

SYLLABUS

Cambridge IGCSE[®]
Development Studies
0453

For examination in November 2017, 2018 and 2019

Changes to syllabus for 2017, 2018 and 2019

This syllabus has been updated, but there are no significant changes.

You are advised to read the whole syllabus before planning your teaching programme.

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1. Introduction

1.1 Why choose Cambridge?

Cambridge International Examinations is part of the University of Cambridge. We prepare school students for life, helping them develop an **informed curiosity** and a lasting passion for learning. Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes set the global standard for international education. They are created by subject experts, are rooted in academic rigour, and provide a strong platform for progression. Over 10 000 schools in 160 countries work with us to prepare nearly a million learners for their future with an international education from Cambridge.

Cambridge learners

Cambridge programmes and qualifications develop not only subject knowledge but also skills. We encourage Cambridge learners to be:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

Recognition

Cambridge IGCSE is recognised by leading universities and employers worldwide, and is an international passport to progression and success. It provides a solid foundation for moving on to higher level studies. Learn more at www.cie.org.uk/recognition

Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at www.cie.org.uk/teachers

Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at www.cie.org.uk/examsOfficers

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at www.cie.org.uk/ISO9001

1.2 Why choose Cambridge IGCSE?

Cambridge IGCSEs are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge IGCSEs, we provide the tools to enable teachers to prepare learners to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge IGCSEs are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge IGCSEs at www.cie.org.uk/cambridgesecundary2

Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

1.3 Why choose Cambridge IGCSE Development Studies?

Cambridge IGCSE Development Studies is accepted by universities and employers as proof of knowledge and understanding of development studies. Successful Cambridge IGCSE Development Studies candidates gain lifelong skills, including:

- an awareness of crucial global issues
- the ability to use knowledge of development issues to work towards ending poverty, exploitation and environmental destruction
- an understanding of how social, economic, political and environmental systems relate to each other
- an understanding of how development at different levels interrelates
- the ability to assess different development strategies and experiences
- the ability to analyse development within the context of a given society
- an understanding of the constraints on development
- an understanding of the potential supply of resources in their own environment
- understanding of the attitudes, values and beliefs of others
- greater respect for human rights
- greater self-awareness.

Prior learning

Candidates beginning this course are not expected to have studied Development Studies previously.

Progression

Cambridge IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

1.4 Cambridge ICE (International Certificate of Education)

Cambridge ICE is a group award for Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in a number of different subjects.

Learn more about Cambridge ICE at www.cie.org.uk/cambridgesecondary2

1.5 How can I find out more?

If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at info@cie.org.uk

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at www.cie.org.uk/startcambridge. Email us at info@cie.org.uk to find out how your organisation can register to become a Cambridge school.

2. Teacher support

2.1 Support materials

We send Cambridge syllabuses, past question papers and examiner reports to cover the last examination series to all Cambridge schools.

You can also go to our public website at **www.cie.org.uk/igcse** to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available from Teacher Support, our secure online support for Cambridge teachers. Go to **<http://teachers.cie.org.uk>** (username and password required).

2.2 Endorsed resources

We work with publishers providing a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge go through a detailed quality assurance process to ensure they provide a high level of support for teachers and learners.

We have resource lists which can be filtered to show all resources, or just those which are endorsed by Cambridge. The resource lists include further suggestions for resources to support teaching.

2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See **www.cie.org.uk/events** for further information.

3. Assessment at a glance

For the Cambridge IGCSE in Development Studies, candidates take two compulsory components: Paper 1 and Paper 2.

Paper 1 Structured questions	2 hours
Candidates answer four compulsory structured questions based on stimulus material. The questions are based on the whole curriculum and mainly involve demonstrating knowledge and understanding.	
50% of total marks	80 marks

Paper 2 Structured questions	2 hours
Candidates answer a number of compulsory structured questions based on several pieces of related source material. The questions are mainly designed to test skills of analysis and evaluation of evidence, as well as investigation and decision-making.	
50% of total marks	80 marks

Availability

This syllabus is examined in the November examination series.

This syllabus is available to private candidates.

