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CAMBRIDGE
International Education

# Cambridge International AS & A Level

**GEOGRAPHY** **9696/41**

Paper 4 Advanced Human Geography Options **May/June 2026**

MARK SCHEME

Maximum Mark: 60

**Published**

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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## General marking principles

All examiners must apply these marking principles when marking candidate responses.

| | |
|---|---|
| 1 | Examiners must award marks for each response in line with:<br><br>• the specific **content** defined in the mark scheme<br>• the specific **skills** defined in the mark scheme or in the level descriptions<br>• the **standard of response** required as exemplified by the standardisation scripts. |
| 2 | Examiners must award **whole marks** (not half marks, or other fractions). |
| 3 | Examiners must award marks **positively**. This means that:<br><br>• marks are not deducted for errors or omissions<br>• marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate<br>• the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous. |
| 4 | Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly. |
| 5 | Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen. |
| 6 | Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions 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:<br>Resource-based questions part (a) |
|  | Level 4 | Levels-marked questions only:<br>Essay questions |
|  | Level 3 | Levels-marked questions only:<br>Resource-based questions part (b), and Essay questions |
|  | Level 2 | Levels-marked questions only:<br>Resource-based questions part (b), and Essay questions |
|  | Level 1 | Levels-marked questions only:<br>Resource-based questions part (b), and Essay questions |
|  | Level 0 – No creditable response | Levels-marked questions only:<br>Resource-based questions part (b), and Essay questions |
| Highlighter | Creditworthy part of an extended response | Levels-marked questions only:<br>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:<br>Essay questions |
|  | Evaluative point | Levels-marked questions only:<br>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<br><br>2. Additional page has been checked | 1. Any diagrams or essay plans<br><br>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.

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(a)</td><td>
Figure 1.1 shows the global use of selected agricultural crops in 2020.<br><br>
Compare the uses of the agricultural crops shown in Figure 1.1.<br><br>
The uses are other, biofuel, animal feed and food.<br>
Comparisons should be about uses across different agricultural crops not different agricultural crops and their uses.<br><br>
Comparisons include:<br>
• the main uses are animal feed and food (1) with animal feed slightly larger (1)<br>
• animal feed comes from all crops except sugar (1) more than half of the animal feed comes from maize (1)<br>
• animal feed is the dominant use of maize and oil seeds (1)<br>
• food is a use for all crops (1), the dominant food crop is rice (1)<br>
• biofuel comes from all crops apart from rice (1)<br>
• other comes from all apart from sugar (1)<br><br>
<table>
<tr><th></th><th>totals</th><th>maize</th><th>rice</th><th>oil seeds</th><th>roots and tubers</th><th>sugar</th></tr>
<tr><td>other</td><td>330</td><td>160</td><td>70</td><td>50</td><td>50</td><td>0</td></tr>
<tr><td>biofuel</td><td>270</td><td>180</td><td>0</td><td>30</td><td>10</td><td>50</td></tr>
<tr><td>animal feed</td><td>1100</td><td>670</td><td>20</td><td>360</td><td>50</td><td>0</td></tr>
<tr><td>food</td><td>1050</td><td>150</td><td>420</td><td>180</td><td>130</td><td>170</td></tr>
<tr><td>totals</td><td>2750</td><td>1160</td><td>510</td><td>620</td><td>240</td><td>220</td></tr>
</table>
Crop by crop approach or simple, random comparisons, max. 1 mark.<br>
1 mark for each comparison. Credit development of one comparison.<br><br>
Max. 3 marks for no accurate data support (± 10 m tonnes).<br>
No marks for listing/describing data.
</td><td>4</td></tr>
</table>

