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CAMBRIDGE
International Education

Cambridge International AS & A Level

GEOGRAPHY **9696/42**

Paper 4 Advanced Human Geography Options **October/November 2025**

MARK SCHEME

Maximum Mark: 60

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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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 descriptions 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.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning	Use
	Correct point	Point-marked questions only: Resource-based questions part (a)
	Level 4	Levels-marked questions only: Essay questions
	Level 3	Levels-marked questions only: Resource-based questions part (b), and Essay questions
	Level 2	Levels-marked questions only: Resource-based questions part (b), and Essay questions
	Level 1	Levels-marked questions only: Resource-based questions part (b), and Essay questions
	Level 0 – No creditable response	Levels-marked questions only: Resource-based questions part (b), and Essay questions
Highlighter	Creditworthy part of an extended response	Levels-marked questions only: Resource-based questions part (b), and Essay questions
Off-page comment	Short statement to justify the level given for an essay, using wording from the mark scheme	Levels-marked questions only: Essay questions
	Evaluative point	Levels-marked questions only: Essay questions
	Omission or further development/ detail needed to gain credit	All questions

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Annotation	Meaning	Use
	Unclear or validity is doubted	All questions
DEV	Developed point	All questions
EG	Appropriate example or case study given	All questions
IRRL	Irrelevant	All questions
NAQ	Material that does not answer the question	All questions
	Highlighting a significant part of an extended response – to be used with another annotation e.g IRRL or EVAL	Levels-marked questions only: Resource-based questions part (b), and Essay questions
SEEN	1. Diagram or essay plan has been seen but no specific credit given 2. Additional page has been checked	1. Any diagrams or essay plans 2. All blank pages in the provided generic answer booklet and/or extension answer booklet(s).
R	Rubric error	Optional questions only (place at start of question not being credited): Whole paper

Examiners must consider the following guidance when marking the essay questions:

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.

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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)	**Fig. 1.1 shows the current land use of large areas of land that have changed from informal land tenure to formal land tenure, 2007–2021.** **Describe the distribution of land use types shown in Fig. 1.1.** Description of the distribution of land use types could include: • The distribution is uneven/dominated by plantations or plantations are by far the largest/majority land use type (69/108) **(Reserve 1 mark)** • Biofuels is the largest plantation type • Ranking ideas e.g. plantation the largest/most, urban development is the least / industrial commodities is 2nd with climate and urban development are similar (12 vs 10) • Biofuels is largest single category at 21 • Conservation and climate mitigation is largest single non-plantation use (12) • Other For a basic rank order only, **max. 1 mark**. **1 mark** for each description. Credit development of only **one** point. **Max. 3 marks** for no data support.	**4**

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Question	Answer	Marks
1(b)	**Explain <u>two</u> political factors affecting agricultural land use and practices on farms.** Political factors could include: • Policies, including regional policies such as CAP in EU, support for rural farmers in LICs e.g. rural education, support • Investments in farm-based technology e.g. national weather monitoring • Investments in large-scale projects e.g. irrigation or transport infrastructure • Subsidies for various reasons • Land tenure • Land reform • Inheritance laws • Encouraging cash crops/driven by export earnings e.g. palm oil, cocoa • Desire for 'greener' energy e.g. biofuels – sugar cane • War or internal conflict Land use and practices might be considered individually or together. Land use might include examples from arable, pastoral or mixed systems for either commercial or subsistence production whilst agricultural practices could relate to any stage of agricultural production and be related to intensive or extensive production methods. A better response from top Level 2 upwards would explain the link between the political factor and the effect on either land use or a specific agricultural practice. Award marks based on the quality of explanation and breadth of the response using the marking levels below. **Level 3 (5–6)** Response clearly explains <u>two</u> political factors affecting agricultural land use and practices on farms. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response. **Level 2 (3–4)** Response explains <u>two</u> political factors or clearly explains <u>one</u> factor (max. 4) affecting agricultural land use and practices on farms. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development. **Level 1 (1–2)** Response describes <u>one or more</u> political factors or describes land use or practices on farms. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely. **Level 0 (0)** No creditable response.	**6**

