

Cambridge  
International  
AS & A Level

**Cambridge International Examinations**  
Cambridge International Advanced Subsidiary and Advanced Level

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**GEOGRAPHY**

**9696/04**

Paper 4 Advanced Human Geography Options

**For Examination from 2018**

SPECIMEN MARK SCHEME

**1 hour 30 minutes**

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**MAXIMUM MARK: 60**

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This document consists of **21** printed pages and **1** blank page.

**Production, location and change**

Question	Answer	Marks
1(a)	<p><b>Compare the systems shown in Figs. 1A and 1B.</b></p> <p>Candidates should compare inputs, processes (scale) and outputs. Points may include:</p> <ul style="list-style-type: none"> <li>• extensive has fewer and smaller inputs than intensive, e.g. less capital</li> <li>• but there are exceptions, such as extensive uses more land</li> <li>• extensive has fewer and smaller outputs, e.g. food produced is a fraction of that produced by intensive commercial</li> <li>• comparison of the size of the inputs, processes and outputs (the boxes and arrows)</li> <li>• comparison of the number of inputs and outputs (arrows).</li> </ul> <p>Credit other valid comparisons.</p> <p><b>1 mark</b> for each valid comparison. <b>Max. 2 marks</b> for two separate descriptions without comparison.</p>	<b>4</b>

Question	Answer	Marks
1(b)	<p><b>Explain the advantages and disadvantages of extensive subsistence farming.</b></p> <p>Candidates should explain both the advantages and disadvantages of extensive subsistence farming. The answer does not have to be balanced to gain full marks.</p> <p>Advantages may include:</p> <ul style="list-style-type: none"> <li>• low cost system</li> <li>• efficiency in terms of inputs against outputs</li> <li>• little environmental impact – and little waste</li> <li>• meets the food demand and other needs of local population</li> <li>• appropriate culturally, e.g. maintains traditions.</li> </ul> <p>Credit other valid responses.</p> <p>Disadvantages may include:</p> <ul style="list-style-type: none"> <li>• low outputs – little spare to sell, etc.</li> <li>• needs a lot of land</li> <li>• could be viewed as inefficient.</li> </ul> <p>Credit other valid responses.</p> <p>Award marks based on the quality of explanation and breadth of the response using the marking levels below.</p> <p><b>Level 3</b> <span style="float: right;"><b>5–6</b></span> Response thoroughly discusses both advantages and disadvantages. 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><b>Level 2</b> <span style="float: right;"><b>3–4</b></span> Response addresses both advantages and disadvantages in a limited manner or may address advantages or disadvantages only. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p> <p><b>Level 1</b> <span style="float: right;"><b>1–2</b></span> Response comprises one or more points which address advantages and/ or disadvantages in outline. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.</p> <p><b>Level 0</b> <span style="float: right;"><b>0</b></span> No creditable response.</p>	<b>6</b>

Question	Answer	Marks
2	<p><b>With reference to one or more examples, evaluate the role of the government in promoting agricultural change.</b></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 and examine the factors and outcomes carefully will be credited. There may be detailed consideration of one or two examples or a broadly conceived response drawing on several examples.</p> <p>There must be some attempt at evaluating the role of government in agricultural change.</p> <p>Most cases of agricultural change depend to some extent on government policy, projects or investment. Government action may be direct, e.g. through land reform or installing irrigation systems; or indirect, e.g. by funding popular TV about farming. Candidates may also consider other factors, such as social factors, e.g. the attitudes of farmers to agricultural change; economic factors, e.g. markets; and environmental factors, e.g. constraints such as aridity or poor soil quality.</p> <p>Contextual understanding of the different viewpoints and different stakeholders and the possibility of the different outcomes in different places should be credited.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p><b>Level 4</b> <span style="float: right;"><b>16–20</b></span> Response thoroughly discusses the role of the government both directly and indirectly and considers the role of other factors in agricultural change. At the top of the level, responses may demonstrate insightful understanding of specific contexts. An effective and sustained evaluation with a sound conclusion. Response is well-founded in detailed exemplar knowledge and strong conceptual understanding of the topic.</p> <p><b>Level 3</b> <span style="float: right;"><b>11–15</b></span> Response discusses one or more initiatives and is likely to consider factors other than the government in promoting agricultural change. 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 the use of example(s).</p> <p><b>Level 2</b> <span style="float: right;"><b>6–10</b></span> Response demonstrates some knowledge and understanding of agricultural change, in which the role of government 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
2	<p><b>Level 1</b> Response makes a few general points about agriculture without the necessary focus on agricultural change and the role of the government within it. 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><b>Level 0</b> No creditable response.</p>	<p><b>1–5</b></p> <p><b>0</b></p>

