
GEOGRAPHY**9696/42**

Paper 4 Advanced Human Geography Options

May/June 2018**MARK SCHEME**Maximum Mark: 60

Published

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Answer questions from **two** different options.

Production, location and change

If answering this option, answer Question 1 and **either** Question 2 **or** Question 3.

Question	Answer	Marks
1(a)	<p>Fig. 1.1 shows size of dairy herd (number of cows) and profit/loss in pence per litre of milk for selected farms in the UK, an HIC in Europe, in 2013.</p> <p>Describe the relationship between herd size and profit/loss shown in Fig. 1.1.</p> <p>There is evidence of a positive relationship. (1) The relationship is unclear / not necessarily related to herd size. (1)</p> <p>Give further credit to maximum for use of data such as: the greatest losses are made by smaller herds ranging from 40–160 in size (1); the highest profit is made by a herd size of 200 (1) but there are variations for this size of herd with some making a loss (1).</p> <p>Data can come from either axis and does not have to come from both for credit of a point. Max. 2 for no data.</p>	4

Question	Answer	Marks
1(b)	<p>Explain why diseconomies of scale occur in <u>either</u> agricultural production <u>or</u> manufacturing production.</p> <p>Candidates are free to develop their own approach to the question and responses will vary depending on the type of production chosen. 'Economies of scale' appears in the manufacturing and related service industry aspect of the syllabus but candidates could easily refer to issues related to increases in scale via intensification or extension of agriculture. Expect reference to internal or external diseconomies of scale or more broadly to issues such as complexity of management and coordination, speed of decision making, motivation of workers possibly related to specialisation or deskilling, resource depletion and rising costs, transport issues, difficulty in responding to market changes, etc.</p> <p>Award marks based on the quality of explanation and breadth of the response using the marking levels below.</p> <p>Level 3 5–6 Response has a range of explanatory factors of why diseconomies of scale occur in either agricultural production or manufacturing production. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Any examples used are appropriate and integrated effectively into the response.</p> <p>Level 2 3–4 Response is quite generalised but is still clearly an agricultural or manufacturing based response. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p> <p>Level 1 1–2 Response does not focus on either type of production. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.</p> <p>Level 0 0 No creditable response.</p>	6

Question	Answer	Marks
2	<p>With reference to <u>one</u> country, evaluate the success of one or more attempts to manage agricultural change.</p> <p>Candidates are free to develop their own approach to the question and responses will vary depending on the example or examples chosen. Whichever approach is chosen, essays which use relevant examples of attempts to manage, and carefully evaluate the success or not in the context of agricultural change will be credited. There may be detailed consideration of one attempt or a broadly conceived response drawing on several attempts.</p> <p>There must be an attempt to evaluate the success of the attempt(s) to manage agricultural change. Success may be considered in relation to specific success criteria, such as increasing agricultural productivity or output, enabling farmers to provide food for the nation at affordable prices, contributing to export crops and earnings, extending cropping seasons or enabling intensification/extension through large projects such as irrigation schemes or at the local or individual scale by improving transport infrastructure and providing education and training to farmers or individual producers, etc. Success might also be considered in terms of the difficulties encountered: problems arising from change or from attempts to manage change, unforeseen problems such as climate change issues and some indication of the challenges which remain unsolved or have arisen along the way. Success might vary depending on the viewpoint of different stakeholders or from place to place within the country. An understanding of this might enhance the quality of the evaluation.</p> <p>If more than one country, mark all, and award the best or better answer.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p>Level 4 16–20 Response thoroughly considers the success of one or more attempts to manage agricultural change. An effective and sustained evaluation with a sound conclusion. Response is well founded in detailed exemplar knowledge, insightful understanding of the context and strong conceptual understanding of the topic.</p> <p>Level 3 11–15 Response considers the success of one or more attempts to manage agricultural change and remains focused on success. Response is broadly evaluative in character, comprising some explanatory or narrative content and a conclusion. Response develops on a largely secure base of knowledge and understanding with some exemplar detail.</p> <p>Level 2 6–10 Response demonstrates some general knowledge and understanding of one or more attempts to manage agricultural change but the evaluation of success is by simple, undeveloped statements. Response is mainly descriptive or explanatory in approach and contains a brief or thinly supported evaluation. Responses without the use of at least one example to support the response will not get above the middle of Level 2 (8 marks).</p>	20