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Question	Answer	Marks
2	**For your case study of <u>one</u> country, evaluate the success of attempts to manage agricultural change.** Responses should describe <u>at least two</u> attempts to manage agricultural change in <u>one</u> country and assess the success of each attempt. There could be reference to why management was needed/or what the cause of the change was but this should not dominate the response. The attempts and/or the reasons for the changes could be at the national or local scale and could be for a variety of reasons: physical, social, economic or political. Some responses may recognise that management can be very difficult as change is forced on a country by external factors (extreme weather events, world markets) and many LICs lack the resources to react to these challenges. The success of the attempts could be evaluated by considering: • Success criteria such as increased production, higher incomes, greater exports, reduced rural depopulation, acceptance by communities/producers, overcoming environmental problems, political will • How far the reason for the agricultural change was overcome • The issues which remain • Variations according to scale of enterprise or for different groups A better response will be well founded within the context of one specific country. At least two attempts will describe clearly with a focus on agricultural change and how the change was managed and/or implemented. The success of the attempts will be evaluated with evidence, examples and clear success criteria. For a response which considers more than one country, award credit for the country with the best or better coverage. The response requires more than simply naming of a country to move away from being a generic response – **max. 8 marks**. This might come from description of clearly recognisable farms, places, areas or regions or from specific attempts. The <u>green revolution</u> in a specific country would be a valid approach but there should be details about specific attempts to manage agricultural change in that country and/or sufficient place support to raise the response from a general consideration of the green revolution. Award marks based on the quality of the response using the marking levels below. **Level 4 (16–20)** Response thoroughly discusses the success of attempts to manage agricultural change in <u>one</u> 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. Examples used are appropriate and integrated effectively into the response.	**20**

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Question	Answer	Marks
2	**Level 3 (11–15)** Response discusses the success of attempts to manage agricultural change in <u>one</u> 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). **Level 2 (6–10)** Response demonstrates some knowledge and understanding of the success of attempts to manage agricultural change in <u>one</u> country. 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). **Level 1 (1–5)** Response makes a few general points about agricultural change in <u>one</u> country with little reference to attempts to manage the agricultural change(s). A descriptive response comprising a few simple points. Knowledge is basic and understanding may be poor and lack relevance to the question set. **Level 0 (0)** No creditable response.	

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Question	Answer	Marks
3	**'Technology is the most important factor affecting the location of manufacturing and related service industry.'** **With reference to one or more examples, to what extent do you agree with this statement?** Candidates should know about factors which influence the location of manufacturing and related service industries: land, labour, capital, markets, materials, technology, economies and diseconomies of scale, inertia, transport, government policies, and be able to assess the importance of technology as a factor. The examples used could be at any scale of manufacturing and its related services. Whatever factors are considered, there should be reference to location. The response should have a reasonable coverage of technology and its role in the location of manufacturing and related service industry, whilst its importance could be evaluated through consideration of other factors. Any form of technology from quite basic ideas about mechanisation to more advanced use of technology could be used and might be linked to any stage of the production process from materials acquisition, through production and to marketing, research and development of products. More recent developments in technology include automation and robotics; smart production processes; assistance in supply chain management and communication between different stages of the production process; monitoring efficiency of machinery and production processes and making practices more sustainable e.g. waste management and energy efficiency. Comment on technology and location could consider factors which: • Strengthen production in existing locations • Those which enable location to change • Include the whole or parts of the manufacturing process • Enable the choice of location to become footloose The evaluation might develop through consideration of different examples of where technology or other factors are of varying levels of importance e.g. software development compared to heavy industry. However, it is likely that better responses will show an understanding of the mobile nature of technology, and/or that the skills needed to use technology are of equal (if not more) importance. These better responses might also consider that the role of technology in location of manufacturing is more about how it impacts on other factors such as markets, labour, etc. than a direct impact on location decisions.	**20**

