



## Cambridge International AS & A Level

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**GEOGRAPHY**

**9696/43**

Paper 4 Advanced Human Geography Options

**October/November 2020**

MARK SCHEME

Maximum Mark: 60

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **26** printed pages.

**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.

**Production, location and change**

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

| Question | Answer   | Marks    |
|----------|--|----------|
| 1(a)     | <p><b>Fig. 1.1 is a photograph which shows a pastoral farm in Iran, an MIC in the Middle East.</b></p> <p><b>Describe the main characteristics of the agricultural system shown in Fig. 1.1.</b></p> <p>Candidates should give an informed opinion about the agricultural system, using the photograph as evidence:</p> <ul style="list-style-type: none"> <li>• Shows understanding of the meaning of the term ‘pastoral’ by reference to sheep and goats in a pen, other livestock such as poultry.</li> <li>• Sedentary, due to presence of dwellings for people and/or animals, although may be seasonally nomadic.</li> <li>• Farming may be extensive over fields in the foreground with few labourers.</li> <li>• Steep slopes in the foreground suitable for pastoral farming.</li> <li>• Soil appears thin and dry/patchy. Mostly grass, some bushes and few trees in foreground.</li> <li>• Low capital inputs, such as rudimentary fencing (gathered wood), buildings appear basic without electrification.</li> <li>• No evidence of machinery/technology.</li> <li>• Any other valid observation.</li> </ul> <p><b>1 mark</b> for simple description, <b>2 marks</b> for development using evidence from the photograph, up to the maximum.</p> <p><b>Max. 2 marks</b> for descriptions without using evidence from the photograph or for simple descriptions without reference to the characteristics of the system.</p> | <b>4</b> |

| Question | Answer  | Marks |
|----------|---|-------|
| 1(b)     | <p><b>Explain the problems that pastoral farmers in the area shown in Fig. 1.1 might experience.</b></p> <p>Candidates should describe the issues pastoral farmers experience and explain each issue. For example:</p> <ul style="list-style-type: none"> <li>• Health and welfare of their animals, e.g. veterinary fees to combat spread of disease</li> <li>• Climatic challenges, such as drought leading to lack of fodder, or flooding or natural disasters</li> <li>• Rural to urban migration/lack of workforce</li> <li>• Distance to market/lack of rural infrastructure/inaccessibility of farms</li> <li>• Demand change/price fluctuations</li> <li>• Low productivity/outputs</li> <li>• Predation from animals such as wolves</li> <li>• Any other valid issue</li> </ul> <p>Award marks based on the quality of explanation and breadth of the response using the marking levels below.</p> <p><b>Level 3 (5–6)</b><br/>Response contains clear explanation of problems in pastoral farming. 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 (3–4)</b><br/>Response explains in a more limited way problems in pastoral farming. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p> <p><b>Level 1 (1–2)</b><br/>Response comprises one or more points which outline problems for pastoral farmers. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.</p> <p><b>Level 0 (0)</b><br/>No creditable response.</p> | 6     |

| Question | Answer  | Marks |
|----------|---|-------|
| 2        | <p><b>To what extent were difficulties in managing agricultural change overcome in <u>one</u> country 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(s) chosen. Whichever approach is chosen, essays which address the question and support their argument with relevant examples will be credited. The direction of the response and evaluation made will depend on the approach chosen, and any evaluation is therefore valid if argued and based on evidence.</p> <p>There is the expectation to bring in a case study of the management of agricultural change in one country. Difficulties and management could be at the local scale (the farm, holding or producer) and/or at the national scale. There should be at least two difficulties and an evaluation of the extent to which these difficulties were overcome.</p> <p>Difficulties in management could be internal to the country, such as lack of funding, implementation, training, guidance, monitoring, corruption, cooperation/uptake, etc. Alternatively, some candidates may bring in difficulties faced from external sources, such as market fluctuations, and these are less easily managed. It should be noted that difficulties in managing agricultural change should be assessed, not difficulties in agriculture.</p> <p>How these were overcome will depend on the example chosen. Responses should contain description of what the management was, so that success can be evaluated against the initial starting point.</p> <p>If two countries are included, mark both and credit the higher mark.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p><b>Level 4 (16–20)</b><br/>Response thoroughly discusses the extent to which difficulties in managing agricultural change were overcome. An effective and sustained evaluation with a sound conclusion. Response is well founded in detailed exemplar knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.</p> <p><b>Level 3 (11–15)</b><br/>Response discusses the extent to which difficulties in managing agricultural change were overcome. 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 (6–10)</b><br/>Response demonstrates some knowledge and understanding of the difficulties in managing agricultural change and how far they were overcome. 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 (1–5)</b><br/>Response makes a few general points about difficulties in managing agricultural change. 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 (0)</b><br/>No creditable response.</p> |       |