Question	Answer	Marks
	<p>Level 1 Response makes a few general points about agriculture change without the necessary focus on attempts at managing agricultural change and their success. A descriptive response comprising a few simple points. Knowledge is basic and understanding may be poor and lack relevance to the question set.</p> <p>Level 0 No creditable response.</p>	<p>1–5</p> <p>0</p>

Question	Answer	Marks
3	<p>Discuss the view that raw materials are no longer an important factor in the location of manufacturing industry.</p> <p>Candidates are free to develop their own approach to the question and responses will vary depending on the examples chosen. Whichever approach is chosen, essays which use relevant examples of factors involved in the location of manufacturing industry and discuss the view that raw materials are no longer important will be credited. There may be detailed consideration of one or two examples of factors or a broadly conceived response, drawing on several examples.</p> <p>There must be some attempt to present points for and against the view that raw materials no longer play an important part in the location of manufacturing industry and to present different views about the relative role of raw materials. Other factors considered might include land, labour, capital, energy sources, markets, technology, inertia, transport and government policies.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p>Level 4 16–20 Response discusses thoroughly the part played by raw materials and other factors in the location of manufacturing industry. An effective and sustained discussion with a sound conclusion. Response is well founded in detailed exemplar knowledge, insightful understanding of the context and strong conceptual understanding of the topic.</p> <p>Level 3 11–15 Response discusses the part played by raw materials and other factors in the location of manufacturing industry. Response is broadly discursive in character, comprising some explanatory or narrative content and a conclusion. Response develops on a largely secure base of knowledge and understanding with some use of examples and exemplar detail.</p> <p>Level 2 6–10 Response demonstrates some general knowledge and understanding of factors responsible for the location of industry, including raw materials, but these are not identified clearly or developed. Response is mainly descriptive or explanatory in approach and contains a brief or thinly supported discussion. Responses without the use of example(s) to support the response will not get above the middle of Level 2 (8 marks).</p> <p>Level 1 1–5 Response makes a few general points about location of manufacturing without the necessary discussion. A descriptive response comprising a few simple points. Knowledge is basic and understanding may be poor and lack relevance to the question set.</p> <p>Level 0 0 No creditable response.</p>	20

Environmental management

If answering this option, answer Question 4 and **either** Question 5 **or** Question 6.

Question	Answer	Marks
4(a)	<p>Fig. 4.1 shows annual mean air pollution in urban areas, 2008–13.</p> <p>Describe the pattern of urban areas in Fig. 4.1 with annual mean particulate matter of less than 20 (<20).</p> <p>Pattern is about spatial generalisations supported with evidence. Candidates may argue:</p> <p>There is some evidence for a pattern according to latitude with more in the Northern hemisphere, whilst there are very few in the tropics (dev)</p> <p>The highest concentration is in North America; there are none in Africa.</p> <p>There is a pattern based on development, HIC v LIC and MIC divide.</p> <p>There is a pattern along coastlines, for example, Australia, Northern Europe, parts of North America.</p> <p>Max 1 for statements relating to absence or near absence, e.g. none in Africa / only one in South America / very few in Asia.</p> <p>1 mark for each valid description of pattern and 2 marks for a statement supported with evidence or further elaboration of the basic statement about pattern.</p>	4