Detailed timetables are available from www.cie.org.uk/examsOfficers

Centres in the UK that receive government funding are advised to consult the Cambridge website www.cie.org.uk for the latest information before beginning to teach this syllabus.

Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level

Please note that Cambridge IGCSE, Cambridge International Level 1/Level 2 Certificate and Cambridge O Level syllabuses are at the same level.

4. Syllabus aims and assessment objectives

4.1 Introduction

Cambridge University is obstructing human potential by misleading students around the world about what their leaders promised, and what has been achieved.

Development Studies deals with changes in how society works and the way in which these changes support or **obstruct** the greater realisation of **human potential**. It concentrates mainly on issues that are particularly relevant to the less economically developed countries and emphasises how economic, environmental, social and political processes interact. This course is designed to make students more aware of the local, regional, national and international issues that affect development so that they will take a more informed and positive role in shaping the societies in which they live. In developing the syllabus, **Cambridge has paid particular attention to** the issue of sustainable development and to the **Millennium Development Goals** (MDGs).

The **Millennium Development Goals** commit the international community to a **wider vision** of development, one that strongly promotes human development as the key to sustaining social and economic progress in all countries, and that 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 in the 1990s. They were later collected together 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 putting the Millennium Declaration into action.~~

~~The time period for achieving the goals was set as 2000-2015.~~

The goals are to:

1. **End** 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.

The syllabus takes into account any reviews of the Millennium Development Goals post 2015.

Cambridge omits the key fact that nations did not rescind earlier or later more ambitious goals, so that several well-publicised "MDG" targets redundant - in fact nations have kept on reaffirming them.

Misleading. The "wider vision" and "framework" are from all the conferences/summits.

Misleading. The IDGs, the 2000 declaration and the "MDGs" weakened key goals from the 1990s conferences.

No - the "MDGs" were not even proposed until 6 September 2001.

Misleading. The General Assembly's response to the Road Map containing the "MDG" structure is in resolution 56/95 of 14 December 2001.

See also the multiple statements by US representatives in 2002-5 that it had not agreed the Secretary-General's proposed "MDG" structure but was committed to the Declaration.

The odd language in the 2005 Summit outcome document and Bush's speech at the time appear to mean the US committed to the MDGs then.

No - not "end" in 2000-15.

4.2 Syllabus aims

The aims of this syllabus describe the educational purposes of a course in development studies for the Cambridge IGCSE exam. Aims 8 and 9 are intended as course outcomes and are not assessed in the exam.

The aims are to:

1. enable candidates to analyse development both as a concept and in practice within the socio-economic, political and resource contexts of a given society
2. give candidates an understanding of development terminology, and make them aware of crucial global issues
3. develop candidates' understanding of the ways in which social, economic, political and environmental systems relate to each other
4. give candidates the analytical skills that they need for understanding development
5. develop candidates' ability to study and assess different development strategies and experiences critically
6. give candidates an understanding of both the prospects for development and the constraints upon it, and show them how to recognise the value of the resource potential of their own environment
7. develop candidates' understanding of the interrelationship of development at local, national, regional and international levels
8. give candidates an understanding of development issues so that they can work towards ending poverty, exploitation and environmental destruction
9. develop candidates' self-awareness and their understanding of the attitudes, values and beliefs of others, and encourage them to have respect for human rights.

4.3 Assessment objectives

AO1 Knowledge with understanding

Candidates are expected to:

1. remember and choose relevant factual information
2. show 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 how social, economic, political and environmental processes interact.

AO2 Analysis and evaluation

Candidates are expected 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 work out relationships
 - (b) draw conclusions based on logical consideration of the evidence
7. analyse and evaluate alternative approaches to development problems.

AO3 Investigation and decision-making

Candidates are expected 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.