| Question | Answer   | Marks |
|----------|--|-------|
| 3        | <p><b>‘The impact of the informal sector of manufacturing and services is often underestimated.’</b></p> <p><b>With reference to one or more examples, how far do you agree with this statement?</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 address the question and support their argument with relevant examples will be credited. The direction of the response and evaluation made will depend on the approach chosen, and any evaluation is therefore valid if argued and based on evidence.</p> <p>The degree to which the impact of the informal sector of manufacturing and services is underestimated may well vary according to the stakeholders involved. There is the opportunity to bring in examples to show how the composition of a country’s workforce varies from place to place, e.g. LICs, MICs and HICs. Impacts could be social, economic, political, environmental/physical, positive or negative.</p> <p>The informal economy, also known as the grey economy, is unmeasured production, different from the black market or shadow economy where there is known tax avoidance. Responses may focus on areas in LICs which are predominantly informal jobs/cottage industry, such as in shanties. It may be argued that rural migrants work in the informal sector for a transitional phase, before finding organised employment. Therefore, the informal sector provides an important stepping stone to economic growth. The importance in providing food security through informal manufacturing and selling of street food may be included.</p> <p>Political impacts could be that they are not paying taxes and are therefore to some extent outside the law. However, the governments are expected to provide infrastructure and services.</p> <p>It is estimated that for some MICs, large proportions of GDP are from the informal sector, e.g. India 24%. The informal economy makes up the second largest proportion of GDP, after agriculture in the Middle East, Latin America, Asia and Sub-Saharan Africa. The majority of workers in the informal sector are women. The informal economy is thought to be increasing around the world as globalisation has led to rapid expansion in LICs or as employers try to lower costs by subcontracting. Impacts on the environment involve noise and pollution in urban areas. However, the growing recycling industry can be seen as a positive impact.</p> <p>There should be assessment of the extent to which the informal sector contributes to society and the economy in different locations. There should be balance as to the limitations of the informal sector.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> | 20    |

| Question | Answer  | Marks |
|----------|---|-------|
| 3        | <p><b>Level 4 (16–20)</b><br/>Response thoroughly discusses the extent to which the impact of the informal sector of manufacturing and service is underestimated. An effective and sustained evaluation with a sound conclusion. Response is well founded in detailed exemplar knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.</p> <p><b>Level 3 (11–15)</b><br/>Response discusses the extent to which the impact of the informal sector of manufacturing and service is underestimated. 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 (6–10)</b><br/>Response demonstrates some knowledge and understanding of the impact of the informal sector of manufacturing and services. 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 (1–5)</b><br/>Response makes a few general points about the informal sector. 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 (0)</b><br/>No creditable response.</p> |       |