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Question	Answer	Marks
3	Award marks based on the quality of the response using the marking levels below. **Level 4 (16–20)** Response thoroughly discusses the extent to which technology is the most important factor affecting the location of manufacturing and related service industry. 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. **Level 3 (11–15)** Response discusses the extent to which technology is the most important factor affecting the location of manufacturing and related service industry. 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). **Level 2 (6–10)** Response demonstrates some knowledge and understanding of how technology and other factors simply influence the location of manufacturing and related service industry. The response could be unbalanced to one side. 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). **Level 1 (1–5)** Response makes a few general points about either factors influencing manufacturing industry or the location of manufacturing industry. A descriptive response comprising a few simple points. Knowledge is basic and understanding may be poor and lack relevance to the question set. **Level 0 (0)** No creditable response.	

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Environmental management

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

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4(a)</td><td>

Fig. 4.1 shows carbon capture and storage (CCS) facilities in different world regions, 2023.

Compare the distribution of operational and under construction CCS facilities with the distribution of planned CCS facilities as shown in Fig. 4.1.

The question asks candidates to compare the distribution of operational and under construction CCS facilities with the distribution of planned CCS facilities.

- The distribution is (heavily) concentrated/uneven (in two regions: North America and Europe)
- North America has the largest operational and under construction capacity but Europe the largest planned capacity
- Operational and under construction are found in every region but planned is in all but the Rest of World
- <u>All regions</u> have more planned capacity than operational and under construction <u>except</u> Rest of World
- Rest of World is the <u>only</u> region without any planned
- Europe has the largest capacity of planned (138 $mtCO_2$/year) but the joint lowest operational and under construction capacity (3 $mtCO_2$/year)
- Middle East has the <u>largest percentage</u> of operational and under construction (32%) but Europe has the highest percentage of planned (98%)
- Other

country/world region	planned	operational and under construction	% planned vs operational and under construction	Total capacity ($mtCO_2$/year)
North America	123	35	78% vs 22%	158
Europe	138	3	98% vs 2%	141
Asia Pacific (excluding China)	35	9	79% vs 21%	44
China	7	3	70% vs 30%	10
Middle East	15	7	68% vs 32%	22
Rest of World	0	9	0% vs 100%	9

1 mark for each comparison.
For a response without comparison between operational and under construction and planned or the totals only, **max. 1 mark.**
Max. 3 marks for no data support. Credit development of **one** comparison.
Any point can be a development.
No marks for listing/describing data.

</td><td>**4**</td></tr>
</table>

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Question	Answer	Marks
4(b)	**Explain <u>two</u> reasons why some countries rely on the use of fossil fuels.** Reasons could include: • Meeting high demand with large scale production • Level of development/cost of renewables • Access to renewable technology • Fossil fuel endowment • Government priorities • Stage of development/industrial stage • Exports of fossil fuels fund economic development • Other Terms such as cheap/easy to extract/use need explanation. A better response from top Level 2 upwards would have some comment on 'rely' rather than reasons for fossil fuel use. Award marks based on the quality of explanation and breadth of the response using the marking levels below. **Level 3 (5–6)** Response clearly explains <u>two</u> reasons why some countries rely on the use of fossil fuels. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response. **Level 2 (3–4)** Response explains <u>two</u> reasons or clearly explains <u>one</u> reason (max. 4) why some countries rely on the use of fossil fuels. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development. **Level 1 (1–2)** Response describes <u>one or two</u> reasons why some countries use fossil fuels. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely. **Level 0 (0)** No creditable response.	**6**

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Question	Answer	Marks
5	**'Hydroelectric power (HEP) offers a sustainable solution for issues in energy production.'** **With reference to one or more examples, to what extent do you agree with this statement?** Candidates should consider the extent to which HEP is a sustainable solution for issues in energy production. Issues in energy production may be social, economic, environmental or political. These may include: Social issues such as: • Access and affordability • Job creation and displacement • Community impacts • Attitudes Or economic issues such as: • Cost of construction and production • Meeting demand and responding to variations in demand • Supply to off-grid areas • Scalability of production Or environmental issues such as: • Pollution of land, air or water • Production of greenhouse gases • Lifespan of resources Or political issues such as: • Transborder issues • Government policies towards energy mix and energy transition The response should consider what a sustainable solution is and how it links to specific issues in energy production. Better responses will do more than simply outline positive and negative aspects of HEP production. They may consider different scales of production, spatial variations in availability or potential for HEP, varying viewpoints of interested groups or comparison with either fossil fuels, nuclear or other renewables. Award marks based on the quality of the response using the marking levels below. **Level 4 (16–20)** Response thoroughly discusses the extent to which hydroelectric power (HEP) offers a sustainable solution for issues in energy production. 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.	**20**