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| Question | Answer | Marks |
|---|---|---|
| 1(b) | **Explain how <u>two</u> physical factors affect agricultural practices on farms.**<br><br>Physical factors could include:<br>• climate (temperature, precipitation) affects water availability, growing season and set limits to crop or animal production<br>• soils<br>• relief/steepness<br>• aspect<br>• pollinators<br>• predators<br>• climate change<br><br>Agricultural practices are ways in which the farm adapts to the opportunities or challenges of the physical factor. They could relate to any stage of agricultural production and be related to intensive or extensive production methods.<br><br>Agricultural practices could include:<br>• artificial/controlled environments<br>• irrigation to deal with dry climate/drip irrigation to minimise use of scarce water resources<br>• drainage<br>• terracing<br>• crop rotation<br>• mixed farming<br>• ploughing or dry farming techniques<br>• use of chemicals<br>• others<br><br>Award marks based on the quality of explanation and breadth of the response using the marking levels below.<br><br>**Level 3 (5–6)**<br>Response clearly explains how <u>two</u> physical factors affect agricultural 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.<br><br>**Level 2 (3–4)**<br>Response explains how <u>two</u> physical factors or clearly explains how <u>one</u> physical factor (max. 4) affects agricultural practices on farms. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.<br><br>**Level 1 (1–2)**<br>Response describes <u>one or more</u> physical factors without links to agricultural practices on farms. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.<br><br>**Level 0 (0)**<br>No creditable response. | **6** |

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| Question | Answer | Marks |
|---|---|---|
| 2 | **'The success of attempts to manage agricultural change depends on involvement at the local scale.'**<br><br>**With reference to one or more examples, how far do you agree with this statement?**<br><br>Candidates should describe at least two attempts to manage agricultural change with a discussion of how the success or not is linked to involvement at the local scale. Local scale refers to the farm, holding or producer or something else which is local e.g. village, community, cooperative, or immediate area. The alternative scale in the syllabus is national scale. Scale here does not refer to the size of the farm unit.<br><br>Success of the attempts could be assessed in terms of the impact of the attempts on the physical challenges faced, yield, production, crop type, crop diversity, land tenure issues, labour issues, disease, waste, markets, sustainability, political factors or others.<br><br>Success could consider how far the reasons or need for agricultural change and/or the difficulties faced during attempts to manage change have been overcome.<br><br>Award marks based on the quality of the response using the marking levels below.<br><br>**Level 4 (16–20)**<br>Response thoroughly discusses the extent to which the success of attempts to manage agricultural change depends on involvement at the local scale. 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.<br><br>**Level 3 (11–15)**<br>Response discusses the extent to which the success of attempts to manage agricultural change depends on involvement at the local scale. 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).<br><br>**Level 2 (6–10)**<br>Response demonstrates some knowledge and understanding of the extent to which the success of attempts to manage agricultural change depends on involvement at the local scale. 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).<br><br>**Level 1 (1–5)**<br>Response makes a few general points about agricultural change or attempts to manage agriculture. A descriptive response comprising a few simple points. Knowledge is basic and understanding may be poor and lack relevance to the question set. | **20** |

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| Question | Answer | Marks |
|---|---|---|
| 2 | **Level 0 (0)**<br>No creditable response. | |

| Question | Answer | Marks |
|---|---|---|
| 3 | **With reference to <u>one</u> country's industrial policy, assess the extent to which the issues faced led to changes in location of manufacturing industry.**<br><br>Candidates should describe at least two issues. Issues might include internal or external forces and could be issues for the government or industries themselves. Issues could be reasons for the policy initially or they might appear during policy implementation or as a result of the policy.<br><br>Examples of issues could come from factors influencing location such as land, labour, capital, markets, materials, technology, economies or diseconomies of scale, inertia, environmental issues, transport or changes in government policies.<br><br>Locational change could include loss of manufacturing industries, changes or expansion on existing sites or movement to new locations, new industries and might refer to syllabus examples such as industrial estates and export processing zones. Comment on the informal sector of manufacturing is valid.<br><br>A better response will be well founded on specific examples of the industrial policy of one country and at least two issues faced. There will be a clear locational element and some reference to specific manufacturing industries. The evaluative element will consider how the policy responded to the issue and whether this led to locational change.<br><br>If there is more than one country credit the better or best. Some generic issues in the other country might add some credit to the response. Where the industrial policy of the one country is not clearly described the response may become generic, **max. 8 marks**.<br><br>Award marks based on the quality of the response using the marking levels below.<br><br>**Level 4 (16–20)**<br>Response thoroughly discusses the extent to which the issues faced led to changes in location of manufacturing industry for <u>one</u> country's industrial policy. 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 |
|---|---|---|
| 3 | **Level 3 (11–15)**<br>Response discusses the extent to which the issues faced led to changes in location of manufacturing industry for one country's industrial policy. 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).<br><br>**Level 2 (6–10)**<br>Response demonstrates some knowledge and understanding of the extent to which the issues faced led to changes in location of manufacturing industry for one country's industrial policy. 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).<br><br>**Level 1 (1–5)**<br>Response makes a few general points about issues faced or locational change of manufacturing industry in one country. A descriptive response comprising a few simple points. Knowledge is basic and understanding may be poor and lack relevance to the question set.<br><br>**Level 0 (0)**<br>No creditable response. | |