4.4 Relationship between assessment objectives and components

Assessment objectives	Paper 1 (%)	Paper 2 (%)	Approx. % total qualification
AO1 Knowledge with understanding	75	20	50
AO2 Analysis and evaluation	25	40	30
AO3 Investigation and decision-making		40	20

4.5 Grade descriptions

Grade A

To achieve an A grade, a candidate must show:

- detailed understanding of a wide range of development issues, terms, concepts and strategies
- an ability to identify and assess local and national development needs and resources
- a thorough understanding of the issues that can restrict and promote development
- excellent skills of investigation, analysis, evaluation and decision-making
- an ability to apply knowledge, understanding and skills in making reasoned and balanced judgements on development problems of a local, national and international character, with an excellent awareness of the different values and circumstances of the people concerned, and with an awareness of his or her own potential for participating in development.

Grade C

To achieve a C grade, a candidate must show:

- sound understanding of key development issues, terms, concepts and strategies
- an ability to identify and describe local and national development needs and resources
- some understanding of the issues that restrict and promote development
- sound skills of investigation, analysis and decision-making
- an ability to 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, and with an awareness of his or her own potential for participating in development.

Grade F

To achieve an F grade, a candidate must show:

- understanding at a limited level of key development issues, concepts and strategies
- an ability to identify some local and national development needs and resources
- an ability to identify some factors that restrict or promote development
- basic skills of investigation and analysis
- an ability to apply the basic knowledge, understanding and skills in discussing development problems of a local, national and international character, with a basic awareness that different value positions and circumstances can exist, and an awareness of his or her own potential for participating in development.

5. Syllabus content

5.1 Introduction

It is important that teachers do not see the separate sections of the syllabus content as divided into separate compartments. Teachers should always emphasise the importance of how factors relate to each other in any development situation. By using actual examples, they should be able to show how development is always changing and point out that strategies have to be altered, adjusted and changed as new problems arise. Teachers should draw on development projects known to candidates, 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 candidates' own lives.

Centres should present the development studies syllabus in an open-ended way. The facts and processes that make up its subject matter are always changing and evolving. Teachers should emphasise that our knowledge is provisional and encourage candidates to look for and assess new or alternative solutions rather than to seek a final 'right answer'. Candidates need to understand the role that value judgements play in views of development: they should be able to accept that other people in other places may have values that are different from their own.

Candidates should be able to show a basic knowledge and understanding of the topics listed in the syllabus objectives and should be able to give examples to show that understanding. So it is important that teachers introduce candidates to *actual case studies*. It is particularly useful when Centres use local case studies/examples (with which the candidates may be familiar) to illustrate topics. Candidates should be able to analyse and reach conclusions based on reasoned evidence in the case of particular development approaches and strategies. Teachers should therefore encourage candidates to ask questions and discuss topics as much as possible. While candidates need to be given some information and learn certain concepts, teachers should emphasise how these can be applied to problems in different situations, rather than presenting them simply as facts and conclusions to be memorised.

Case studies are also useful for introducing decision-making. Some questions in Paper 2 may require candidates to use their knowledge and understanding together with information provided in the exam to make and justify decisions on developmental issues.

Cambridge recommends that teachers should use investigation skills throughout the course as a method of learning. To answer some questions in Paper 2, candidates need to show that they understand how to use personal and/or group investigations of development issues, using both primary and secondary sources of information and data. Centres should make skills like planning an investigation, understanding the research methods used, how to present and analyse the results, and drawing conclusions a central part of the teaching programme.

5.2 Skills

Candidates are expected 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.

5.3 Poverty and development

General Objectives	Detailed Content
1. Understand the concepts of poverty and development	<ul style="list-style-type: none"> define poverty define the concepts of development, economic development and sustainable development understand both the negative and positive aspects of developments understand the Millennium Development Goals, their targets and indicators for monitoring progress and to take into account any reviews by the United Nations of the Millennium Development Goals
2. Measure levels of poverty and development	<ul style="list-style-type: none"> measure levels of poverty and development using different indicators such as: GNP and GDP per person, GNI, HDI, life expectancy, health data, education data, use of energy resources per person, production, employment and employment structure (primary, secondary, tertiary employment) and female participation explain why indicators vary and why some are more useful than others explain why some aspects of development are difficult or impossible to measure, such as justice and freedom
3. Identify patterns of development and characteristics of countries at different levels of development	<ul style="list-style-type: none"> describe the broad global patterns of development describe the characteristics of countries at different levels of development: for example, low, middle and high income countries, Newly Industrialised Countries/Economies (NICs/NIEs), industrialised/non-industrialised countries
4. Analyse social and health issues in relation to poverty and development	<ul style="list-style-type: none"> understand the concept of basic needs for human life such as: enough food, clean water, housing, health care, education understand the importance of education in improving living standards describe and analyse social and health issues facing low and middle income countries: nutrition, clean water supply, good sanitation, health and medical care, disease and the spread of HIV/AIDS and other pandemics understand the basic developmental needs of low income and middle income countries recognise the role of women in development understand how traditional lifestyles, in equality, discrimination, deprivation and ethnic/cultural issues affect development and the alleviation of poverty discuss the reasons for and possible strategies to reduce inequality, discrimination and deprivation