Question	Answer	Marks
4(b)	<p>Suggest reasons why air pollution is more common in urban areas than in rural areas.</p> <p>Candidates should demonstrate an understanding that urban and rural areas are different in many aspects leading to pollution being more common in urban areas than in rural areas. They might refer to numbers of people, vehicles, industries or other sources of pollution, or to factors which make dispersal less easy, leading to concentrations building up. Reference to urban and rural climates is valid as is any other valid suggestion.</p> <p>Award marks based on the quality of explanation and breadth of the response using the marking levels below.</p> <p>Level 3 5–6 Response has a range of valid suggestions for why air pollution is more common in urban than in rural areas. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Any examples used are appropriate and integrated effectively into the response.</p> <p>Level 2 3–4 Response offers one or more suggestions for why the air pollution is more common in urban than in rural areas, but coverage is unbalanced or simply uses opposites for one of the areas. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p> <p>Level 1 1–2 Response is about air pollution generally. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.</p> <p>Level 0 0 No creditable response.</p>	6

Question	Answer	Marks
5	<p>Evaluate the success of <u>one</u> named located scheme to produce electricity.</p> <p>Candidates are free to develop their own approach to the question and responses will vary depending on the example chosen. Whichever approach is chosen, essays which carefully evaluate the success (or failure) of the scheme and support their argument with relevant evidence and examples will be credited.</p> <p>There must be an attempt to evaluate the success of the named located scheme to produce electricity. Success may be considered in relation to specific success criteria such as the amount of power, its contribution to the national and local areas, sustainability, energy efficiency and cost issues. Success may be considered in term of overcoming specific difficulties faced by the country or the immediate area in supplying electricity, level of technology available, improvement in people’s lives, contribution to energy security and place in the overall electrical energy strategy of the country. The response may include reference to difficulties and issues created during construction and of day-to-day issues related to the running and contribution of the scheme. Contextual understanding of the different viewpoints of different stakeholders and success varying over time or spatially should be credited.</p> <p>If more than one scheme, mark all and credit the best or better response.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p>Level 4 16–20 Response thoroughly considers the success of the named located scheme in producing electricity. An effective and sustained evaluation with a sound conclusion. Response is well founded in detailed exemplar knowledge, insightful understanding of the context and strong conceptual understanding of the topic.</p> <p>Level 3 11–15 Response considers some aspects of success of the named located scheme in producing electricity. Response is broadly evaluative in character, comprising some explanatory or narrative content and a conclusion. Response develops on a largely secure base of knowledge and understanding with some use of examples and exemplar detail.</p> <p>Level 2 6–10 Response shows knowledge and understanding of the named located scheme in producing electricity in which success may not be identified clearly or developed. Response is mainly descriptive or explanatory in approach and contains a brief or thinly supported evaluation. Responses without the use of example(s) to support the response will not get above the middle of Level 2 (8 marks).</p>	20

Question	Answer	Marks
	<p>Level 1 Response is more a narrative about the named located scheme than an evaluation of the success in producing electricity. A descriptive response comprising a few simple points. Knowledge is basic and understanding may be poor and lack relevance to the question set.</p> <p>Level 0 No creditable response.</p>	<p>1–5</p> <p>0</p>

