

Cambridge IGCSE · Economics 0455 · Notes

Differences in economic development between countries

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What you need to know

This topic has one syllabus outcome: the **differences in economic development between countries**. You should be able to explain both the **causes** and the **impacts** of differences between countries in each of these seven things:

1. **Income**: how much is earned and spent per person (GDP per head).
2. **Productivity**: how much each worker produces.
3. **Population growth**: how fast the population rises, and what that does to the age of the population and the number of dependants.
4. **The size of the primary, secondary and tertiary sectors**: where a country's workers and output are.
5. **Saving and investment**: how much is put aside, and how much is spent on capital goods.
6. **Education**: literacy, schooling and skills.
7. **Healthcare**: doctors, hospitals, medicines, clean water, and so life expectancy and sickness.

You also need to recognise the **features** of a more developed and a less developed economy, which multiple-choice questions test often. How living standards are measured (GDP per head, the HDI), poverty and the causes of population change are in the earlier topics.

Understand it

What economic development means

Economic development is a rise in the **welfare** (well-being) of a country's people: higher living standards, which means not only more income but also longer, healthier lives, more education, less poverty and more choice. A country develops when these improve for most of its people.

Economic growth is narrower: a rise in a country's **output** (real GDP). Growth can help development, because more output means more income and more tax revenue to spend on schools and hospitals, but it is not the same thing. Output can grow while most people stay poor, or while pollution makes lives worse. Mark

schemes do **not** accept "economic growth" as a definition of development.

Countries are often grouped as **more developed** (high-income) and **less developed** (low-income or developing). Typical features:

Feature	Less developed (low-income)	More developed (high-income)
GDP per head	Low	High
HDI value	Low	High
Productivity of workers	Low	High
Largest sector (jobs)	Primary, much of it subsistence farming	Tertiary (services)
Population growth	Fast, with a high birth rate	Slow, with a low birth rate
Age of population	Young (many children)	Older
Saving and investment	Low	High
Literacy and schooling	Low literacy, few years at school	High literacy, many years at school
Healthcare	Poor: high infant mortality, low life expectancy	Good: low infant mortality, high life expectancy
Capital	Little; production is labour intensive	Much; production is capital intensive

Subsistence farming means a family grows food to eat itself, with little or nothing left to sell. It is done with simple tools and a lot of labour, not machinery, so where many people farm this way, production is **not capital intensive** and output per worker is low. It does not mean each family always grows enough to live on.

As a country develops, these features change: **productivity rises**, incomes rise, the birth rate falls, workers move out of farming into manufacturing and then services (especially financial services, tourism and transport), and subsistence farming **shrinks**.

The seven factors

Each factor below can be a **cause** of a country being more or less developed, and a difference in it has **impacts** on how people live. They are linked, so one difference usually leads to others.

Income

GDP per head is a country's total output (or income, or spending) divided by its population. For example, a country with GDP of \$40bn and 8 million people has GDP per head of $\$40\,000\text{m} \div 8\text{m} = \text{\$5\,000}$.

Causes of differences in income between countries: differences in productivity, in the amount and quality of the factors of production (natural resources such as oil or gold, capital, skilled labour), in the share of people in work, in which sectors people work in, and in shocks such as wars and natural disasters, which destroy capital

and stop production.

Impacts: with higher incomes, households can afford more and better food, housing, medicines and schooling; firms sell more and invest; the government collects more tax and can spend it on infrastructure, schools and hospitals. A country's **income** is not the same as how income is shared **inside** it: a question about differences in income **between countries** is answered with the causes of differences in **national output**, not with tax rates or how unequal pay is.

Productivity

Productivity is output per worker (or per hour). It is the main reason incomes differ between countries: where each worker produces more, firms can pay more and the country's output per head is higher.

Causes of differences: workers' **education, skills and health**; the amount and quality of **capital** (machinery, roads, power) and **technology**; how much is **invested**; and the **sector** people work in (output per worker is usually lower in farming than in manufacturing or services).

Impacts: higher productivity means lower average costs for firms, cheaper and more competitive exports, higher wages and profits, more tax revenue, and economic growth.