**Environmental management**

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

| Question | Answer | Marks |
|---|---|---|
| 4(a) | **Figure 4.1 shows the percentage of electricity produced by nuclear energy, by country, in 2023.**<br><br>**Describe the distribution of electricity produced by nuclear energy shown in Figure 4.1.**<br><br>Description of the distribution could include:<br>• found in all continents except Oceania/Australasia<br>• highly concentrated/focused/clustered in Europe<br>• Europe has all the producers with 40.1% or more<br>• low percentage production in South America, Africa and Asia<br>• only one country in Africa<br>• higher percentages found north of the Equator/in North America and Eurasia<br>• other valid points<br><br>**1 mark** for each description. Credit development of only **one** point.<br>**Max. 3 marks** for no accurate data support. | **4** |

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| Question | Answer | Marks |
|---|---|---|
| 4(b) | **Explain <u>two</u> advantages for a country of using nuclear energy to produce electricity.**<br><br>The advantages for a country of using nuclear energy to produce electricity include:<br>• high power output (great provider of baseload electricity)<br>• reliable source of constant production and accessibility<br>• relatively small area for high output<br>• low carbon source/footprint during operation<br>• supports high paid jobs and research sector<br>• other advantages<br><br>Award marks based on the quality of explanation and breadth of the response using the marking levels below.<br><br>**Level 3 (5–6)**<br>Response clearly explains <u>two</u> advantages for a country of using nuclear energy to produce electricity. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.<br><br>**Level 2 (3–4)**<br>Response explains <u>two</u> advantages or clearly explains <u>one</u> advantage (max. 4) for a country of using nuclear energy to produce electricity. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.<br><br>**Level 1 (1–2)**<br>Response describes <u>one or more</u> advantages for a country of using nuclear energy to produce electricity. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.<br><br>**Level 0 (0)**<br>No creditable response. | **6** |

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| Question | Answer | Marks |
|---|---|---|
| 5 | **Assess the extent to which levels of development influence the demand for energy at the national scale.**<br><br>Levels of development might be considered through comparison of LICs, MICs and HICs and/or the broader process of development over time within one country. There should be a reasonable consideration of levels of development as a factor, but other syllabus factors might be discussed such as sustainability, resource endowment, climate, income, technology, pollution, energy policy and energy security. There may be other factors such as urbanisation, population growth, rising affluence, industrial development, etc.<br><br>A better response might consider the interplay between factors and be clearly set in the context of demand for energy at the national scale.<br>The question is not about supply or energy mix.<br><br>Award marks based on the quality of the response using the marking levels below.<br><br>**Level 4 (16–20)**<br>Response thoroughly discusses the extent to which levels of development influence the demand for energy at the national scale. 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.<br><br>**Level 3 (11–15)**<br>Response discusses the extent to which levels of development influence the demand for energy at the national scale. 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).<br><br>**Level 2 (6–10)**<br>Response demonstrates some knowledge and understanding of the extent to which levels of development influence the demand for energy at the national scale. 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).<br><br>**Level 1 (1–5)**<br>Response makes a few general points about the demand for energy at the national scale. A descriptive response comprising a few simple points. Knowledge is basic and understanding may be poor and lack relevance to the question set.<br><br>**Level 0 (0)**<br>No creditable response. | **20** |