Question	Answer	Marks
6	<p>‘Economic factors are the most important constraint on improving the quality of degraded environments.’</p> <p>With reference to one or more examples, how far do you agree with this statement?</p> <p>Candidates are free to develop their own approach to the question and responses will vary depending on the example(s) chosen. Whichever approach is chosen, essays which carefully assess the importance of economic and other constraints on improving the quality of degraded environments and support their argument with relevant examples will be credited. There may be detailed consideration of one degraded environment at any scale or a broadly conceived response drawing on several examples.</p> <p>There must be some attempt to assess the importance of economic and other factors as constraints on improving the quality of degraded environments. Factors may be related to the causes of degradation, issues in both ongoing management and from attempts to improve degraded environments. In addition to economic factors, social, environmental and political factors may be considered. Importance could be related to the causes of degradation, difficulties in attempts to manage an environment or constraints which remain after attempts have been made. Quality may be considered in terms of improvements made or continuance of degradation, or in other dimensions: social, economic or environmental. Contextual understanding of the different viewpoints of different stakeholders and success varying over time or spatially should be credited.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p>Level 4 16–20 Response thoroughly assesses the importance of factors, including economic, which are constraints on improving the quality of one or more clearly defined degraded environments. An effective and sustained assessment with a sound conclusion. Response is well founded in detailed exemplar knowledge, insightful understanding of the context and strong conceptual understanding of the topic.</p> <p>Level 3 11–15 Response assesses the importance of factors, including economic, which are constraints on improving the quality of one or more clearly defined degraded environments. Response is broadly an assessment, comprising some explanatory or narrative content and a conclusion. Response develops on a largely secure base of knowledge and understanding with some exemplar detail.</p>	20

Question	Answer	Marks
	<p>Level 2 6–10 Response demonstrates some knowledge and understanding of factors which are constraints on improving the quality of one or more degraded environments but is notably unbalanced in terms of one factor or the factors are not identified clearly or developed. Response is mainly descriptive or explanatory in approach and contains a brief or thinly supported assessment. Responses without the use of example(s) to support the response will not get above the middle of Level 2 (8 marks).</p> <p>Level 1 1–5 Response comprises a few simple points about one or more degraded environments without the necessary focus on factors and/or constraints. Knowledge is basic and understanding may be inaccurate and lack relevance to the question set. Examples are in name only and could be taken as a generic response or a narrative response.</p> <p>Level 0 0 No creditable response.</p>	

Global interdependence

If answering this option, answer Question 7 and **either** Question 8 **or** Question 9.

Question	Answer	Marks
7(a)	<p>Table 7.1 shows percentage of the world’s Fairtrade farmers and farm workers, by world region, in 2013.</p> <p>Describe the distribution of Fairtrade farmers and farm workers shown in Table 7.1.</p> <p>Any valid comment with qualified data/data manipulation for 1 mark such as: most in Africa (64%); with almost half of the total in East Africa; small percentages in named regions or sub regions; least in Asia and Australasia, etc. Accept valid comments on the general distribution such as: mostly in continents with a high proportion of MIC or LIC countries or the absence from specifically named regions.</p> <p>Max. 2 marks for descriptions without data support.</p>	4

Question	Answer	Marks
7(b)	<p>Explain the nature of Fairtrade.</p> <p>Candidates should explain how Fairtrade works in terms of the mechanics and who is involved. This might include points such as:</p> <ul style="list-style-type: none"> • The Fairtrade mark means that the Fairtrade ingredients in the product have been produced by small-scale farmer organisations or plantations that meet Fairtrade social, economic and environmental standards • Fairtrade is an alternative approach based on partnership between those who grow food and those who consume it. Trade rather than aid • For certain products, such as coffee, cocoa, cotton and rice, Fairtrade only certifies small-scale farmer organisations • Fairtrade also certifies plantations for some products such as bananas, tea and flowers, but sets standards to protect workers' basic rights and for wages that progress towards a localised living wage benchmark • Fairtrade offers the stability of income which enables them to plan for the future • Fairtrade minimum price is set to cover the cost of sustainable production for that product in that region. If the market price for that product is higher than the minimum price, farmers and workers receive the market price. Payment of the minimum price is regularly audited and checked by the organisation • The Fairtrade premium is the additional sum of money paid on top of the Fairtrade minimum price that farmers and workers receive which can be invested in social, environmental and economic developmental projects to improve their businesses and their communities • The farmers and workers themselves decide how the Fairtrade premium is invested • Farmer and worker organisations own 50% of the global Fairtrade system with an equal voice in decision-making within the general assembly and board of directors • Consumers are willing to pay a higher price for the products <p>Award marks based on the quality of explanation and breadth of the response using the marking levels below.</p> <p>Level 3 5–6 Response explains clearly the nature of Fairtrade. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Any examples used are appropriate and integrated effectively into the response.</p> <p>Level 2 3–4 Response offers explanation for some aspects of the nature of Fairtrade but explanation and development may be unbalanced or limited. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p>	6