**Environmental management**

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

| Question | Answer   | Marks    |
|----------|--|----------|
| 4(a)     | <p><b>Fig. 4.1 shows energy resources in the Arctic.</b></p> <p><b>Describe the distribution of existing oil and gas fields shown in Fig. 4.1.</b></p> <p>Candidates should use the map to describe the distribution of oil and gas fields shown in Fig. 4.1.</p> <p>Description of distribution could be, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Mostly spread along/within/close to the Arctic Circle, spread along coastlines/close to land/found within areas with at least 50% chance (green shading)/Russia has most. Any combination of these for 2 marks max.</li> <li>• Some under sea ice.</li> <li>• Not evenly spread/largely appear in clusters (1) which are in Russia (1).</li> <li>• Least in Greenland/along with far eastern Russia.</li> <li>• Any other relevant comment on distribution.</li> </ul> <p>Distribution is the spread or clustering.</p> <p><b>1 mark</b> for each valid description, <b>2 marks</b> for description with exemplar support up to the maximum. Do not credit simple statements describing locations.</p> <p><b>Max. 2 marks</b> for descriptions without example/map support.</p> | <b>4</b> |

| Question | Answer   | Marks |
|----------|--|-------|
| 4(b)     | <p><b>Explain the ways that the Arctic environment may be at risk from increased use of its energy resources.</b></p> <p>Candidates should suggest ways that the use of energy resources impacts the Arctic environment. These resources are not restricted to oil and gas. This could be from production, transport and usage at the regional (Arctic) scale.</p> <p>Candidates could take the view that the local environment in the Arctic would be at risk from the extraction and transport of oil and gas, such as disruption of habitats, spillages, land degradation/pollution, etc. Impacts could be from usage within the Arctic environment or outside. These impacts should be made relevant to the Arctic environment such as climate change and global warming leading to melting polar ice, glaciers and permafrost (releasing methane) and sea level rise or other types of air pollution (e.g. transboundary effect of acid rain, local impact of fumes from vehicle transport, flaring, etc.).</p> <p>Accept any valid impact and expect development with explanation and/or examples.</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 (5–6)</b><br/>Response explains the ways that the Arctic environment may be at risk from increased use of its energy resources. 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 (3–4)</b><br/>Response contains limited explanation of the ways that the Arctic environment may be at risk from increased use of its energy resources. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p> <p><b>Level 1 (1–2)</b><br/>Response comprises one or more points about the use of energy resources or risks to the Arctic environment. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.</p> <p><b>Level 0 (0)</b><br/>No creditable response.</p> | 6     |

| Question | Answer  | Marks |
|----------|---|-------|
| 5        | <p><b>To what extent did the need for energy security lead to the development of <u>one</u> country's overall electrical energy strategy?</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 address the question and support their argument with relevant examples will be credited. The direction of the response and evaluation made will depend on the approach chosen, and any evaluation is therefore valid if argued and based on evidence.</p> <p>Candidates should consider how far one country's overall electrical energy strategy is influenced by the need for energy security.</p> <p>Energy security is the ability of a country to provide affordable, accessible, uninterrupted supply to meet the demand from all sectors of the economy and across society, both now and in the future. It also includes the desire to reduce dependency on neighbouring countries for supplies.</p> <p>There should be consideration of at least one other factor. Any other factor(s) will vary according to the example chosen and the viewpoint of the candidate. Factors such as economic (cost of strategy/viability, etc.), social (increasing demand, environmental movements/pressure groups, etc.), political (international protocols and pressures, etc.) and physical/environmental (endowment, landscape, etc.) may be considered.</p> <p>Contextual understanding of the different influences on energy strategies should be credited.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p><b>Level 4 (16–20)</b><br/>Response thoroughly discusses to what extent the need for energy security led to the development of one country's overall electrical energy strategy. An effective and sustained evaluation with a sound conclusion. Response is well founded in detailed exemplar knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.</p> <p><b>Level 3 (11–15)</b><br/>Response discusses to what extent the need for energy security led to the development of one country's overall electrical energy strategy. 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 (6–10)</b><br/>Response demonstrates some knowledge and understanding of the need for energy security in the development of one country's overall electrical energy strategy, but the importance may not be clearly 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 |
|----------|--|-------|
| 5        | <p><b>Level 1 (1–5)</b><br/>Response makes a few general points about resource security and one country’s overall electrical strategy. 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 (0)</b><br/>No creditable response.</p> |       |