Question	Answer	Marks
3	<p><b>How far do you agree that the informal sector of manufacturing and services has an important part to play in the economy of LICs/MICs?</b></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 and examine the role of the informal sector in the economy of LICs and/or MICs will be credited. There may be detailed consideration of one or two examples, or a broadly conceived response drawing on several examples to show different aspects of the informal sector's role.</p> <p>There must be some attempt to provide an assessment of the extent to which the candidate agrees with the view that the informal sector has an important role to play. Contextual understanding of different viewpoints should be credited.</p> <p>Some candidates may argue that they agree to a large extent, given the percentages employed, functions fulfilled, number of lives supported and the potential of the informal sector for entrepreneurs, business development and government investment, e.g. in Zambia and Kenya (Jua Kali). Content on the scale and significance of the formal sector may lead to a different viewpoint.</p> <p>Responses which include consideration of society, including the effects of the informal sector in sustaining lives and improving living standard, diet and education may be credited when related to the economy.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p><b>Level 4</b> Response thoroughly discusses the role of the informal sector in the economy of LICs/MICs and links the informal sector to the wider economy. At the top of the level, responses may demonstrate insightful understanding of specific contexts. An effective and sustained evaluation with a sound conclusion. Response is well-founded in detailed exemplar knowledge and strong conceptual understanding of the topic.</p>	<p><b>20</b></p> <p><b>16–20</b></p>

Question	Answer	Marks
3	<p><b>Level 3</b> <span style="float: right;"><b>11–15</b></span> Response discusses the role of the informal sector in the economy of LICs/MICs but the range of work in the informal sector may be limited to a few well known examples. 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 the use of example(s).</p> <p><b>Level 2</b> <span style="float: right;"><b>6–10</b></span> Response demonstrates some knowledge and understanding of the informal sector and/or economy of LICs/MICs, but the ‘importance’ 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> <p><b>Level 1</b> <span style="float: right;"><b>1–5</b></span> Response makes a few general points about the economy of LICs/MICs without focus on the informal sector or its part in the economy. 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><b>Level 0</b> <span style="float: right;"><b>0</b></span> No creditable response.</p>	

**Environmental management**

Question	Answer	Marks
4(a)	<p><b>Outline <u>two</u> ways in which indigenous people living in the rainforest might be impacted by the construction work, giving evidence from Photograph A.</b></p> <p>Candidates should give evidence from the photograph to support their suggestions.</p> <p>Impacts on indigenous people might include:</p> <ul style="list-style-type: none"> <li>• disruption to hunter-gatherer lifestyle. Evidence: pipeline as barrier or obstacle</li> <li>• noise from machinery affects them and the birds and animals they hunt and eat. Evidence: digger in distance</li> <li>• conflict/aggression. Evidence: guards in uniform</li> <li>• loss of traditional lifestyle and/or threat to villages. Evidence: modernisation and invasion of 'outside' world in the construction work</li> <li>• other – Evidence needed.</li> </ul> <p>Credit each way with evidence <b>1 mark</b> or <b>2 marks</b> to the maximum. For two valid ways without evidence from Photograph A, <b>max. 1 mark</b>.</p>	<b>3</b>