Question	Answer	Marks
	<p>Level 1 Response is broadly about Fairtrade but the explanation is limited. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.</p> <p>Level 0 No creditable response.</p>	<p>1–2</p> <p>0</p>

Question	Answer	Marks
8	<p>Assess the view that donors of international aid gain more than the countries which receive international aid.</p> <p>Candidates are free to develop their own approach to the question and responses will vary depending on the geographical perspective or view point taken and the examples chosen. Whichever approach is chosen, essays which address the contention and carefully assess the gains of international aid for both donors and receiving countries with support for their argument from relevant examples will be credited. There may be detailed consideration of an example for each aspect or a broadly conceived response drawing on several examples.</p> <p>There must be an assessment and views expressed about the gains of international aid for donors and receiving countries. The negative aspects of aid for both donors and receiving countries may be included as part of the assessment but the question has a focus of gains.</p> <p>For donors (not necessarily countries) the gains include:</p> <ul style="list-style-type: none"> • a foreign policy tool • fostering of trade through increased exports and imports • reinforcement of commercial ties • maintenance and promotion of culture, especially for former colonial powers • part of the fight against terrorism • altruism/moral satisfaction <p>For receiving countries the gains might include:</p> <ul style="list-style-type: none"> • economic development • debt relief • democracy building • improvements of infrastructure • development of national resources and power supplies • disaster relief • gains on a smaller scale such as improvements in health, water and sanitation or education for individuals • appropriate technology, e.g. for agriculture <p>Award marks based on the quality of the response using the marking levels below.</p> <p>Level 4 16–20 Response thoroughly considers the gains of international aid for donors and receiving countries. An effective, balanced and sustained assessment with a sound conclusion. Response is well founded in detailed exemplar knowledge and strong conceptual understanding of the topic.</p> <p>Level 3 11–15 Response considers the gains of international aid for donors and receiving countries. Response is broadly an assessment of how far the candidate agrees with the statement, comprising some explanatory or narrative content and a conclusion. Response develops on a largely secure base of knowledge and understanding with some use of examples and exemplar detail.</p>	20

Question	Answer	Marks
	<p>Level 2 6–10 Response shows general knowledge and understanding of the gains of international aid for donors and receiving countries but is clearly unbalanced and presents quite a simple and narrow view. Response is mainly descriptive or explanatory in approach and contains a brief or thinly supported assessment. Responses without the use of examples to support the response will not get above the middle of Level 2 (8 marks).</p> <p>Level 1 1–5 Response comprises one or more descriptive points about international aid with little reference to gains for either donors or receiving countries. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.</p> <p>Level 0 0 No creditable response.</p>	