Population growth

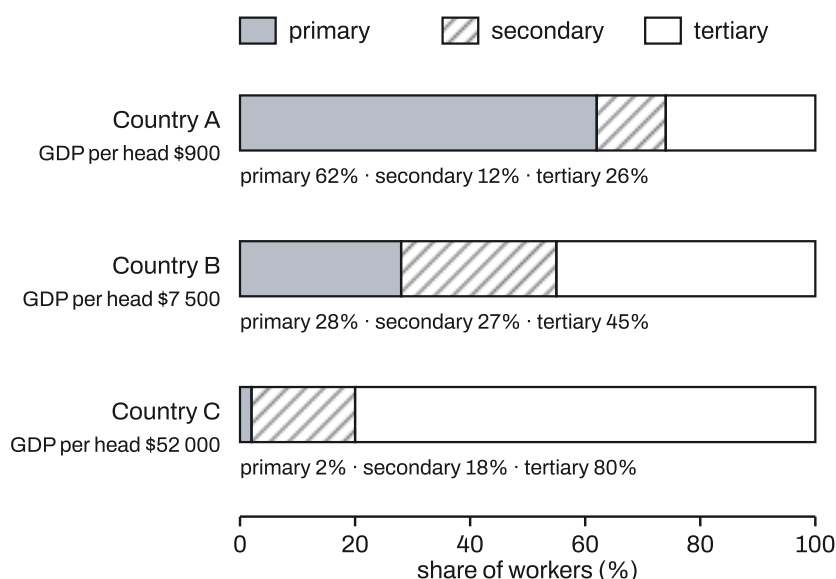
Fast **population growth** (high birth rate, falling death rate) makes development harder:

- **Output is shared among more people.** If output grows more slowly than the population, GDP per head falls. Growth in GDP per head is roughly growth in output minus growth in population: if output grows by 3% a year and the population by 3.5%, GDP per head falls by about 0.5% a year.
- **A young population** means many children who do not work (a high **dependency ratio**). Each worker supports more dependants, so families save less and the government has to spend more on schools for each worker who pays tax.
- **Pressure on resources:** more people need housing, water, schools and hospitals, so spending per person falls; there may not be enough jobs, so unemployment rises.

But slower population growth is not always better. A larger, growing labour force can raise output and keep labour costs low, which can attract investment, and a fast-ageing population with few young workers also strains a country's resources.

The size of the primary, secondary and tertiary sectors

- **Primary sector:** extracting natural resources: farming, fishing, forestry, mining, oil.
- **Secondary sector:** manufacturing and construction: turning materials into goods.
- **Tertiary sector:** services: banking, insurance, tourism, transport, education, healthcare, retail.



Low-income countries usually have a **large primary sector**; high-income countries have a large **tertiary sector**. Why a large primary sector tends to mean lower development:

- **Low value added.** Value added is the price of the output minus the cost of the materials bought in. Raw materials sell for little: the cocoa beans in a bar of chocolate may sell for \$0.40, while the factory sells the bar for \$2.50, adding \$2.10 of value. So incomes in farming tend to be low, and workers in manufacturing and services usually earn more.
- **Low productivity**, especially where farming is by hand.
- **Unstable prices and output.** Crop prices swing with world supply and demand, and harvests depend on the weather and natural disasters, so incomes and export revenue are unstable.
- **Resources run out.** Minerals and oil are finite; overfarming exhausts land.
- **Dependence:** relying on one or two primary exports is risky.

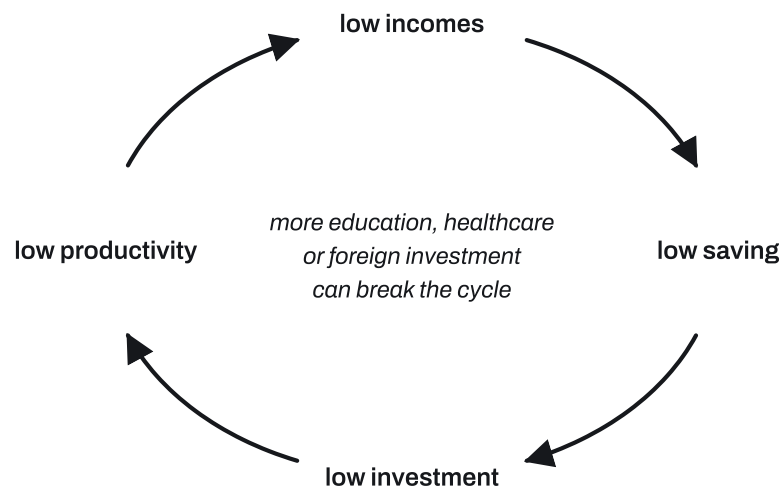
But the primary sector can also help: it gives jobs to people with few skills; some primary products have high value or **price-inelastic demand** (oil, gold), so they earn large export revenue; and that revenue can be used to build other industries (diversify). As a country develops, workers move from primary to secondary to tertiary, but a country can also grow rich from oil or minerals with a large primary **output** and few workers in it.