Question	Answer	Marks
4(b)	<p><b>Explain the ways in which the rainforest environment may be at risk of being degraded by construction of the pipeline.</b></p> <p>Candidates should explain how the rainforest environment may be at risk of being degraded by the construction of the oil pipeline. They study factors in the degradation of rural environments and the protection of environments at risk (study of rainforest environments is not required). The photograph should be interpreted in the light of this environmental knowledge and of their wider geographical understanding.</p> <p>Threats to the rainforest environment from the construction and operation of the pipeline may include:</p> <ul style="list-style-type: none"> <li>• habitat alteration affects hydrological cycle, fauna, and forest regeneration</li> <li>• tree removal (rainforest quality)</li> <li>• destruction of vegetation by heavy plant machinery</li> <li>• soils removed and compacted by machines, soil profiles disrupted</li> <li>• natural drainage altered</li> <li>• pollution: land, air, water</li> <li>• roads open up areas to further degradation, e.g. by loggers or settlers</li> </ul> <p>Credit other valid threats.</p> <p>Award marks based on the quality of explanation and breadth of the response using the marking levels below.</p> <p><b>Level 3</b> <span style="float: right;"><b>6–7</b></span> Response applies knowledge and understanding of risks of environmental degradation to the environment in the photograph in a thorough and convincing explanation. Response is well-founded in detailed knowledge and strong conceptual understanding of the topic.</p> <p><b>Level 2</b> <span style="float: right;"><b>3–5</b></span> Response discusses the environmental context in the photograph, making some explanatory links to its possible degradation. Response develops on a largely secure base of knowledge and understanding.</p> <p><b>Level 1</b> <span style="float: right;"><b>1–2</b></span> Response consists of one or more descriptive statements about the environment in the photograph, or about forested environments in general, with little or no explanation of the risk of degradation. Knowledge is basic and understanding may be inaccurate.</p> <p><b>Level 0</b> <span style="float: right;"><b>0</b></span> No creditable response.</p>	<b>7</b>



Question	Answer	Marks
5	<p><b>To what extent do the ideas of sustainability and energy security form part of the electrical energy strategy of <u>one</u> country that you have studied?</b></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 assess the electrical energy strategy carefully will be credited. The direction of the response and assessment made will depend on the country chosen and any assessment is therefore valid, if argued and based on evidence.</p> <p>Candidates should assess the extent to which two ideas, sustainability and energy security, form part of the country's electrical energy strategy.</p> <p>Sustainability may be linked to the Brundtland definition, 'development which meets the needs of the present without compromising the ability of future generations to meet their own needs'. It is most likely to involve environmental issues, from resource depletion to human-induced climate change, but may also include issues of social sustainability, such as public opinion, and issues of economic sustainability, such as unit cost.</p> <p>Energy security is relative to a country's own resources or energy supplies and/or the need to rely on imported sources. Energy strategy implies the role of government which may include policy, will and motives, such as ties with other countries, historical context, finance, global protocols, etc.</p> <p>A full response addresses both sustainability and energy security but this does not need to be in a completely balanced way.</p> <p>A response which addresses one element (sustainability or energy security) will not achieve Level 4.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p><b>Level 4</b> <span style="float: right;"><b>16–20</b></span> Response thoroughly discusses the chosen country's energy strategy using more than one type of generation. Response defines and considers both sustainability and energy security in the specific context of this country. An effective and sustained evaluation with a sound conclusion. Response is well-founded in detailed exemplar knowledge and strong conceptual understanding of the topic.</p> <p><b>Level 3</b> <span style="float: right;"><b>11–15</b></span> Response discusses both sustainability and energy security or may focus on one within the strategy and mention the other. The response is likely to consider more than one type of energy generation within the chosen country. 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 the use of example(s).</p>	20

Question	Answer	Marks
5	<p><b>Level 2</b> <span style="float: right;"><b>6–10</b></span> Response demonstrates some knowledge and understanding of energy generation and/or energy strategy and refers to one or both the ideas. 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> <p><b>Level 1</b> <span style="float: right;"><b>1–5</b></span> Response makes a few general points about energy generation without the necessary focus on sustainability or energy security. 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><b>Level 0</b> <span style="float: right;"><b>0</b></span> No creditable response.</p>	