| Question | Answer | Marks |
|---|---|---|
| 6 | **'The main cause of water pollution is economic development.'**<br><br>**With reference to examples, how far do you agree with this statement?**<br><br>Water pollution could be in rural and/or urban environments.<br><br>Economic development might be considered as a growth in industrialisation, with examples from rapidly industrialising countries such as China or India. They might also consider countries with varying levels of income, LICs, MICs and HICs. Responses may consider how economies develop through various stages and how this links to variations in causes of water pollution.<br><br>The response should have a reasonable coverage of economic development as a cause of water pollution and it may consider other factors listed in the syllabus such as overpopulation, deforestation, poor agricultural practices, urbanisation, industrial development and inadequate waste management. There might be reference to attempts to manage the causes of water pollution and the factors which promote or hinder success. Reference to the Kuznets curve is valid.<br><br>Better responses might argue that the causes of water pollution are intertwined with economic development as industrialisation is linked to the other factors such as changes to agricultural practices, urbanisation or inadequate waste management.<br><br>Award marks based on the quality of the response using the marking levels below.<br><br>**Level 4 (16–20)**<br>Response thoroughly discusses the extent to which the main cause of water pollution is economic development. 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.<br><br>**Level 3 (11–15)**<br>Response discusses the extent to which the main cause of water pollution is economic development. Response is broadly evaluative in character, comprising some explanatory or narrative content and a conclusion. Response develops on a largely secure base of knowledge and understanding with the use of example(s).<br><br>**Level 2 (6–10)**<br>Response demonstrates some knowledge and understanding of the extent to which the main cause of water pollution is economic development. 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).<br><br>**Level 1 (1–5)**<br>Response makes a few general points about water pollution. A descriptive response comprising a few simple points. Knowledge is basic and understanding may be poor and lack relevance to the question set. | **20** |

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| Question | Answer | Marks |
|---|---|---|
| 6 | **Level 0 (0)**<br>No creditable response. | |

**Global interdependence**

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

| Question | Answer | Marks |
|---|---|---|
| 7(a) | **Figure 7.1 shows primary product export dependence for countries in each world region in 2019.**<br><br>**Describe the pattern of primary product export dependence shown in Figure 7.1.**<br><br>Description of the pattern could include:<br>• For the threshold: Africa and Oceania have averages above the threshold; North America and South America, Europe and Asia have averages below the threshold<br>• Europe's average is well below the threshold of 60% (31%)<br>• all of Oceania is above the threshold<br>• all world regions have some countries above the threshold<br>• For the average: highest levels/percentages in Africa (80%) and lowest levels/percentages in Europe<br>• For the range: the largest range is found in Asia (4% to 99%) and the smallest range is found in Oceania (62% to 99%)<br>• other valid points<br><br>**1 mark** for each description, with **1 mark** for each of threshold, range and average plus one other valid point.<br><br>**Max. 3 marks** for no accurate data support (± 1%).<br>No marks for listing/describing data. | **4** |

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| Question | Answer | Marks |
|---|---|---|
| 7(b) | **Explain the problems for a country of exporting mostly primary products.**<br><br>Problems could include:<br>• volatile prices as rises in production may lead to lower prices<br>• prices can rapidly rise and fall in response to global events<br>• commodity prices/demand are often outside of the control of the country<br>• vulnerability to price changes due to primary product export dependence<br>• responses to price rises or falls take time to adjust to/difficult to plan for future spending/investment<br>• mineral/agricultural commodity prices may be fixed on the global markets<br>• production may vary according to weather, natural disasters or disease<br>• discourages investment into other sectors of the economy<br>• demand is less likely to rise as global incomes rise<br>• declining terms of trade with economic development<br>• resource curse of control by small groups, corruption or conflict over scarce or heavily demanded primary products<br>• TNC control over production and issues such as working conditions and revenue leakage<br>• other valid problems<br><br>A response should focus on 'country' to reach **Level 3**.<br><br>Award marks based on the quality of explanation and breadth of the response using the marking levels below.<br><br>**Level 3 (5–6)**<br>Response clearly explains the problems for a country of exporting mostly primary products. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.<br><br>**Level 2 (3–4)**<br>Response explains the problems for a country of exporting mostly primary products. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.<br><br>**Level 1 (1–2)**<br>Response describes some problems of exporting primary products. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.<br><br>**Level 0 (0)**<br>No creditable response. | **6** |