A growing **secondary sector** usually raises development: higher value added, more jobs, firms grow and gain economies of scale, and it creates demand for raw materials and for services such as transport and insurance. But it can bring pollution, poor working conditions, and few jobs if production is capital intensive or the profits go to foreign firms. A growing **tertiary sector** (finance, tourism) brings higher-paid jobs, tax revenue and export earnings, but some service jobs are low paid, and demand for luxury services can fall sharply when incomes fall.

Saving and investment

Saving is income not spent. Banks lend savings to firms, which use them for **investment**: buying capital goods (machinery, factories, roads). More investment means more capital per worker, so productivity, output and incomes rise.

In a low-income country, people need almost all their income for food and housing, so they **save little**. There is little to lend, so investment is low, productivity stays low, and incomes stay low: a **cycle of low income**.



Ways to break the cycle include **foreign direct investment** (FDI: foreign firms building factories), foreign aid, government spending on infrastructure, education and healthcare, and making saving easier (for example, mobile banking in rural areas). On the other side, more saving means **less spending** now, which reduces total demand, sales and jobs in the short run.

Education

Causes of differences: government spending on schools and teachers, how far children live from a school, whether families can afford fees, books and uniforms, and whether children must work instead. Children in rural areas often get less education: schools are far away and teachers are fewer (they prefer to live in towns), and the family may need them on the farm.

Impacts: better-educated workers are more **skilled** and **productive**, can do higher-paid jobs (often in secondary and tertiary industries), are more **occupationally mobile**, and attract foreign firms looking for skilled labour. They earn more, pay more tax and are less likely to be in poverty. Education also makes up one of the three parts of the **HDI**, and educated parents tend to have smaller, healthier families. The limits: education takes many years to pay off; it has to be paid for (taxes, borrowing, or less spending elsewhere: an **opportunity cost**); its quality may be poor; there may not be enough skilled jobs; and skilled workers may **emigrate** to richer countries (a "brain drain").

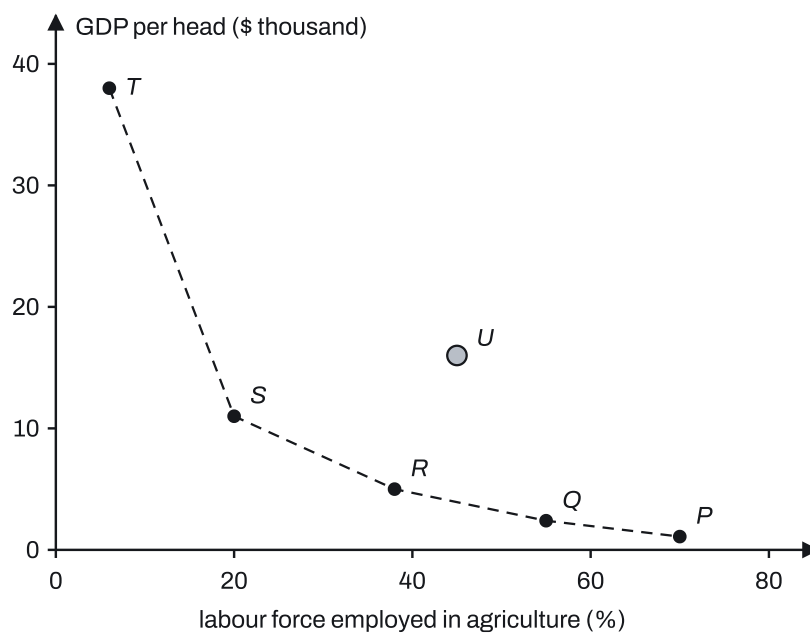
Healthcare

Causes of differences: spending on hospitals, doctors, nurses and medicines; clean water and sanitation; and how many people can reach and afford care.

Impacts: healthier workers take **less time off sick** and work harder, so **productivity** is higher, firms' costs are lower and output, profits and incomes rise. People live longer (higher **life expectancy**, which raises the HDI) and fewer babies die, so families need fewer children. Healthy children attend school more. A healthier, more productive workforce attracts investment and makes exports more competitive. The limits are like education's: the cost, the opportunity cost, and the time it takes.