Question	Answer	Marks
9	<p>‘Tourism cannot be completely sustainable.’</p> <p>With reference to one or more examples, how far do you agree with this statement?</p> <p>Candidates are free to develop their own approach to the question and responses will vary depending on the viewpoint and examples chosen. Whichever approach is chosen, essays which use relevant examples, carefully present an argument and come to a view of the statement that tourism can never be completely sustainable will be credited. There may be detailed consideration at any scale using examples from a variety of places in a broadly conceived response or a response focused upon a case study.</p> <p>There must be an argument considering how far the candidate agrees or not with the statement. Sustainability could be considered in terms of environment, society and economy.</p> <p>Environmental sustainability might come from positive aspects such as the rise of ecotourism or other low impact forms of tourism or the negative impacts of pollution and environmental degradation.</p> <p>Social comment might refer to positive aspects such as preservation of culture, the demonstration effect, reduction of unemployment and increased economic opportunities, more cultural and social events, increased leisure facilities and infrastructure improvement, and revival of urban environments or reversal of rural to urban migration. Negative issues such as cultural dilution, commodification of culture and goods, standardisation, economic inequality, irritation, job level friction or ethical issues.</p> <p>Economic sustainability might be considered through ideas such as: employment, income, taxation and investment, the role of government and other investors, the tourism multiplier effect; issues such as: leakage, seasonality, competition and changing fashions in the industry. Contextual understanding of the different viewpoints of different stakeholders and sustainability varying over time or spatially should be credited.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p>Level 4 16–20 Response thoroughly and fully considers the statement that tourism cannot be completely sustainable. An effective and sustained argument with a sound conclusion. Response is well founded in detailed exemplar knowledge and strong conceptual understanding of sustainability.</p> <p>Level 3 11–15 Response considers the statement that tourism cannot be completely sustainable. Response is broadly an assessment comprising some explanatory or narrative content and a conclusion. Response develops on a largely secure base of knowledge and understanding with some use of examples and exemplar detail.</p>	20

Question	Answer	Marks
	<p>Level 2 6–10 Response shows general knowledge and understanding of sustainability but presents quite a simple and narrow view. Response is mainly descriptive or explanatory in approach and contains a brief or thinly supported argument. Responses without the use of examples to support the response will not get above the middle of Level 2 (8 marks).</p> <p>Level 1 1–5 Response comprises one or more descriptive points about sustainability. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.</p> <p>Level 0 0 No creditable response.</p>	

Economic transition

If answering this option, answer Question 10 and **either** Question 11 **or** Question 12.

Question	Answer	Marks
10(a)	<p>Fig. 10.1 shows a simplified core-periphery model of regional development.</p> <p>Describe the flows shown in Fig. 10.1.</p> <p>Candidates should make the connection between raw materials going to the core and returning as manufactured goods/cycling (1); recognise that capital flows in both directions (1); labour moves from the periphery to the core from abundant to shortage. (1)</p>	3
10(b)	<p>Suggest reasons for the dominance of the core region within a country.</p> <p>Candidates should suggest reasons for the dominance of the core region. They might refer to specific examples of natural or human factors or to theoretical processes. Natural factors might include climate, soils and resources/raw materials, natural harbours which have been or are still important. Human factors might include the position of government or former colonial centres of power, centres of infrastructure, power supply, industry, capital generation and investment, locational advantages such as trade centres in coastal locations, etc. Theoretical processes are likely to include cumulative causation from initial advantages and spread and backwash effects. Candidates may use a mixture of theory and exemplar support. There may be reference to negative aspects for other regions which can lead to their position being eroded such as the outflow of resources, people and capital. Candidates may refer to Fig. 10.1</p> <p>Award marks based on the quality of explanation and breadth of the response using the marking levels below.</p> <p>Level 3 6–7 Response suggests a range of reasons for the dominance of a core region within a country. Response is well founded in knowledge and strong conceptual understanding of the topic. Any examples used are appropriate and integrated effectively into the response.</p> <p>Level 2 3–5 Response offers one or more reasons for dominance of a core region but is unbalanced. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p> <p>Level 1 1–2 Response is broadly about the dominance of a core region but reasoning is limited. The reasons are difficult to identify or insecure. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.</p> <p>Level 0 0 No creditable response.</p>	7