| Question | Answer  | Marks |
|----------|---|-------|
| 6        | <p><b>With reference to one or more examples, evaluate the effectiveness of measures to protect environments at risk from degradation.</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 address the question and support their argument with relevant examples will be credited. The direction of the response and evaluation made will depend on the approach chosen, and any evaluation is therefore valid if argued and based on evidence.</p> <p>The environments chosen can be either rural or urban. Any scale is acceptable, e.g. local, regional, national or global. Candidates should evaluate the effectiveness of at least two measures to protect environments at risk from degradation. Measures may include strategies to: reduce pollution of land, air or water, reduce deforestation/overgrazing, promote environments by preservation or reforestation, creation of national parks/regulations/limiting numbers, policies which set targets to reduce pollution/emissions, etc. The ways in which these strategies are implemented should be developed.</p> <p>These could be environments which are currently degraded or at risk of degradation. Risk factors such as overpopulation, poor agricultural practices and deforestation may be considered in rural environments but others are acceptable. Urban risk factors might include urbanisation, industrial development and inadequate waste management.</p> <p>A full response addresses both measures and their effectiveness.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p><b>Level 4 (16–20)</b><br/>Response thoroughly discusses the effectiveness of measures used to protect environments at risk from degradation. An effective and sustained evaluation with a sound conclusion. Response is well founded in detailed exemplar knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.</p> <p><b>Level 3 (11–15)</b><br/>Response discusses the effectiveness of measures used to protect environments at risk from degradation. 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 (6–10)</b><br/>Response demonstrates some knowledge and understanding of the measures used to protect environments at risk from degradation, but effectiveness may not be clearly 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 |
|----------|--|-------|
| 6        | <p><b>Level 1 (1–5)</b><br/>Response makes a few general points about environments at risk from degradation. 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 (0)</b><br/>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><b>Fig. 7.1 shows simplified diagrams of flows of capital for countries X and Y.</b></p> <p><b>Compare the economies of country X and country Y shown in Fig. 7.1.</b></p> <p>Candidates should compare both countries and identify how the arrows reflect different balances of payment and debt.</p> <p>Candidates should make comparative statements between the two countries, not separate descriptions for each country.</p> <p>Comparisons include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Overall, Country X has an overall better economic situation than Country Y (<b>reserve mark</b>)</li> <li>• Country X has a larger/bigger economy</li> <li>• Country X has higher income from exports than country Y (or lesser cost of imports) (1) which indicates a positive balance of payments (1) / Country Y has higher costs of imports than country X (lower income from exports) (1), therefore a negative balance of payments (1)</li> <li>• Both countries receive the same international debt relief</li> <li>• Countries make different payments to external debtors / Country X pays less in debt than Country Y</li> <li>• Country Y also receives bilateral aid (1), which would indicate it may have a worse economic situation (1)</li> </ul> <p><b>1 mark</b> for comparison, <b>2 marks</b> for development of points.</p> | 4     |

| Question | Answer   | Marks    |
|----------|--|----------|
| 7(b)     | <p><b>Suggest reasons why income from exports varies between countries.</b></p> <p>Trade has been happening for thousands of years. However, in the past century there has been massive expansion to include emerging markets, and growth in volume due to the spread of capitalism. Globalisation has also led to more invisible trade, as knowledge and expertise is passed more efficiently than ever between countries, due to better communication and transport.</p> <p>Reasons for variety could be:</p> <ul style="list-style-type: none"> <li>• resource endowment</li> <li>• geographical position (e.g. close to markets)</li> <li>• historical ties</li> <li>• trade agreements</li> <li>• changes in the global market; supply and demand</li> <li>• technology/advancement for extraction and transport of raw materials</li> <li>• economic sector providing the exports, e.g. primary v secondary</li> <li>• skill of workforce/level of education</li> <li>• invisible exports, such as financial services, knowledge economy, tourism</li> </ul> <p>Award marks based on the quality of explanation and breadth of the response using the marking levels below.</p> <p><b>Level 3 (5–6)</b><br/>Response contains clear understanding of the reasons why income from exports varies between countries. 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 (3–4)</b><br/>Response contains limited understanding of the reasons why income from exports varies between countries. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p> <p><b>Level 1 (1–2)</b><br/>Response comprises basic reasons why income from exports varies. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.</p> <p><b>Level 0 (0)</b><br/>No creditable response.</p> | <b>6</b> |