Reading data on sectors and development

Paper 2 can ask you to analyse the relationship between the share of workers in one sector (or literacy, or population growth) and GDP per head across a table of countries. Plot it in your head:



1. **Relationship:** negative (inverse): the larger the share of workers in agriculture, the lower the GDP per head.
2. **Interpreted evidence:** T has the smallest share in agriculture and the highest GDP per head; P has the largest share and the lowest GDP per head.
3. **Why:** farming has low value added and low productivity, so wages are low; workers in manufacturing and services produce and earn more.
4. **Exception:** U has the third-largest share of workers in agriculture but the second-highest GDP per head.
5. **Why the exception:** something else raises its GDP per head, such as oil or mineral exports produced by few workers, or high-value, mechanised farming.

Key facts and formulas

There is no formula list for 0455. "Learn it" means you must remember it.

Formula or fact	Status
GDP per head = $\frac{\text{GDP (total output, income or expenditure)}}{\text{population}}$	Learn it
Growth in GDP per head $\approx$ growth in output – growth in population	Learn it
Value added = value of output – cost of bought-in materials	Learn it
Economic development: a rise in welfare and living standards (income, health, education, less poverty), not just more output	Learn it
The seven factors: income, productivity, population growth, sector sizes, saving and investment, education, healthcare	Learn it
Less developed: large primary sector, fast population growth, low saving, low literacy, high infant mortality	Learn it
More developed: large tertiary sector, slow population growth, high productivity, high literacy, high life expectancy	Learn it

How to do it

We have tagged 21 questions on this topic (2021–2025): 10 multiple choice on Paper 1 and 11 structured questions on Paper 2, counting only the parts about this topic. Three structured questions have parts of more than one type (one has three), so the counts add up to 25.

Question type	Questions
Pick the features of a more or less developed economy (multiple choice)	10
Explain or analyse the causes of differences in development or income	5
Discuss whether a change or a sector brings economic development	5
Define or identify a development term	3
Analyse the relationship in data between a sector, literacy and development	2

Written answers: plan **point** → **developed chain of reasoning** → **for Discuss, the other side with new reasons** → **a judgement**. Explain (4 marks) needs **two** points, each identified and explained; Analyse (6 marks) needs about **three** developed chains; Discuss needs two developed points on each side and a judgement.

1. Pick the features of a more or less developed economy (multiple choice) (10 questions)

Paper 1, 1 mark each.

1. **Picture the two columns** of the features table in "Understand it".
2. **Test each part of each option.** An option is right only if **every** part matches. A less developed economy has fast population growth, low literacy, a small tertiary sector, low saving and a less skilled workforce; a high-income one has a high GDP per head, a high HDI, a large tertiary sector, a low birth rate and a high adult literacy rate.
3. **"Which would be found as a country develops?"** Productivity rises; incomes rise; manufacturing and services grow. An increase in subsistence farming together with a fall in financial services is the change you would **not** expect.
4. **"Which best explains faster development?"** The option that raises skills, health or capital, such as **more spending on education**; higher unemployment, or more investment in the **other** country, points the wrong way.

Variations you will meet:

- **What a large share of subsistence farming tells you:** production is not capital intensive (labour and simple tools); it does not tell you that every family grows enough, that production is efficient, or that there is much trade.
- **A table of agriculture's percentage of GDP:** a country with a high share is likely to be less developed. A percentage is a **share**, not an amount, so it cannot tell you whose total farm output is higher, how productive farming is, or who imports more food.
- **"Classified as developing rather than developed":** pick the pair that are both signs of low development, such as a poor education system **and** a low standard of living. A budget deficit, a current account deficit, a large population or a low death rate are not signs on their own.

2. Explain or analyse the causes of differences in development or income (5 questions)

Paper 2, 4 marks ("explain two causes") or 6 marks ("analyse the causes").

1. **Pick causes from the seven factors:** productivity, education, healthcare, population growth, sector sizes, saving and investment, income; plus natural resources, FDI, infrastructure, and wars and natural disasters.
2. **For each, write a chain:** name the difference (1), then link it through productivity → output → incomes → living standards, or through life expectancy, poverty and the HDI (1 for each link). For example: "Country X spends more on education (1), so its workers are more skilled and productive (1), they can get higher-paid jobs in manufacturing and services (1), so incomes and living standards are higher (1)."
3. **For 6 marks,** write three such chains, or one long one plus two shorter. Don't repeat the same link for two causes.