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Question	Answer	Marks
5	**Level 3 (11–15)** Response discusses the extent to which hydroelectric power (HEP) offers a sustainable solution for issues in energy production. 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). **Level 2 (6–10)** Response demonstrates some knowledge and understanding of the extent to which hydroelectric power (HEP) offers a sustainable solution for issues in energy production. 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). **Level 1 (1–5)** Response makes a few general points about hydroelectric power (HEP) as a source of energy production. A descriptive response comprising a few simple points. Knowledge is basic and understanding may be poor and lack relevance to the question set. **Level 0 (0)** No creditable response.	

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Question	Answer	Marks
6	**'Environments at risk can be protected by effective management.'** **With reference to one or more examples, how far do you agree with this statement?** Candidates can use urban and rural examples in the response to illustrate environments at risk and effective management. This could be before the environment becomes at risk, or in response to risk, therefore management can take many forms. Management could be at the international scale (global agreements and enforcement of), national (legislation such as nature reserves, etc.) or local to a specific environment. Candidates may consider what is needed in 'effective management', such as addressing the source of the risk, managing the effects and/or restoring the environment. There could be consideration of environmental, economic, social or political factors which enhance protection or factors which hinder effective management. The response might consider how the effectiveness of management might vary according to different interest groups, finance, human capital and expertise, maintenance and cooperation of local populations, and how some management falls short of being 'effective' due to missing the breadth of these aspects. A better response will be set in clear contexts of environments at risk, so will describe the environment (s), the risks and management (attempts) and evaluate the extent to which these environments can be protected and consider what makes management effective or hinders management. Award marks based on the quality of the response using the marking levels below. **Level 4 (16–20)** Response thoroughly discusses to what extent environments at risk can be protected by effective management. 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. **Level 3 (11–15)** Response discusses to what extent environments at risk can be protected by effective management. 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). **Level 2 (6–10)** Response demonstrates some knowledge and understanding of the extent to which environments at risk can be protected by effective management. 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).	**20**

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Question	Answer	Marks
6	**Level 1 (1–5)** Response makes a few general points about environments at risk and/or management. A descriptive response comprising a few simple points. Knowledge is basic and understanding may be poor and lack relevance to the question set. **Level 0 (0)** No creditable response.	

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Global interdependence

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

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>7(a)</td><td>
Fig. 7.1 shows the contribution of tourism to gross domestic product (GDP), for selected countries, in 2018.

Compare the contribution of tourism to gross domestic product (GDP) for the countries shown in Fig. 7.1.

Candidates should compare the direct and indirect share of GDP.

Comparisons could include:
• Tourism makes the largest contribution to Maldives 76/77% and the smallest to Thailand 22% / other (non-tourism related) is highest in Thailand, lowest in Maldives (1)
• Jamaica and Thailand have more indirect than direct/ Maldives is the only country with more direct or similar
• Jamaica and Thailand have similar direct but different indirect (Jamaica has a much larger indirect)
• Direct contribution from tourism is greatest in Maldives 39% and least in Thailand or much lower in Jamaica and Thailand
• Maldives has largest direct and largest indirect

1 mark for each comparison.
Allow max. 1 mark for quantifying comparative language (most, least) without the direct comparison.

Max. 3 marks for no data support.