Question	Answer	Marks
6	<p><b>With reference to one or more examples, evaluate why it is difficult to improve the quality of a polluted environment.</b></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 evaluate the reasons why it is difficult to improve the quality of a polluted environment, either specifically, or the reasons for difficulty more broadly, will be credited. The direction of the response and evaluation made will depend on the polluted environment or environments chosen, and any evaluation is therefore valid, if argued and based on evidence.</p> <p>The polluted environment(s) may be at any scale from a locality, such as a rubbish dump or a lake, or at a greater scale, such as the atmospheric environment or the oceans. The reasoning about difficulties and the evaluation may include ideas such as:</p> <ul style="list-style-type: none"> <li>• time</li> <li>• scale</li> <li>• complexity</li> <li>• transborder issues, e.g. major rivers such as the Rhine or the Ganges</li> <li>• cost</li> <li>• economic imperative, e.g. survival, profit</li> <li>• involvement of numerous stakeholders</li> <li>• differences in attitudes and conflicts of interest</li> <li>• corruption of officials</li> <li>• environmental constraints, e.g. aridity, soil loss, impact of climate change.</li> </ul> <p>Credit other valid reasons.</p>	<b>20</b>

Question	Answer	Marks
6	<p data-bbox="304 232 1291 300">Award marks based on the quality of the response using the marking levels below.</p> <p data-bbox="304 338 1329 371"><b>Level 4</b> <span style="float: right;"><b>16–20</b></span></p> <p data-bbox="304 374 1286 577">Response thoroughly discusses a range of difficulties with improving one or more polluted environments. At the top of the level, responses may demonstrate insightful understanding of specific contexts. An effective and sustained evaluation with a sound conclusion. Response is well-founded in detailed exemplar knowledge and strong conceptual understanding of the topic.</p> <p data-bbox="304 616 1329 649"><b>Level 3</b> <span style="float: right;"><b>11–15</b></span></p> <p data-bbox="304 651 1294 819">Response discusses some reasons for the difficulty of improving a polluted environment or environments. 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 the use of example(s).</p> <p data-bbox="304 857 1329 891"><b>Level 2</b> <span style="float: right;"><b>6–10</b></span></p> <p data-bbox="304 893 1318 1097">Response demonstrates some knowledge and understanding of environmental management but difficulties may be limited, lack development and may not be identified clearly. 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> <p data-bbox="304 1135 1329 1169"><b>Level 1</b> <span style="float: right;"><b>1–5</b></span></p> <p data-bbox="304 1171 1307 1305">Response makes a few general points about environmental management without the necessary focus on pollution or improving polluted environments. 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 data-bbox="304 1344 1329 1377"><b>Level 0</b> <span style="float: right;"><b>0</b></span></p> <p data-bbox="304 1379 620 1413">No creditable response.</p>	

**Global interdependence**

Question	Answer	Marks
7(a)	<p><b>Describe the changes in government aid shown in Fig. 2.</b></p> <p>Candidates should describe the changes in government aid on the graph.</p> <p>This involves skills in reading a compound graph and accurate data support (years and amount in US\$ billions).</p> <p>The question addresses <b>changes</b>, i.e. over time. Description of actual changes may include:</p> <ul style="list-style-type: none"> <li>• debt relief, very little/no overall change, after a peak of over 25 in 2005</li> <li>• humanitarian aid, 3–7 [+4], quite steady incremental change</li> <li>• multilateral aid 30–38 [+8], change steady</li> <li>• bilateral aid 44–75 [+31], greatest change, increasing more after 2007</li> <li>• total aid 79–123 [+44]</li> </ul> <p>Credit other valid descriptions of change.</p> <p>Candidates do not need to cover changes to all five elements. Reward responses which demonstrate clear understanding of the compound graph and clear expression of specific changes observed, e.g. amounts, rates, the 2005 peak, or that humanitarian aid more than doubled.</p> <p><b>1 mark</b> for each valid description. <b>Max. 2 marks</b> for descriptions without data support (years, dollars).</p>	<b>4</b>