Variations you will meet:

- **One cause only**, such as "how differences in healthcare can lead to differences in development": build several chains from that one cause: sick days → productivity → incomes; life expectancy → HDI; firms' costs → profits → investment and exports; healthy children → school attendance. Write about better **or**

worse care, but don't make the same point twice by reversing it. It is not about public versus private healthcare.

- **Causes of differences in the level of income between countries:** write about what makes **national output** differ (productivity, education, natural resources, investment, sectors, war), not about why people inside one country earn different amounts.
- **"Causes of an increase in a country's development":** the same factors improving in one country: more education or healthcare, more saving and investment, FDI, new technology, a growing tertiary sector, infrastructure.
- **Why rural children get less education:** schools far away and poor transport, fewer teachers in rural areas, fees and costs families cannot afford, children needed to work on the farm. Explain each (for example, "few teachers (1) because they prefer the better housing and services in towns (1)").
- Economic growth is **not** the same thing as development; don't offer it as a cause on its own.

3. Discuss whether a change or a sector brings economic development (5 questions)

Paper 2: 8 marks in Section B (marked by levels; both sides developed plus evaluation for 6–8), or 6 marks in the Section A source question (up to 4 marks a side).

1. **Define** economic development in one line.
2. **Why it might:** two developed chains: jobs → incomes → living standards; skills or health → productivity → output and wages; tax revenue → schools, hospitals, infrastructure; exports → current account and growth; the HDI parts (life expectancy, schooling, income per head).
3. **Why it might not:** two chains with **new** reasons: time lags; the cost (higher taxes or borrowing) and the **opportunity cost**; pollution and health damage; poor working conditions or low pay; gains going to a few people or to foreign firms; unstable demand; workers lacking the skills for the new jobs; emigration of skilled workers.
4. **Judge:** say what the answer depends on (how the money is spent, how long it takes, who gets the gains, whether there are jobs to go to).

Ready-made points for the changes that have been asked about:

Change	Why it might bring development	Why it might not
More government spending on education	Skills and productivity rise; more and better-paid jobs; attracts investment; higher incomes; healthier choices; higher HDI	Takes years to pay off; paid for by taxes or borrowing; opportunity cost (e.g. less on healthcare); skilled workers may emigrate; money may be spent inefficiently or courses be poor
Growth of manufacturing output	Higher value added than primary; jobs and incomes; firms grow and gain economies of scale; demand for raw materials and services; more stable income than farming; exports	Pollution and loss of open space; poor working conditions; few jobs if capital intensive; profits to foreign firms; resources used up; opportunity cost

Change	Why it might bring development	Why it might not
Luxury tourism and financial services	Visitors spend, raising demand; jobs and incomes; tax revenue for public services; export earnings	Pollution and heavy water use; unequal pay; demand falls when world incomes fall; local workers may lack the skills
A large primary sector (is it a disadvantage?)	Disadvantage: low value added and low incomes; unstable prices; low productivity; resources run out; risky to rely on one sector	Advantage: jobs for low-skilled workers; some products (oil, gold) earn a lot with inelastic demand; low start-up costs; revenue to diversify
More saving	Finances investment → more capital → productivity and future incomes; savings for hard times	Less spending now → lower total demand, sales and jobs; savings may not be lent to firms

In a source question, use the facts given (for example, the industries and problems the source names) and add your own reasons too.

4. Define or identify a development term (3 questions)

Paper 2, 2 marks.

- **Economic development**: a rise in the welfare or living standards of a country's people (1), including better health, education and less poverty, not just more income or output (1).
- **GDP per head**: a country's total output (or income or expenditure) (1) divided by its population (1). The formula $\frac{\text{GDP}}{\text{population}}$ earns both marks, but if you write it in words, say what GDP is.
- **Identify two primary sector industries**: two of farming, fishing, forestry, mining. Two examples from the same industry (wheat and rice farming) count only once.