<table>
<tr><td>country</td><td>direct (%)</td><td>indirect (%)</td><td>total (%) / other (non-tourism related) (%)</td></tr>
<tr><td>Jamaica</td><td>10</td><td>23 or 22</td><td>32 or 33 / 68 or 67</td></tr>
<tr><td>Maldives</td><td>39 or 38</td><td>37 or 38</td><td>77 or 76 / 23 or 24</td></tr>
<tr><td>Thailand</td><td>9 or 8</td><td>13 or 14</td><td>22 / 78</td></tr>
</table>

Specific tolerances shown above.
No marks for listing/describing data.
</td><td>4</td></tr>
</table>

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Question	Answer	Marks
7(b)	**Explain <u>two</u> impacts of the tourism multiplier effect.** The tourism multiplier effect is the growth in the economy of a destination or resort when an increase in tourist numbers or spending leads to the direct growth of tourist businesses and indirectly as these businesses increase spending with their suppliers along with the induced spending by employees within the local economy. This can be linked to Fig. 7.1 as 'indirect' GDP. Expect answers such as: Positive impacts include: • Increased GDP from indirect industries related to tourism e.g. laundry services, taxi drivers, etc. • Increased wages due to more demand for services • Improved education and skills for local people via taxes collected (and indirectly as education seen as route to better paid jobs in tourism) • Increased investment from local authority Negative impacts include: • Seasonal employment which creates issues for locals • Rising house prices due to demand for land and property • Loss of community due to high number of short-term holiday lets • Pressure on services at some times of the year • Anti-social tourist behaviour • Environmental carrying capacity can be reached if development is too rapid and uncontrolled A better response from top Level 2 upwards would clearly explain how the impacts arise from the tourism multiplier effect and not just be impacts of tourism. Increased numbers of tourists is only a small part of the tourism multiplier effect. Award marks based on the quality of explanation and breadth of the response using the marking levels below. **Level 3 (5–6)** Response clearly explains <u>two</u> impacts of the tourism multiplier effect. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response. **Level 2 (3–4)** Response explains <u>two</u> impacts or clearly explains <u>one</u> impact (max. 4) of the tourism multiplier effect. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development. **Level 1 (1–2)** Response describes the tourism multiplier effect only or simple general impacts of tourism. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely. **Level 0 (0)** No creditable response.	**6**

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Question	Answer	Marks
8	**Assess the extent to which international debt is a problem for some countries.** Problems could be seen as: • Unmanageable nature of many debts (debt to GDP ratios) • The vicious circle of debt • Debt reduction schemes e.g. the HIPC initiative • Unpredictability of interest rates or vulnerability to shocks (e.g. oil crisis, pandemic spending) • Consequences of debt servicing for governments – such as less money for health, education and infrastructure • Odious debt • Debt was used for vanity/inappropriate projects • Symptoms of debt crisis – tax avoidance, reduction in civil services/pay, hyper-inflation, social issues, etc. Assessment of the extent to which international debt is a problem might consider why the debt is a problem for some countries but not for others. The former might come through consideration of how increasing international debt has seen serious impacts on the social and economic prospects for many countries but are more severe on LICs/primary product dependent countries. The response might consider why and how countries benefit from debt – so what is the debt used for and/or why some primary product dependent countries such as oil exporters may have less problems or indeed are large providers of capital debt. Assessment of the extent might include: • Identify the problems which are the most important and justify the comments • Discussion of which groups are influenced by the problem and consider why some groups are affected more or less • How the problems have changed over time • The extent to which the problems can be or have been managed • Consider links between problems • Discussion of why international debt is more of a problem for some countries and less of a problem for others Award marks based on the quality of the response using the marking levels below. **Level 4 (16–20)** Response thoroughly discusses the extent to which international debt is a problem for some countries. 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.	**20**

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Question	Answer	Marks
8	**Level 3 (11–15)** Response discusses the extent to which international debt is a problem for some countries. 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). **Level 2 (6–10)** Response demonstrates some knowledge and understanding of the extent to which international debt is a problem for some countries. 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). **Level 1 (1–5)** Response makes a few general points about international debt as a problem for some countries. A descriptive response comprising a few simple points. Knowledge is basic and understanding may be poor and lack relevance to the question set. **Level 0 (0)** No creditable response.	