Question	Answer	Marks
11	<p>Evaluate the view that economic inequality is easier to measure than social inequality.</p> <p>Candidates are free to develop their own approach to the question and responses will vary according to the view taken and examples of measures of inequality given. Whichever approach is chosen, essays which use relevant examples and which evaluate the view that economic inequality is easier to measure than social inequality and consider the extent carefully will be credited. There may be detailed consideration of at least two measures or a broadly conceived response drawing on several examples. There must be a clear attempt to evaluate whether it is easier to measure economic or social inequality. Candidates might consider multiple measures which involve a mix of economic and social indicators as well as single measures of inequality. The ease of measurement of inequality might also consider the scale of application with either global and/or regional application expected, though any scale is acceptable.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p>Level 4 16–20 Response thoroughly evaluates the view that economic inequality is easier to measure than social inequality. An effective, balanced and sustained evaluation with a sound conclusion. Response is well founded in detailed exemplar knowledge, insightful understanding of the context and strong conceptual understanding of the topic.</p> <p>Level 3 11–15 Response evaluates the view that economic inequality is easier to measure than social inequality. Response is broadly an evaluation comprising some explanatory or narrative content and a conclusion. Response develops on a largely secure base of knowledge and understanding with the use of examples of both economic and social measures of inequality.</p> <p>Level 2 6–10 Response demonstrates some knowledge of the measurement of economic and social inequality. Response is mainly descriptive or explanatory in approach and contains a brief or thinly supported evaluation. Responses without the use of examples to support the response will not get above the middle of Level 2 (8 marks).</p> <p>Level 1 1–5 Response makes a few general points about the measurement of economic and social inequality. A descriptive response comprising a few simple points. Knowledge is basic and understanding may be poor and lack relevance to the question set.</p> <p>Level 0 0 No creditable response.</p>	20

Question	Answer	Marks
12	<p>Assess the role of transnational corporations (TNCs) in the globalisation of economic activity.</p> <p>Candidates are free to develop their own approach to the question and responses will vary depending on the approach chosen. Whichever approach is chosen, essays which use relevant examples and carefully examine the role of TNCs in the globalisation of economic activity will be credited. There may be detailed consideration of one or more examples or a broadly conceived response drawing on several examples.</p> <p>There must be a clear attempt to assess the role of TNCs in globalisation of economic activity which would be enhanced by the consideration of other factors.</p> <p>For TNCs there might be consideration of their role in globalisation of economic activity through:</p> <ul style="list-style-type: none"> • foreign direct investment • their part in the operation of the new international division of labour • outsourcing of manufacturing and offshoring of services • their development of products and marketing • their size and power • ability to use cheap factors of production to increase profits and investment leading to the crushing of domestic competition • other <p>Other factors influencing the globalisation of economic activity might be considered such as:</p> <ul style="list-style-type: none"> • role of governments • free market economics, e.g. free trade through the WTO or other trade agreements and trading blocs; free movement of capital • harmonisation of intellectual property laws and removal of cross-border restrictions • technological change in transport, communications and the internet • consumerism and rise of per capita incomes • other <p>Award marks based on the quality of the response using the marking levels below.</p> <p>Level 4 16–20 Response thoroughly assesses the role of TNCs in the globalisation of economic activity and carefully considers the role of TNCs in comparison to other factors. An effective and sustained assessment with a sound conclusion. Response is well founded in detailed exemplar knowledge, insightful understanding of the context and strong conceptual understanding of the topic.</p> <p>Level 3 11–15 Response assesses the role of TNCs in the globalisation of economic activity with some consideration of other factors. Response is broadly an assessment in character, comprising some explanatory or narrative content and a conclusion. Response develops on a largely secure base of knowledge and understanding with the use of example(s).</p>	20

Question	Answer	Marks
	<p>Level 2 6–10 Response demonstrates some knowledge and understanding of the role of TNCs in the globalisation of economic activity. Response is mainly descriptive or explanatory in approach and contains a brief or thinly supported assessment with brief references to other factors. Responses without the use of example(s) to support the response will not get above the middle of Level 2 (8 marks).</p> <p>Level 1 1–5 Response makes a few general points about TNCs and the globalisation of economic activity. Lacks assessment of the role of TNCs or other factors. A descriptive response comprising a few simple points. Knowledge is basic and understanding may be poor and lack relevance to the question set.</p> <p>Level 0 0 No creditable response.</p>	