| Question | Answer   | Marks |
|----------|--|-------|
| 8        | <p data-bbox="304 248 999 282"><b>‘It is trade, not aid, that will help LICs to develop.’</b></p> <p data-bbox="304 315 1299 349"><b>With reference to examples, how far do you agree with this statement?</b></p> <p data-bbox="304 383 1315 584">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 address the question and support their argument with relevant examples will be credited. The direction of the response and evaluation made will depend on the approach chosen, and any evaluation is therefore valid if argued and based on evidence.</p> <p data-bbox="304 618 1326 752">Development may be economic and/or social and a consideration of varying scales may be included. Candidates may agree with the statement, but still need to give a balanced assessment of the role of trade and aid in helping the LICs to develop.</p> <p data-bbox="304 786 1302 1021">Candidates could consider the impacts of trade on exporting and importing countries. They may also consider the role of the WTO and free trade, trade agreements, changes in the global market, the global inequality of power relations, the role of TNCs in controlling markets, etc. Some candidates may introduce Fairtrade as a valid example. Candidates may consider other factors which influence a country's ability to trade or not, such as resource endowment, locational advantage, historical factors or any others.</p> <p data-bbox="304 1055 517 1088"><b>Level 4 (16–20)</b></p> <p data-bbox="304 1088 1315 1256">Response thoroughly discusses the extent of agreement that it is trade, not aid, that will help LICs to develop. An effective and sustained evaluation with a sound conclusion. Response is well founded in detailed exemplar knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.</p> <p data-bbox="304 1290 517 1323"><b>Level 3 (11–15)</b></p> <p data-bbox="304 1323 1326 1491">Response discusses the extent of agreement that it is trade, not aid, that will help LICs to develop. 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 1525 501 1559"><b>Level 2 (6–10)</b></p> <p data-bbox="304 1559 1326 1760">Response demonstrates some knowledge and understanding that it is trade, not aid, that will help LICs to develop, but assessment may not be clearly developed and trade and/or aid may be absent. 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 1794 485 1827"><b>Level 1 (1–5)</b></p> <p data-bbox="304 1827 1326 1962">Response makes a few general points about trade and/or aid in helping LICs to develop. A descriptive response comprising a few simple points. Knowledge is basic and understanding may be poor and lack relevance to the question set.</p> | 20    |

| Question | Answer  | Marks |
|----------|---|-------|
| 8        | <b>Level 0 (0)</b><br>No creditable response. |       |