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Question	Answer	Marks
9	**For <u>one</u> tourist area or resort, evaluate the issues of sustainability it faces.** Candidates may consider sustainability in terms of social, economic and environmental aspects. The issues of sustainability might be issues for the visitors, the tourism industry itself, the environment, host communities, and could be at any stage in the growth and development of the chosen location. The evaluation should consider who/what is affected, the severity of the issues in terms of immediate impacts and their longevity, how far the impacts are related to each other and the extent to which the impacts have been overcome through attempts at management. A better response will develop impacts into issues of sustainability and evaluate the issues. Such responses will also be clearly founded with examples which are related to the one area or one resort. Evaluation of the issues of sustainability could include: • Which issues are the most important with justification • Variations in how the issue affects different groups • How the issues have changed overtime • The extent to which the issues can or have been managed If there is more than one tourist area or resort credit the better or best. Some generic issues in the other area or resort may be creditworthy and add some credit to the response. Where the tourist area or resort is not clearly described the response may become generic – **max. 8 marks**. Award marks based on the quality of the response using the marking levels below. **Level 4 (16–20)** Response thoroughly discusses the issues of sustainability of <u>one</u> tourist area or resort. 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. **Level 3 (11–15)** Response discusses the issues of sustainability of <u>one</u> tourist area or resort. 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). **Level 2 (6–10)** Response demonstrates some knowledge and understanding of the issues of sustainability but is more focused on impacts in <u>one</u> tourist area or resort. 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).	**20**

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Question	Answer	Marks
9	**Level 1 (1–5)** Response makes a few general points about tourism in <u>one</u> tourist area or resort. A descriptive response comprising a few simple points. Knowledge is basic and understanding may be poor and lack relevance to the question set. **Level 0 (0)** No creditable response.	

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Economic transition

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

Question	Answer	Marks
10(a)	**Fig. 10.1 shows the number of operations of an Indian transnational corporation (TNC) in 2023.** **Describe the spatial organisation of the TNC shown in Fig. 10.1.** Candidates can describe the spatial organisation using the number of operations or the numbers of countries. Description of the spatial organisation could include: • The main concentration/cluster is around the HQ country (India)/within Asia/uneven distribution • In addition to India, Canada is the only country with 6 and above operations/only two countries with 6 and above • There is evidence of other clusters e.g. south-east Asia • The TNC is found in every continent/globally • Some isolated examples e.g. south-west Europe • All 4–5 of operations (red) are close to India/within Asia • Other numbers of operations are spread in all continents • Least operations are found in Africa/only one in each country in Africa/located in 3 countries in South America but none have more than 3 operations • Majority of locations only have 1 operation • More in the northern hemisphere • Other **1 mark** for each description. For an approach of category by category without comment that is spatial organisation – **max. 1 mark**. **Max. 3 marks** for no data support.	**4**

GradeMax

Question	Answer	Marks
10(b)	**Explain <u>two</u> benefits to transnational corporations (TNCs) of outsourcing their manufacturing.** Benefits to TNCs of outsourcing their manufacturing include: • Taking advantage of lower costs of production, such as labour, raw materials, transport, rent, etc. • Expanding into new potential markets, to increase sales (more exposure/marketing) and save on transport costs to these new markets • Reducing high taxes by choosing nations with low tax zones • Incentives, such as less bureaucracy e.g. fewer labour/environmental regulations • Benefitting from the skills of local population and the sharing of ideas across the corporation • Specialisation of different parts of the production process and other parts of the TNC business • Other A better response from top Level 2 upwards would clearly explain the benefit to the TNC not just the reasons for outsourcing. Award marks based on the quality of explanation and breadth of the response using the marking levels below. **Level 3 (5–6)** Response clearly explains <u>two</u> benefits to transnational corporations (TNCs) of outsourcing their manufacturing. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response. **Level 2 (3–4)** Response explains <u>two</u> benefits or clearly explains <u>one</u> benefit (max. 4) to transnational corporations (TNCs) of outsourcing their manufacturing. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development. **Level 1 (1–2)** Response describes only simple reasons for TNCs outsourcing manufacturing. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely. **Level 0 (0)** No creditable response.	**6**