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| Question | Answer | Marks |
|---|---|---|
| 8 | **Assess the extent to which lenders are the main cause of the international debt crisis.**<br><br>Candidates should display knowledge of what the international debt crisis is and should consider arguments about whether lenders are responsible. An international debt crisis occurs when countries are unable to pay back or service their external debts to creditors, or it may be viewed as when a country spends more than it earns in taxes for a long time and cannot repay its borrowed money (government debt) easily. They might also consider other causes of the international debt crisis.<br><br>There is no single international debt crisis, so accept reference to any, with candidates most likely to use the international debt crisis of the 1970s but several waves of rapid debt accumulation have been identified since, with the latest on-going since 2008 and worsened by recent events of global significance. The topic is complicated, and apportioning cause is open to many views depending on the context used to illustrate the response.<br><br>Lenders contributed to the international debt crisis by:<br>• providing the source of finance<br>• profit making via interest rates<br>• setting flexible (initially low) and/or high interest rates<br>• lending to projects and/or governments with insufficient scrutiny<br>• liberalisation of capital markets and financial innovations by lenders<br>• low real interest rates (interest – inflation)<br>• loan repayments set in $US – hard currency vs soft currency issue<br>• negative aspects of structural adjustment programs (SAPS) where austerity measures lead to economic downturns and a decrease in government revenue resulting in increased borrowing<br>• other factors | **20** |

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| Question | Answer | Marks |
|---|---|---|
| 8 | Other causes of the international debt crisis include:<br>• borrowers' decision making<br>• government spending exceeding taxation revenue for protracted periods<br>• US policy towards the dollar leading to lower dollar value<br>• long periods of low interest rates encouraging borrowers, followed by interest rate shocks<br>• persistent and high levels of inflation<br>• sudden events of global significance affecting prices of food, energy and materials<br>• inability of local financial markets to provide finance or to be competitive<br>• borrowing to finance development projects<br>• consequences of taking on historical odious debt<br>• legacy of colonialism<br>• debt cycle/spiral<br>• other<br><br>Award marks based on the quality of the response using the marking levels below.<br><br>**Level 4 (16–20)**<br>Response thoroughly discusses the extent to which lenders are the main cause of the international debt crisis. 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.<br><br>**Level 3 (11–15)**<br>Response discusses the extent to which lenders are the main cause of the international debt crisis. 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).<br><br>**Level 2 (6–10)**<br>Response demonstrates some knowledge and understanding of the extent to which lenders are the main cause of the international debt crisis. 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).<br><br>**Level 1 (1–5)**<br>Response makes a few general points about the causes of international debt. A descriptive response comprising a few simple points. Knowledge is basic and understanding may be poor and lack relevance to the question set.<br><br>**Level 0 (0)**<br>No creditable response. | |

