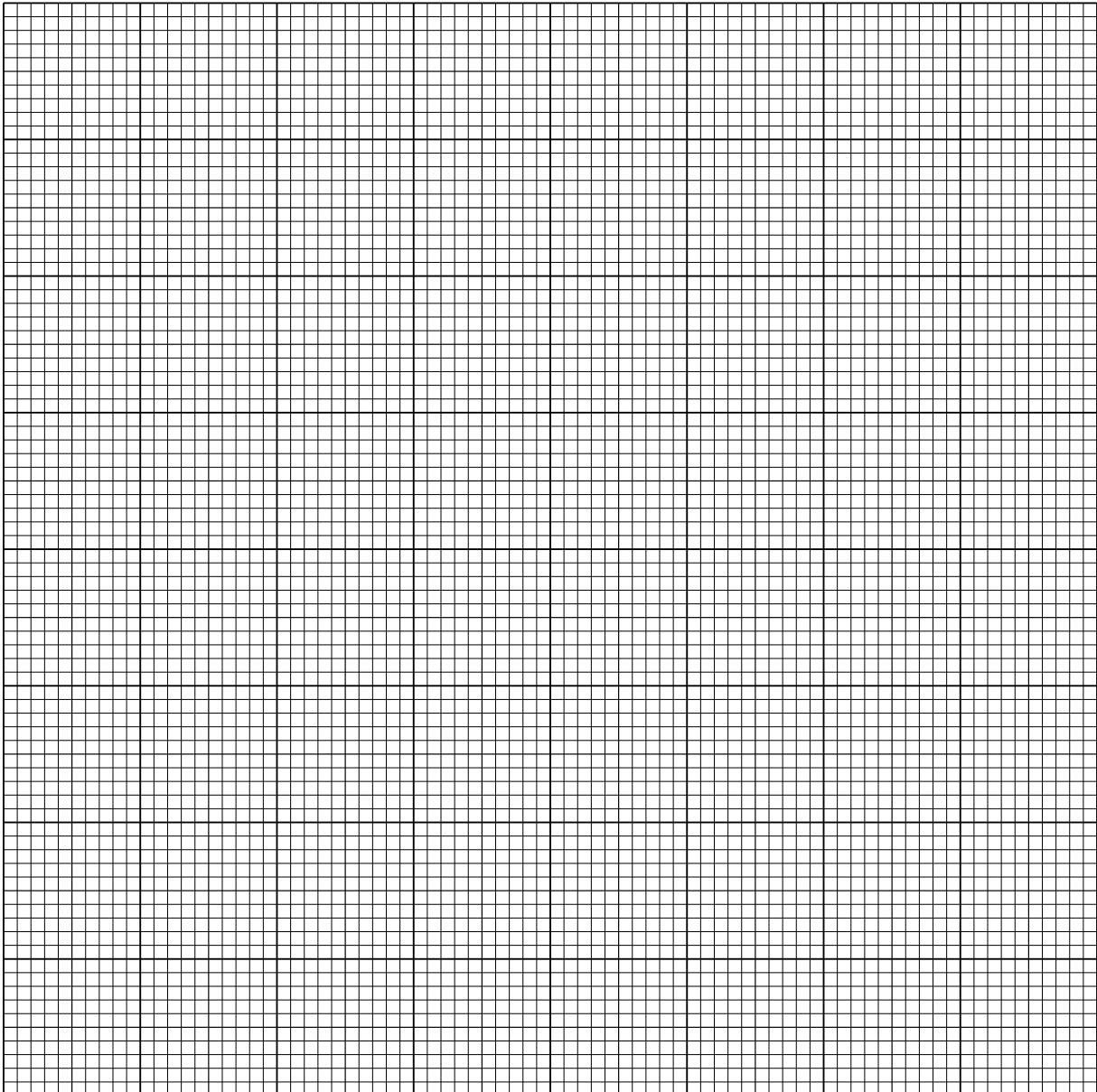
.....  
.....  
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.....[2]

- (iv) The answers to Question 2 ('Which of these natural attractions are you visiting in Mauritius?') are shown in Fig. 8 below.