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GradeMax

Question	Answer	Marks
11	**Evaluate the relative importance of the factors in the emergence and growth of one or more newly industrialised countries (NICs).** Newly industrialised countries (NICs) are those whose economic development has increased rapidly through manufacturing and/or service sector growth. Over the years, newly industrialising countries (NICs) have been categorised in many ways, such as Asian Tigers, BRICS plus, MINT or N-11 (the next eleven – Bangladesh, Egypt, Indonesia, Iran, Mexico, Nigeria, Pakistan, the Philippines, South Korea, Turkey, Vietnam). Factors in their emergence and growth are unique to each country, but may include: • Physical (locational advantage, raw materials, etc.) • Social (a workforce which is skilled, literate and adaptable, shift to an urbanised society) • Economic (shift from agrarian to industrialised economy, rising affluence, capital investment from local and foreign sources, including TNCs) • Political (policies such as government investment in industrial production and infrastructure, privatisation of industry, import substitution, open doors to FDI, export-led growth strategies, investment in education at all levels, fiscal reserves, political stability, support of other countries e.g. USA) • Historical (post-conflict rebuilding). Relative importance of the factors could be assessed by considering: • Identification and justification of the most important/leading factor(s) • Interrelationships between factors • How the importance changed in the emergence and growth phases. A better response will be well founded with specific examples from at least one NIC and will clearly evaluate, with justification, the relative importance of the factors and might distinguish between emergence and growth stages for a country or use different examples for each stage. Award marks based on the quality of the response using the marking levels below. **Level 4 (16–20)** Response thoroughly discusses the relative importance of the factors in the emergence and growth of one or more newly industrialised countries (NICs). 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. **Level 3 (11–15)** Response discusses the relative importance of the factors in the emergence and growth of one or more newly industrialised countries (NICs). 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).	**20**

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GradeMax

Question	Answer	Marks
11	**Level 2 (6–10)** Response demonstrates some knowledge and understanding of the relative importance of the factors in the emergence and growth of one or more newly industrialised countries (NICs). 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). **Level 1 (1–5)** Response makes a few general points about newly industrialised countries (NICs). A descriptive response comprising a few simple points. Knowledge is basic and understanding may be poor and lack relevance to the question set. **Level 0 (0)** No creditable response.	

GradeMax

Question	Answer	Marks
12	**Evaluate the success of the attempts to overcome regional disparities in <u>one</u> country you have studied.** Regional disparities exist within countries and there are often attempts made to overcome them. This is often done by national government or regional authorities or development programmes. Attempts may include: • Investments in infrastructure • Relocating settlement/populations e.g. new capital city • Special economic zones • Creation of jobs through new initiatives/industries • Funding for education or health provision • Land reform These are likely to have differing levels of success which is often only measurable over a long period of time. Success could be evaluated in terms of how far the regional disparities have been reduced, remain or may have widened. There could be comment on the degree of the success in social, economic, environmental or political terms. Success may be influenced by political changes and external forces e.g. changes in global markets. Candidates could use models such as cumulative causation to explain the lack of success. A successful response will be well founded with details about regional disparity within <u>one</u> country and link this to <u>at least two</u> specific attempts to overcome the disparity and evaluate the success or not of the attempts to overcome regional disparities. Award marks based on the quality of the response using the marking levels below. **Level 4 (16–20)** Response thoroughly discusses the success of the attempts to overcome regional disparities in <u>one</u> 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. Examples used are appropriate and integrated effectively into the response. **Level 3 (11–15)** Response discusses the success of the attempts to overcome regional disparities in <u>one</u> 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). **Level 2 (6–10)** Response demonstrates some knowledge and understanding of the success of the attempts to overcome regional disparities in <u>one</u> country. 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).	**20**

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GradeMax

Question	Answer	Marks
12	**Level 1 (1–5)** Response makes a few general points about disparities with little coverage of attempts to overcome regional disparities in <u>one</u> country. A descriptive response comprising a few simple points. Knowledge is basic and understanding may be poor and lack relevance to the question set. **Level 0 (0)** No creditable response.	