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| Question | Answer | Marks |
|---|---|---|
| 9 | **With reference to <u>one</u> tourist area or resort, assess the extent to which changes in tourist numbers cause issues of sustainability.**<br><br>Candidates should display knowledge about changes in tourist numbers for the tourist area or resort. These changes might be linked to seasonality, different stages of development of the location or a response to specific planned or unplanned events. Issues of sustainability could be for the needs or experiences of the tourists, the tourist industry, the environment and host communities and may have changed in response to changes in tourist numbers. The response could consider how management has been able to respond to the changes in tourist numbers. There could be reference to tourism carrying capacity and how this might vary for each aspect and how these respond to changes in numbers of tourists.<br><br>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**.<br><br>Tourist dependent countries of small scale e.g. Maldives, are acceptable as a tourist area. With larger countries, such as Jamaica, one area or resort within the country should be identified. Responses which simply name a tourist area without further place support details will be considered as generic. Support details might include named physical or human attractions, tourist activities, details of the issues, specific groups of people involved in the issues, and attempts to manage tourism. Where a response uses examples from different areas of the chosen location, the response is not generic, but the support is limiting the response. If other aspects of the question are covered well, the response may move into **Level 3**.<br><br>Responses with a simple approach e.g. the advantages/benefits disadvantages/problems of a lot of tourists and without a conclusion or other comment about issues of sustainability are likely to remain in **Level 2**.<br><br>A **Level 3** or higher response will base the response on a specific tourist area or resort, backed up with support examples and evidence and will clearly discuss issues of sustainability linked to changes in tourist numbers. | **20** |

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| Question | Answer | Marks |
|---|---|---|
| 9 | Award marks based on the quality of the response using the marking levels below.<br><br>**Level 4 (16–20)**<br>Response thoroughly discusses the extent to which changes in tourist numbers cause issues of sustainability in <u>one</u> tourist area or resort.<br>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.<br><br>**Level 3 (11–15)**<br>Response discusses the extent to which changes in tourist numbers cause issues of sustainability in <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).<br><br>**Level 2 (6–10)**<br>Response demonstrates some knowledge and understanding of the extent to which changes in tourist numbers cause issues of sustainability in <u>one</u> tourist area or resort but is focused on positive or negative impacts. 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).<br><br>**Level 1 (1–5)**<br>Response makes a few general points about changes in tourist numbers or advantages/disadvantages only 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.<br><br>**Level 0 (0)**<br>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) | **Figure 10.1 shows the change in gross domestic product (GDP) per capita, by state, in Brazil, an MIC in South America, 2010–18. Figure 10.2 shows the names of the states of Brazil.**<br><br>**Describe the pattern of change in GDP per capita shown in Figure 10.1.**<br><br>Description of the pattern could include:<br>• the overall pattern is a core of positive change with a peripheral area of negative change<br>• large area (continuous) of positive change in the central area<br>• the area of highest positive change spreads from the south and north-east to the coast (from Mato Grosso do Sul, through Mato Grosso to Pará and then east to the north-east coast)<br>• highest levels (10.1 to 20.0%) in centre or south-west border (Mato Grosso) and north-east coastal area (Maranhão); lowest levels in Amazonas in the north-west (–30% to –20.0%)<br>• two groups of states with 0% or negative change<br>• negative change in the north-west (centred on Amazonas) and along the (south-east facing) Atlantic coast from Rio Grande do Sul to Pernambuco (approx. 3700 km)<br>• one comment on an anomaly within a pattern which has been described<br>• other valid points<br><br>**1 mark** for each description. Category/colour by category/colour approach, without valid pattern comment, **max. 1 mark**.<br><br>**Max. 3 marks** for no accurate data support e.g. writing about GDP per capita and not change in GDP per capita. | **4** |

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| Question | Answer | Marks |
|---|---|---|
| 10(b) | **Explain <u>two</u> ways that government regional policy can increase development of a region.**<br><br>Government regional policy may encourage development by:<br>• incentives for location/relocation of private firms e.g. grants, loans, tax breaks, making land available, enterprise zones<br>• relocation of government or state-run bodies<br>• infrastructure improvements e.g. roads and ports to encourage inward investment<br>• improvements in education and skills of workforce<br>• social policies such as health and education of children<br>• other ways<br><br>Award marks based on the quality of explanation and breadth of the response using the marking levels below.<br><br>**Level 3 (5–6)**<br>Response clearly explains <u>two</u> ways that government regional policy can increase development of a region. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.<br><br>**Level 2 (3–4)**<br>Response explains <u>two</u> ways or clearly explains <u>one</u> way (max. 4) that government regional policy can increase development of a region. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.<br><br>**Level 1 (1–2)**<br>Response describes <u>one or more</u> ways that government regional policy can increase development of a region. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.<br><br>**Level 0 (0)**<br>No creditable response. | **6** |