Question	Answer	Marks
7(b)	<p><b>Suggest reasons for the changes in government aid you identified in (a).</b></p> <p>Candidates should suggest reasons for the changes in government aid that they identified in <b>(a)</b>. This involves the application of knowledge and understanding of aid, aid donors and debt relief to the context of HICs.</p> <p>Accept any valid reasons for change.</p> <p>Some candidates may have specific knowledge of the time period, such as the agreements of and work by G8 and UN commitments to debt relief in 2005, other movements for aid, the recent fall-off because of slower economic growth in MEDC donor countries and/or needs, for example as a result of disasters.</p> <p>Others may respond largely generically, for example in relation to reasons such as the impact of economic recession on HICs, other or changed government spending priorities, ‘compassion fatigue’, governments’ relationships to their electorates, etc.</p> <p>Award marks based on the quality of explanation and breadth of the response using the marking levels below.</p> <p><b>Level 3</b> <span style="float: right;"><b>5–6</b></span> Response applies knowledge and understanding of aid and develops two or more plausible reasons for the changes identified. 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><b>Level 2</b> <span style="float: right;"><b>3–4</b></span> Response offers one or more reasons for the changes 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> <p><b>Level 1</b> <span style="float: right;"><b>1–2</b></span> Response is broadly about aid and/or government action, 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><b>Level 0</b> <span style="float: right;"><b>0</b></span> No creditable response.</p>	<b>6</b>

Question	Answer	Marks
8	<p><b>“Trade has proven to be instrumental to poor countries’ development. Aid has not.”</b></p> <p style="text-align: center;"><b>Fredrik Erixon (International Policy Network, 2005)</b></p> <p><b>With reference to examples, how far do you agree with this statement?</b></p> <p>The statement relates to the classic issue of the value of trade versus aid and the pros and cons of each.</p> <p>There must be an attempt to assess the extent to which the candidate agrees or disagrees with the stated view. Both trade and aid should be covered but the essay does not need to be fully balanced between the two.</p>	<b>20</b>

Question	Answer	Marks
8	<p>Candidates are free to develop their own approach to the question and responses will vary depending on the examples chosen and/or personal perspective. Whichever approach is chosen, essays which use relevant examples and assess the comparative merits of trade and aid will be credited. There may be detailed consideration of one or two examples, or a broadly conceived response drawing on several examples to show different aspects of the contribution of each to development. The ‘poor countries’ in the statement refer to LICs and some MICs.</p> <p>Much is written about the problems associated with aid: dependency, undermining local employment structures, delaying governments getting to grips with the economy, inappropriate large scale schemes, uncertainty, corruptibility, etc. On the other hand, trade (if free/fair/regulated) may promote a country’s economic independence, provide income, support local employment and be more appropriate. Yet powerful counter-arguments exist for both these views.</p> <p>Reward responses which show understanding that the type of trade or aid influences a country’s development; and the use of specific evidence in, and overall perspective of, the argument and analysis made.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p><b>Level 4</b> <span style="float: right;"><b>16–20</b></span> Response thoroughly discusses both trade and aid and evaluates their role in development. At the top of the level, responses may demonstrate insightful understanding of specific contexts. An effective and sustained evaluation with a sound conclusion. Response is well-founded in detailed exemplar knowledge and strong conceptual understanding of the topic.</p> <p><b>Level 3</b> <span style="float: right;"><b>11–15</b></span> Response discusses both trade and aid, maybe developing one more than the other. Makes some links to development. 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 the use of example(s).</p> <p><b>Level 2</b> <span style="float: right;"><b>6–10</b></span> Response demonstrates some knowledge and understanding of trade and/or aid but links to development may be limited, lack development and may not be identified clearly. 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> <p><b>Level 1</b> <span style="float: right;"><b>1–5</b></span> Response makes a few general points about interdependence without the necessary focus on the role of trade and aid in development. 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><b>Level 0</b> <span style="float: right;"><b>0</b></span> No creditable response.</p>	