| Question | Answer   | Marks |
|----------|--|-------|
| 9        | <p><b>With the aid of examples, evaluate the usefulness of the life cycle model of tourism.</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 address the question and support their argument with relevant examples will be credited. The direction of the response and evaluation made will depend on the approach chosen, and any evaluation is therefore valid if argued and based on evidence.</p> <p>The usefulness of the model may be expressed in terms of the model itself or how it is of use to other people (stakeholders).</p> <p>Usefulness can be evaluated as:</p> <ul style="list-style-type: none"> <li>• a simplification of the real world through a visual, linear model</li> <li>• it illustrates that tourism is not a static process</li> <li>• it can be used to analyse the tourist pathway and expected future development</li> <li>• it is a guide for people involved in the tourism industry, and for planners</li> <li>• it can help or assist in the development of sustainable tourism practices</li> <li>• descriptive not explanatory</li> <li>• not all destinations will go through all stages, e.g. Dubai</li> <li>• some destinations restrict developments, and unexpected events (local or international) can impact the pathway shown by the model</li> <li>• recent types of tourism do not fit the entire model, e.g. the limit of 'developing' for ecotourism, the aim of which is to preserve an environment well below carrying capacity</li> <li>• suggesting improvements to the model</li> </ul> <p>Candidates should evaluate the usefulness of the life cycle model of tourism and can use examples from one or more destination(s) with consideration of all the stages.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p><b>Level 4 (16–20)</b><br/>Response thoroughly evaluates the usefulness of the life cycle model of tourism. An effective and sustained evaluation with a sound conclusion. Response is well founded in detailed exemplar knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.</p> <p><b>Level 3 (11–15)</b><br/>Response evaluates the usefulness of the life cycle model of tourism. 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 |
|----------|---|-------|
| 9        | <p><b>Level 2 (6–10)</b><br/>Response demonstrates some knowledge and understanding of the usefulness of the life cycle model of tourism. 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 (1–5)</b><br/>Response makes a few general points about the life cycle model of tourism/a tourist destination. 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 (0)</b><br/>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><b>Fig. 10.1 shows the economic structures of Australia, India and Chad in 2017.</b></p> <p><b>Compare the economic structures of the countries shown in Fig. 10.1.</b></p> <p>Candidates should identify differences and similarities, using data support, across the three pie charts. A full response will make reference to all three countries.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Australia is the least balanced economic structure (range of 4% primary to 72% tertiary &amp; quaternary) (1), whereas Chad (15% s to 52% primary) and/or India (16% primary to 58% tertiary &amp; quaternary) illustrate more balance (1)</li> <li>• Australia and India have a similar structure: tertiary &amp; quaternary is dominant (1), whereas Chad has primary as dominant (1)</li> <li>• Australia and India are similar in proportions for secondary (24%, 26%) (1), whereas Chad is the smallest (15%) (1)</li> <li>• Australia and India show a wider difference in primary and tertiary &amp; quaternary (1)</li> <li>• other valid comparisons</li> </ul> <p><b>For comparisons of largest for each sector, max. 2.</b><br/><b>1 mark</b> for each valid comparison. <b>Max. 2</b> for developed points.</p> <p><b>Max. 2 marks</b> for descriptions without data support.</p> | <b>4</b> |

| Question | Answer   | Marks |
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| 10(b)    | <p><b>Outline the roles of the primary sector and secondary sector in economic development.</b></p> <p>Candidates should explain the roles of the primary and secondary sectors in economic development. Some reference to change over time is needed. Reference to a model may be helpful as an illustration.</p> <p>Each sector of the economy provides the capital for economic development. The secondary sector adds value to the resources provided by the primary sector or products from the secondary sector itself.</p> <p>Factors include:</p> <ul style="list-style-type: none"> <li>• Primary is initially high and becomes important when surplus capital is generated (becomes commercialised).</li> <li>• Primary sector importance begins to diminish as secondary develops.</li> <li>• Secondary relies on a continuous supply of raw materials from primary.</li> <li>• Secondary industry fuels economic development as products have value added in manufacturing.</li> <li>• As economies develop, mechanisation requires more skilled, knowledgeable and educated workers in both sectors, therefore a rise in educational attainment and higher wages can lead to a positive multiplier effect in the economy.</li> <li>• Both primary and secondary require related service industries to support transport and sales effectively.</li> <li>• Any other relevant comment.</li> </ul> <p>Award marks based on the quality of explanation and breadth of the response using the marking levels below.</p> <p><b>Level 3 (5–6)</b><br/>Response clearly outlines the roles of the primary and secondary sectors in economic development. 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 (3–4)</b><br/>Response outlines in a more limited manner the roles of the primary and secondary sectors in economic development. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p> <p><b>Level 1 (1–2)</b><br/>Response comprises one or more points about the primary and secondary sectors in economic development. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.</p> <p><b>Level 0 (0)</b><br/>No creditable response.</p> | 6     |