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| Question | Answer | Marks |
|---|---|---|
| 11 | **Evaluate the role of the secondary sector in economic development.**<br><br>Candidates should focus on the role of the secondary sector but may consider other sectors to develop the assessment.<br><br>The secondary sector has various roles in economic development such as:<br>• adds value to primary resources and other manufactured goods (materials)<br>• provides products for use in other sectors<br>• provides sources of finance to develop other sectors of the economy, including foreign currency<br>• provides employment and wages for spending on other sectors<br>• a market for both primary products and services<br>• provides diversity of employment<br>• a focus of innovation and technological development<br>• associated with growth of urban areas, a sign of economic development<br>• the changing character of the secondary sector e.g. from labour to capital intensive or to consider different types of production such as heavy or light industry, low-tech or high-tech<br>• other<br><br>The argument may consider the importance of the secondary sector to economic transition through various stages of development and/or offer support examples from various examples of levels of development such as LICs, MICs and HICs. References to a model such as the Clark-Fisher model or the take-off stage of the Rostow model should be credited but are not an expectation.<br><br>Award marks based on the quality of the response using the marking levels below.<br><br>**Level 4 (16–20)**<br>Response thoroughly discusses the role of the secondary sector in economic development. 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.<br><br>**Level 3 (11–15)**<br>Response discusses the role of the secondary sector in economic development. Response is broadly evaluative in character, comprising some explanatory or narrative content and a conclusion. Response develops on a largely secure base of knowledge and understanding with the use of example(s).<br><br>**Level 2 (6–10)**<br>Response demonstrates some knowledge and understanding of the role of the secondary sector in economic development. 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 |
|---|---|---|
| 11 | **Level 1 (1–5)**<br>Response makes a few general points about the secondary sector or economic development. A descriptive response comprising a few simple points. Knowledge is basic and understanding may be poor and lack relevance to the question set.<br><br>**Level 0 (0)**<br>No creditable response. | |

| Question | Answer | Marks |
|---|---|---|
| 12 | **'The growth of newly industrialised countries (NICs) causes more positive impacts than negative impacts.'**<br><br>**With reference to examples, how far do you agree with this statement?**<br><br>Candidates may consider the impacts within NICs and/or on other types of economy and could be environmental, social, economic or political.<br><br>Impacts on NICs include:<br>• environmental impacts of increased secondary activity<br>• social changes<br>• transition from closed economy to open market economies<br>• change from primary to secondary activities<br>• increased jobs and wages; sometimes poor working conditions<br>• increased demand for goods and services from a wealthier population; negative impact if imports increase to satisfy this demand<br>• increased foreign exchange earnings from export-led growth<br>• development or reinforcement of regional disparities<br>• government investment in infrastructure; sometimes at expense of other sectors<br>• presence of TNCs and foreign direct investment and associated benefits and issues<br>• rapid urbanisation<br>• other impacts<br><br>Impacts on HICs related to deindustrialisation such as:<br>• improved environmental quality<br>• increased unemployment and structural unemployment issues<br>• social problems in declining industrial areas and widening gap between regions<br>• higher levels of technology and increased efficiency in surviving industries or newly developed industries<br>• growth of service sector<br>• other | **20** |

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| Question | Answer | Marks |
|---|---|---|
| 12 | Award marks based on the quality of the response using the marking levels below.<br><br>**Level 4 (16–20)**<br>Response thoroughly discusses the extent to which the growth of newly industrialised countries (NICs) causes more positive impacts than negative impacts. 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.<br><br>**Level 3 (11–15)**<br>Response discusses the extent to which the growth of newly industrialised countries (NICs) causes more positive impacts than negative impacts. 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).<br><br>**Level 2 (6–10)**<br>Response demonstrates some knowledge and understanding of the extent to which the growth of newly industrialised countries (NICs) causes more positive impacts than negative impacts. 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).<br><br>**Level 1 (1–5)**<br>Response makes a few general points about the growth of 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.<br><br>**Level 0 (0)**<br>No creditable response. | |

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