Question	Answer	Marks
9	<p><b>Assess the view that, for tourist destinations, the impacts of tourism on the environment are greater than its impacts on society.</b></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, and whatever position on the view is taken, essays which assess the impacts of tourism on the environment carefully will be credited. The direction of the response and assessment made will depend on the tourist destinations chosen and any assessment is therefore valid, if argued carefully and based on evidence.</p> <p>Candidates may agree with the stated view and give examples of negative environmental impacts such as footpath erosion, loss of mangroves, increased pollution, water shortages, loss of habitats, destruction of coral reefs, urban sprawl, etc. Negative social impacts may be linked to a model (e.g. Doxey) or focus on increased vice/crime, seasonal unemployment, loss of land and homes, and cultural impacts.</p> <p>Indicators of quality may include nuanced assessment; the recognition of positive impacts on society e.g. higher standard of living, from the tourism multiplier effect, better education, and, to a lesser extent on environment e.g. creation of nature reserves, landscaping and planting; or that impacts vary with the nature of environment, society and the type (and volume) of tourism.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p><b>Level 4</b> <span style="float: right;"><b>16–20</b></span> Response thoroughly discusses both the environmental impacts and the social impacts of tourism in a comparative way. At the top of the level, responses may demonstrate insightful understanding of specific contexts. An effective and sustained evaluation with a sound conclusion. Response is well-founded in detailed exemplar knowledge and strong conceptual understanding of the topic.</p> <p><b>Level 3</b> <span style="float: right;"><b>11–15</b></span> Response discusses both environmental and social impacts, maybe focuses on one which limits the comparison. 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 the use of example(s).</p> <p><b>Level 2</b> <span style="float: right;"><b>6–10</b></span> Response demonstrates some knowledge and understanding of environment and society of tourist destinations but comparative discussion is limited and impacts may not be identified clearly. 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
9	<p><b>Level 1</b> Response makes a few general points about tourism without the necessary focus on environmental impacts and social impacts. 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><b>Level 0</b> No creditable response.</p>	<p><b>1–5</b></p> <p><b>0</b></p>



**Economic transition**

Question	Answer	Marks
10(a)	<p><b>Describe the changes in FDI shown in Fig. 3.</b></p> <p>Candidates should describe the changes in FDI into China by comparing the two maps.</p> <p>Close reading of Fig. 3, comparing the two maps, shows three sorts of changes in the 15 year period, each of which is needed for a full response:</p> <ul style="list-style-type: none"> <li>• increase in the number of inward flows/sources [1992 = 5] [2006 = 21] (1)</li> <li>• increase in scale, e.g. USA, 1992 approx. US\$0.5 billion, 2006 5 billion (1)</li> <li>• increase in the spatial spread of sources of FDI globally, in 1992 Asian neighbours and USA, but in 2006 Europe, Samoa, Mauritius, Australia, etc. FDI is not truly global, for example, no FDI from South America or New Zealand. (2)</li> </ul> <p>Some map evidence is needed in support of the descriptive points.</p> <p>For a description of change without evidence, <b>max. 2 marks.</b></p>	<b>4</b>

Question	Answer	Marks
10(b)	<p><b>Suggest reasons for the changes you described in (a).</b></p> <p>Candidates should explain at least two of the three changes identified in <b>(a)</b>.</p> <p>They do not need to cover all three or cover them all in the same detail. Some candidates may have knowledge of the countries involved while others may respond largely generically. Reward either approach as long as it is based on a change or changes described in <b>(a)</b>.</p> <p>The <b>reasons</b> for the changes described in <b>(a)</b> (increase in number of flows, increase in scale, increase in spatial spread of sources) relate to globalisation and changes in the global economy, including the growth in global finance made possible electronically and the emergence of China (an MIC, one of the BRIC countries, ‘the workshop of the world’, a market of 1 billion people, etc.).</p> <p>Award marks based on the quality of explanation and breadth of the response using the marking levels below.</p> <p><b>Level 3</b> <span style="float: right;"><b>5–6</b></span> Response addresses reasons for two or more of the changes in FDI identified with a thorough and convincing explanation. 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><b>Level 2</b> <span style="float: right;"><b>3–4</b></span> Response offers some reasons for two or more of the changes in FDI. The explanation may be partial or reasons separate. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p> <p><b>Level 1</b> <span style="float: right;"><b>1–2</b></span> Response refers to change and one or more reasons for it in a broad way. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.</p> <p><b>Level 0</b> <span style="float: right;"><b>0</b></span> No creditable response.</p>	<b>6</b>

Question	Answer	Marks
11	<p><b>Assess why the activity of transnational corporations (TNCs) is greater in some countries than in others.</b></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 assess the activity of TNCs in different locations will be credited. The direction of the response and assessment made will depend on the TNCs chosen and any assessment is therefore valid, if argued carefully and based on evidence.</p>	<b>20</b>