| Question | Answer   | Marks |
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| 11       | <p><b>To what extent do human factors cause global inequalities in social and economic wellbeing?</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 address the question and support their argument with relevant examples will be credited. The direction of the response and evaluation made will depend on the approach chosen, and any evaluation is therefore valid if argued and based on evidence.</p> <p>Candidates should evaluate human causes of global inequality. These can be political, historical, social, cultural, economic, etc., and should form the basis of the essay. It is likely that historical context will feature, such as legacy of colonialism, government systems and policies, gender inequality, conflict, racial and ethnic tensions, international migration, etc.</p> <p>It is expected that examples will be used to illustrate the points being made, and these can be wide ranging between LICs and HICs.</p> <p>Candidates need to evaluate the contribution of at least two human factors in causing global inequalities. At least one other physical factor should be considered and used to broaden the debate, such as poor farming soils, terrain, lack of resources, landlocked countries, etc. A combination of physical and human factors is often the cause of global inequality.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p><b>Level 4 (16–20)</b><br/>Response thoroughly discusses to what extent human factors cause global inequalities in social and economic wellbeing. An effective and sustained evaluation with a sound conclusion. Response is well founded in detailed exemplar knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.</p> <p><b>Level 3 (11–15)</b><br/>Response discusses to what extent human factors cause global inequalities in 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 (6–10)</b><br/>Response demonstrates some knowledge and understanding of human factors which cause global inequalities in social and economic wellbeing, but assessment may not be clearly 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 |
|----------|--|-------|
| 11       | <p><b>Level 1 (1–5)</b><br/>Response makes a few general points about human factors which lead to global inequalities. 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 (0)</b><br/>No creditable response.</p> |       |

| Question | Answer   | Marks |
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| 12       | <p><b>Assess the success of attempts by <u>one</u> country to reduce regional disparities.</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 address the question and support their argument with relevant examples will be credited. The direction of the response and evaluation made will depend on the approach chosen, and any evaluation is therefore valid if argued and based on evidence.</p> <p>Candidates should know the context of their example, and it is expected that the reasons for the regional disparity will be included in a full response, such as inaccessibility, resource endowment, other initial advantage, etc. The inclusion of theory, such as spread and backwash effects and the core-periphery model, could prove useful.</p> <p>It is expected that there will be more than one attempt. Attempts could be investments of capital, infrastructure, sectors of industry, favourable policies, reduced taxes, etc. There needs to be an assessment of the extent of their success or failure. Success may be considered from a variety of perspectives and at a variety of scales. Relative success may come about from consideration of stability of government and policy making, openness to FDI, cultural understanding, investment in education, sustainability and planning. Lack of success may include corruption, natural hazards, lack of monitoring/maintenance of projects, etc.</p> <p>A high level response will be characterised by an analytical approach which identifies factors responsible for success or failure, e.g. economic, political, social, cultural or environmental.</p> <p>It is expected that there will be detailed exemplar knowledge as this question is focused on one country.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p><b>Level 4 (16–20)</b><br/>Response thoroughly discusses the success of attempts by one country to reduce regional disparities. An effective and sustained evaluation with a sound conclusion. Response is well founded in detailed exemplar knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.</p> <p><b>Level 3 (11–15)</b><br/>Response discusses the success of attempts by one country to reduce regional disparities. 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 |
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| 12       | <p><b>Level 2 (6–10)</b><br/>Response demonstrates some knowledge and understanding of the success of attempts by one country to reduce regional disparities, but assessment may not be clearly 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 (1–5)</b><br/>Response makes a few general points about attempts by one country to reduce regional disparities. 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 (0)</b><br/>No creditable response.</p> |       |