5. Analyse the relationship in data between a sector, literacy and development (2 questions)

Paper 2 Section A, 4–5 marks, with a table or scatter graph. Use the five steps in "Reading data on sectors and development":

1. **State the relationship** (positive or negative) and say what it means in words.
2. **Interpreted evidence**: name the country highest (or lowest) on **both**, or compare two named countries. Don't just copy their numbers.
3. **Why it is expected**: farming has low value added and low wages; literate workers can get better-paid secondary and tertiary jobs, so fewer stay in farming.
4. **The exception**, with the comparison that shows it.
5. **Why the exception**: another influence on GDP per head (oil, tourism); some farm jobs are skilled; the other sectors may be small, so even literate workers end up farming.

Use the variable's full name: "the percentage of the labour force **employed in agriculture**", not just "the labour force".

Worked examples

Example 1

(a) Define *economic development*. [2]

(b) Explain two reasons why a country with a large primary sector may have a low GDP per head. [4]

(a) A rise in the welfare or standard of living of a country's population (1), for example longer life expectancy, more education and less poverty, rather than only a rise in output (1).

(b) Primary products such as crops have low value added (1): they sell for low prices compared with manufactured goods and services, so the income earned by each worker is low, which keeps GDP per head down (1).

Much primary production, such as subsistence farming with hand tools, has low productivity (1): each worker produces little output, so total output divided by the population is low (1).

(Also creditable: unstable world prices and harvests, so incomes are unpredictable; finite resources running out.)

Example 2

The table shows the population growth rate and GDP per head of six countries in one year.

Country	Population growth (% per year)	GDP per head (\$)
F	3.2	1 400
G	2.6	3 900
H	1.9	8 200
J	0.9	21 000
K	0.2	46 000
L	2.9	31 000

Analyse the relationship between the population growth rate and GDP per head. [5]

There is a negative (inverse) relationship (1): countries with faster population growth tend to have a lower GDP per head (1). K has the slowest population growth and the highest GDP per head, while F has the fastest population growth and the lowest GDP per head (1). This is expected because, when the population grows quickly, output is shared among more people and many of them are children who do not work, so there are more dependants for each worker (1). L is the exception (1): it has the second-fastest population growth but the second-highest GDP per head (1). L may earn large export revenue from a natural resource such as oil, or its population may be growing because of the immigration of workers rather than births (1). (Any 5.)

Example 3

Analyse how differences in saving and investment can lead to differences in economic development between countries. [6]

In a country where households and firms save more (1), banks have more funds to lend to firms (1), so firms can borrow to invest in new machinery and technology (1). With more capital per worker, labour productivity rises (1), so output and incomes grow, and people can afford better food, housing and healthcare (1).

In a low-income country, people spend most of their income on necessities and save little (1), so investment stays low and productivity and incomes stay low, a cycle that holds back development (1).

Higher investment also creates jobs in making and installing capital goods (1), reducing unemployment and poverty (1), and the extra output and incomes raise tax revenue that the government can spend on schools and hospitals (1). (Any 6.)

Example 4

Discuss whether or not rapid population growth will reduce a country's economic development. [8]

Economic development is a rise in the welfare and living standards of a country's people, including income, health and education.

Why it might. If the population grows faster than output, the same output is shared among more people, so GDP per head falls and the average person can buy fewer goods and services. Rapid growth usually comes from a high birth rate, so there are many children who do not work: each worker supports more dependants, families have less to save, and there is less finance for investment, so productivity stays low (developed point for).

The government has to spend more on schools, hospitals, housing and water just to keep up, so spending per person falls, class sizes rise and care gets worse. If there are not enough jobs for all the young people entering the labour force, unemployment and poverty rise (developed point for).

Why it might not. A growing population means a larger labour force in future, which can raise the country's productive capacity and output, and plentiful labour keeps wage costs low, which can attract foreign firms and FDI, creating jobs (developed point against).

A growing population also means more consumers, so firms sell more and can grow and gain economies of scale. If the growth comes from skilled immigrants rather than births, the workforce may become more productive, and more taxpayers can fund public services (developed point against).

Judgement. Rapid population growth is most likely to reduce development in a low-income country where output is growing more slowly than the population and the extra people are mainly young dependants. It need not if output grows faster, if the government invests in education and healthcare so the new workers are productive, and if there are jobs for them. The key comparison is the growth of output against the growth of population. Both sides are developed and the judgement says what it depends on: Level 3 (6–8 marks).