Natural attractions	Number of responses
Isle aux Cerfs	49
La Vanille Reserve	18
Botanical Gardens	13
Black River Gorge	36
La Cuvette Beach	35
Rochester Falls	19
<b>Total</b>	<b>170</b>

**Fig. 8**

Use the data to draw a bar graph to show the information.

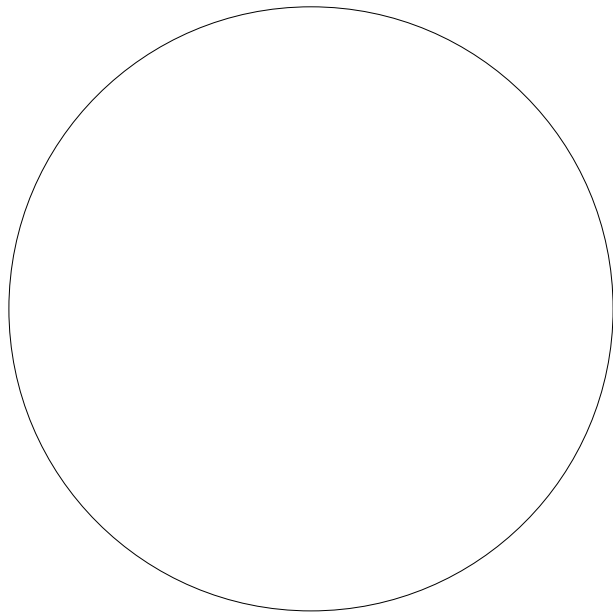


- (v) The answers to Question 4 ('Overall which of these attracted you most to Mauritius?') are shown in Fig. 9 below.

Overall opinion	Number of tourists
Natural attractions	65
Built attractions	35
<b>Total</b>	<b>100</b>

**Fig. 9**

Use the data to draw a pie chart to show this information.



[3]

- (vi) What conclusion can be drawn from Fig. 9 about whether natural or built attractions bring more tourists to Mauritius? Support your answer by using the data in Fig. 9.

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.....[2]

- (c) The students used a different questionnaire to investigate the impact of tourism on people who live in Mauritius. The questionnaire was only given to residents of Mauritius. This is shown in Fig. 10.

We are doing a tourism survey as part of our Development Studies course. Please answer the following questions.

**1** What do you think are the main positive impacts of tourism in Mauritius? Number your first and second choices '1' and '2'.

More jobs and income ..... Improved standard of living .....

More modern services ..... Cleaner environment .....

Improved transport links ..... More goods in shops .....

More global awareness ..... Reduction in crime .....

**2** What do you think are the main negative impacts of tourism in Mauritius? Number your first and second choices '1' and '2'.

Loss of local culture ..... Air pollution.....

Traffic congestion ..... Destruction of natural environment .....

Increase in litter ..... Increase in cost of living.....

Increase in crime ..... Noise pollution.....

**3** Overall do you think that tourism has a positive or negative impact in Mauritius?

Positive ..... Negative .....

Fig. 10

- (i) The students used systematic sampling to choose sixty people to complete the questionnaire. Suggest how they might have used this sampling method to choose whom to ask to fill in the questionnaire.

.....

.....[1]

- (ii) The answers to Questions 1, 2, and 3 of the questionnaire in Fig. 10 are shown in Fig. 11 opposite.

The students devised this simple method to work out which impacts were most important.

<b>Positive impact</b>	<b>More jobs and income</b>
1 <sup>st</sup> Choice	$26 \times 2 = 52$
2 <sup>nd</sup> Choice	$15 \times 1 = 15$
Total Score = 67	

Use this method to work out the total score for air pollution.

Show your calculation in the space below **and then** write the answer in the empty box in Fig. 11.

[2]









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*Copyright Acknowledgements:*

Question 2 Fig. 2                      Adapted from: © [http://www.unctad.org/en/docs/diaaia20086\\_en.pdf](http://www.unctad.org/en/docs/diaaia20086_en.pdf).  
Question 4 Photographs A-F        S. Sibley © UCLES.

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