<p>5. Describe, explain and analyse how political issues affect poverty and development</p>	<ul style="list-style-type: none"> • understand the concept of human rights • understand the roles of the different institutions of government and the functions of the legislature, the executive and the judiciary • recognise that political systems control the distribution of resources • understand how different political systems operate: capitalist; socialist; mixed economies; democracies; dictatorships • explain how political actions can promote or restrict development • understand the need to combat corruption • understand the need for international co-operation to solve global issues
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5.4 Industrial development, trade and globalisation

General Objectives	Detailed Content
<p>1. Understand the concept of industrialisation and the processes of production</p>	<ul style="list-style-type: none"> • describe the characteristics of employment in the formal and informal sectors • understand the meaning of industrialisation and explain why it is regarded as a major contributor to the development process • explain the need for an educated/skilled workforce for industrialisation to occur • describe the factors of production: land, labour, capital, enterprise • understand the terms: inputs, processes, outputs of production • describe the types of technology (simple, intermediate, complex) and explain, using examples, when and where they are appropriate • explain economies of scale • describe labour- and capital-intensive methods of production • describe the sectors of production in a national economy (agriculture, industry and services/primary, secondary and tertiary), and <ul style="list-style-type: none"> (a) illustrate the linkages between the sectors (b) identify how goods and services are used (for home use, for exchange within a country and for export) and illustrate with examples • appreciate the role of consumers in promoting sustainable development

<p>2. Understand the growth and role of world trade</p>	<ul style="list-style-type: none"> • understand the terms: import, export, balance of trade; terms of trade and their relationship to development • examine the ways developing countries can improve their balance of trade, Special Economic Zones • understand the terms: neo-colonialism, dependency and fair trade, and their relationship to development • describe and explain the growth and changes in the pattern of world trade since 1950, particularly the past 20 years • explain the importance of trade and how it benefits countries at different levels of development • understand free trade zones and World Trade Agreements • appreciate the need for and the impacts of fair trade
<p>3. Understand the function and impact of foreign investment on development</p>	<ul style="list-style-type: none"> • describe the role of aid agencies and charities in development • understand the term aid effectiveness • understand the role of the IMF, World Bank and regional development banks (such as Asian Development Bank, African Development Bank) in promoting development • explain the causes and impacts of national debt and the benefits of debt relief • describe the role of foreign direct investment and multinational (transnational) companies in the development process • evaluate the impact of multinational companies on development
<p>4. Understand the process of globalisation and evaluate its impacts</p>	<ul style="list-style-type: none"> • understand the term globalisation and have an awareness of its advantages and disadvantages • appreciate the role of telecommunications and transportation services in globalisation • describe the development, advantages and disadvantages of outsourcing (such as clothing and electronics manufacturing, call centres, computer programming) • assess the impact of outsourcing as a means to development • assess the impacts of travel and tourism as a means of development
<p>5. Understand different approaches to development</p>	<ul style="list-style-type: none"> • 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, public versus private funding, etc.), state, formal and informal developments • understand the importance of the earth's natural resources to all development