Common mistakes

- **Treating economic growth as development.** Mark schemes say outright that growth is not rewarded as meaning development. Growth is more output; development is better lives for most people.
- **Vague definitions.** June 2021 found many definitions of development circular ("development of an economy"). Name what improves: living standards, health, education, poverty.
- **Identifying without explaining.** June 2021 noted that candidates named a reason (such as a lack of teachers in rural areas) but did not say why it happens or what it causes. Every point needs a "because" or a "so".
- **Answering about people instead of countries.** In June 2023 many answers to "differences in the level of income between countries" wrote about why individuals' incomes differ, such as tax rates. Explain why national **output** differs.
- **Misreading the question's focus.** In June 2025 some candidates read "differences in healthcare" as public versus private healthcare, and some wrote two sides when "analyse" only asked for one.
- **One-sided discussions.** November 2021 and June 2022 reports note that answers on manufacturing and on a large primary sector were strong on one side but thin on the other, which keeps them in Level 2. Develop both sides, and don't just reverse a point.
- **Writing "GDP" or "population" for "GDP per head" or "population growth".** March 2022 saw candidates mix these up when reading the source; total GDP is not a measure of development.
- **Copying numbers without interpreting them.** June 2025 noted answers that listed each country's figures ("80 and 35") without saying what they showed; and some wrote "per cent of labour force" instead of "per cent of labour force employed in agriculture".
- **Confusing sectors.** November 2021 found candidates mixing up the primary and secondary sectors, or the private and public sectors with economic sectors.

How to get the marks

- **Define** (2 marks): two parts, each a mark. For GDP per head, say what GDP is (total output, income or expenditure) and divide by population.
- **Identify** (2 marks): two items, one mark each; only the first three you write are read.
- **Explain** (4 marks): two points, each identified (1) and developed (1). A list of four causes with no development scores 2 at most.
- **Analyse** (6 marks): chains of reasoning; each correct link is a mark, and a repeated idea scores once. "Analyse" does not need the other side.
- **Analyse a relationship** (4–5 marks): relationship, interpreted evidence, reason, exception, reason for the exception; refer to the data throughout.
- **Discuss** (8 marks, levels): a short definition, two developed points on each side, then a judgement saying what the answer depends on. **Discuss** in Section A (6 marks): up to 4 marks a side; a point turned round to argue the other side earns nothing unless it gives a **new** reason.
- **Use the source** when the question says so: name its countries and facts.

- **Multiple choice:** check every part of an option against the features table; one wrong part makes the whole option wrong.

Quick check

1. Country V has GDP of \$12bn and 30 million people; country W has GDP of \$90bn and 6 million people. Calculate each country's GDP per head, and how many times higher W's is than V's.
2. Over ten years a country's real GDP rises by 40% and its population by 50%. Calculate the percentage change in its GDP per head and say what this suggests about its development.
3. A timber firm sells logs for \$300; a furniture maker buys them and sells the furniture for \$1 100. Calculate the value added by the furniture maker, and explain what this suggests about incomes in the two sectors.
4. Give two features you would expect to find in a less developed economy, one for each of: population, and the sector most people work in.
5. Explain two ways in which better healthcare in one country than another can lead to a higher level of economic development. **[4]**

Answers

1. V: $\$12\,000\text{m} \div 30\text{m} = \400 . W: $\$90\,000\text{m} \div 6\text{m} = \$15\,000$. W's is $15\,000 \div 400 = 37.5$ times V's.
2. GDP per head changes by a factor of $1.4 \div 1.5 = 0.933 \dots$, so it **falls by about 6.7%**. Output has not kept up with population, so the average person has less: a sign that development may be held back (though it is an average and ignores health and education).
3. Value added = $\$1\,100 - \$300 = \$800$. The secondary sector adds far more value than the primary sector here, so manufacturing workers can be paid more than workers cutting timber.
4. Population: fast population growth, a high birth rate or a young population. Sector: most people work in the primary sector, often subsistence farming.
5. Healthier workers take fewer days off sick (1), so their productivity is higher, firms' output rises and wages and incomes rise (1). People live longer and fewer children die (1), so life expectancy and the HDI are higher, and healthy children attend school more (1).

Past questions to try

- 0455/12/M/J/24 Q25: which difference best explains faster development.
- 0455/23/M/J/23 Q2: part (c), the causes of differences in the level of income between countries.
- 0455/23/M/J/22 Q4: part (d), whether a large primary sector is a disadvantage.
- 0455/21/M/J/24 Q1: part (e), farm employment and GDP per head in a table.