Question	Answer	Marks
11	<p>The word ‘activity’ is purposefully broad to allow candidates to write about any aspects of TNCs’ operations. Operations may include:</p> <ul style="list-style-type: none"> <li>• headquarters (HQ), global and regional</li> <li>• research and development (R&amp;D)</li> <li>• manufacturing production</li> <li>• assembly</li> <li>• marketing</li> <li>• other operations.</li> </ul> <p>The focus of the assessment is on the reasons why TNCs favour some countries and on the factors that promote this behaviour (economic, political, social, environmental and, perhaps, historical). Home country, trade blocs and constraints such as poverty and conflict may be relevant.</p> <p>Credit responses which make clear reference to the ‘others’, i.e. countries outside or marginal to the global economy, unattractive to FDI, etc.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p><b>Level 4</b> <span style="float: right;"><b>16–20</b></span> Response thoroughly discusses two or more types of TNC activity and factors that influence scale of activity and choice of country. At the top of the level, responses may demonstrate insightful understanding of specific contexts. An effective and sustained evaluation with a sound conclusion. Response is well-founded in detailed exemplar knowledge and strong conceptual understanding of the topic.</p> <p><b>Level 3</b> <span style="float: right;"><b>11–15</b></span> Response discusses TNCs including some reasons for different scales of activity in different countries which may be unbalanced or lack development. 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 the use of example(s).</p> <p><b>Level 2</b> <span style="float: right;"><b>6–10</b></span> Response demonstrates some knowledge and understanding of TNCs but discussion of different activities is limited and factors which influence decisions on location may not be identified clearly. 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> <p><b>Level 1</b> <span style="float: right;"><b>1–5</b></span> Response makes a few general points about TNCs without the necessary focus on scales of activity in different countries. 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><b>Level 0</b> <span style="float: right;"><b>0</b></span> No creditable response.</p>	

Question	Answer	Marks
12	<p><b>‘Overall, GDP is the best way to measure social and economic wellbeing.’</b></p> <p><b>How far do you agree?</b></p> <p>Candidates are free to develop their own approach to the question and responses will vary depending on the measures chosen. It is likely that most will reject GDP in favour of one or more other measures. Whichever approach is chosen, essays which use relevant examples and examine the usefulness of different measures of social and economic wellbeing carefully will be credited. There may be detailed consideration of one or two measures, or a broadly conceived response drawing on several examples to show different advantages and limitations.</p> <p>There must be an assessment of extent of agreement with the given view and a proposal of what the best measure is, or measures are.</p> <p>No particular view is anticipated and the term ‘best’, is open to interpretation. Most candidates will demonstrate how some measures are better than others (e.g. multiple criteria measures such as HDI, MPI, etc). GDP may be contrasted with GNP; there may be consideration of using GDP per person (capita), and, perhaps, PPP, purchasing power parity and what that adjustment offers.</p> <p>For social wellbeing some may consider happiness (HPI), gender empowerment, political empowerment and the impact on the environment, for example, through PQLI. Some candidates may address related issues for all measures such as data collection, data processing, lack of data and politically influenced statistics.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p><b>Level 4</b> <span style="float: right;"><b>16–20</b></span> Response thoroughly discusses a range of measures for social and economic wellbeing. At the top of the level, response may demonstrate insightful understanding of specific contexts. An effective and sustained evaluation with a sound conclusion. Response is well-founded in detailed exemplar knowledge and strong conceptual understanding of the topic.</p> <p><b>Level 3</b> <span style="float: right;"><b>11–15</b></span> Response discusses measurements of wellbeing, maybe focuses on only GDP or fails to differentiate clearly between social and economic wellbeing. 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 the use of example(s).</p> <p><b>Level 2</b> <span style="float: right;"><b>6–10</b></span> Response demonstrates some knowledge and understanding of measurement and measures and may make few links to social and/ or economic wellbeing. 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>	<b>20</b>

Question	Answer	Marks
12	<p><b>Level 1</b> Response makes a few general points about GDP without the necessary focus on economic wellbeing and social wellbeing. 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><b>Level 0</b> No creditable response.</p>	<p><b>1–5</b></p> <p><b>0</b></p>

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