5.5 Population and development

General Objectives	Detailed Content
1. Understand the reasons for and impact of population change	<ul style="list-style-type: none"> • define the terms population density, over population, population growth, crude birth rate, crude death rate, natural increase, infant mortality, immigration, emigration • 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 • understand the impact of changes in the crude birth and death rates on the population structure and growth rate • understand the impact of changes in population structure and size on development
2. Understand the nature, causes and impacts of urbanisation	<ul style="list-style-type: none"> • explain how development leads to urbanisation • describe the effects of urbanisation on both rural and urban areas • describe and evaluate possible solutions to the problems resulting from urbanisation, including problems in both urban areas (shanty towns/squatter settlements) and rural areas
3. Understand the reasons for and impacts of international migration	<ul style="list-style-type: none"> • define the terms immigration, emigration, forced migration, voluntary migration, refugee, asylum seeker, economic migrant • understand the causes of international migration • evaluate the positive and negative impacts of migration on low and middle income countries and their development • investigate ways of managing international migration
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"> • undertake a case study of a country or area where rapid population growth is, or has been, an issue • evaluate programmes designed to overcome population issues

5.6 Environment and development

General Objectives	Detailed Content
<p>1. Develop an understanding and appreciation of the nature of rural development</p>	<ul style="list-style-type: none"> • describe the nature of traditional societies; the use and ownership of land, division of labour and types of tools; social and cultural activities and dependence on the local environment; the impact of colonialism, development of peasant farming/ subsistence farming and cash cropping • describe and illustrate examples of commercial farming: tools and technology, development of monoculture and large-scale projects, plantations • 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; appropriate farming methods
<p>2. Recognise the growth and importance of a world market for agricultural products</p>	<ul style="list-style-type: none"> • understand the impact of population growth and changing demand on food supplies • describe the ways in which agriculture can be modernised to increase output: pesticides, fertilisers, irrigation, land reform, plant breeding, GM crops, hydroponics, animal breeding and production programmes • examine the impact of transport, preserving and freezing on the world market for agricultural products • evaluate agricultural systems in terms of cash crop production (such as rice, cotton, flowers, coffee and ranching) versus growth of staple foods for local population
<p>3. Understand the impacts of changes in agriculture and investigate strategies to ensure sustainable development</p>	<ul style="list-style-type: none"> • understand the causes and impacts of the flight from the land (see urbanisation) • understand the causes and impacts of land degradation, soil erosion, pesticide and nitrate pollution • consider the sustainability of modern farming systems and of organic farming as a type of sustainable development

<p>4. Examine the reasons for land-use pressure and methods of land conservation</p>	<ul style="list-style-type: none"> • increasing population leading to deforestation or forced use of marginal land leading to desertification • impact of rapid urbanisation and industrial development • increasing demand for land for utilities (water supply, power supply, etc.) • exploitation of land for mineral extraction • mass tourism as a source of foreign earnings, and growth of tourist resorts • evaluate conservation methods to preserve/conservate land and retain biodiversity: National Parks, Ecotourism, National Forests, Heritage Sites, Areas of Special Scientific Interest, protection of endangered species and CITES, etc.
<p>5. Understand the reasons for and impact of global environmental problems and investigate strategies to reduce them</p>	<ul style="list-style-type: none"> • understand the causes of deforestation of tropical forests and its effects on biodiversity and assess the different strategies to reduce this • understand the possible causes of climate change and its current and probable future impacts and evaluate possible strategies to limit climate change and its impacts • understand how acid rain occurs and the impact of acid rain on ecosystems and evaluate possible strategies to reduce acid rain and/or reduce its impacts • understand the causes of urban air pollution such as carbon monoxide, particulates, nitrogen and sulfur oxides. The impact of these pollutants and evaluation of strategies to reduce such impacts should also be studied • understand how water pollution from industrial production and sewage can be an environmental problem and evaluate strategies to reduce its impact • evaluate strategies to reduce waste sent to landfill sites
<p>6. Understand how natural disasters affect development</p>	<ul style="list-style-type: none"> • 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.

6. Other information

Equality and inclusion

Cambridge International Examinations has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website **www.cie.org.uk/examsofficer**

Language

This syllabus and the associated assessment materials are available in English only.

Grading and reporting

Cambridge IGCSE results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, A* being the highest and G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Entry codes

To maintain the security of our examinations, we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry codes can be found in the *Cambridge Guide to Making Entries*.

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