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CAMBRIDGE
International Education

Cambridge International AS & A Level

GEOGRAPHY **9696/43**

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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[Turn over

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: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • 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: • marks are not deducted for errors or omissions • 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 • 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: 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)	**Figure 1.1 shows sources of change in crop production, by world region, 2013–2022.** **Describe the sources of change in crop production shown in Figure 1.1.** Description could include: • overall change is positive – growth in 5 of 6 regions: APAC, SSA, ECA, NA, LAC / most regions have increased • area grows in 4 regions (+28%) but falls in MENA and NA (–6%) • area is highest in SSA (14%) and lowest positive change is 2% (ECA) or greatest negative change in MENA (–5%) • multicropping has least overall change (6.5%), but high in LAC • multicropping not changed in APAC and ECA • yield is the largest source of change (33% increase) • yield only negative in 1 region (MENA) • other valid descriptions **Reserve 1 mark** for each source of change. Credit development of only **one** point. **Max. 3 marks** for no accurate data support (±1%).	**4**

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Question	Answer	Marks
1(b)	**Explain <u>two</u> agricultural practices which increase crop yield.** Agricultural practices which increase crop yield are numerous and may vary according to the context of the examples used. Some may be higher technology, whilst others may be labour based. The explanation may include individual practices e.g. fertiliser application and/or general approaches such as sustainable practices. In broad terms the response may focus on: • seed quality and selection • selective breeding of different plant strains/genetic modification of crops e.g. drought-resistant varieties can be grown in areas of low/unreliable rainfall, varieties developed to resist diseases/insect pests, varieties adapted to different soil types and temperature ranges • crop management • soil management • water management • weed and pest control e.g. insecticides • precision agriculture • controlled environments • application of chemicals e.g. fertilisers • credit increasing area or multicropping (from Figure 1.1) only if additional knowledge is shown • other 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> agricultural practices which increase crop yield. 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> agricultural practices or clearly explains <u>one</u> agricultural practice (max. 4) which increase crop yield. 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> agricultural practices which increase crop yield. 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	**With reference to <u>one</u> country, assess the extent to which the need for agricultural change was caused by physical factors.** Physical factors include climate (temperature, precipitation), relief and soils but might also include weather phenomenon such as storms, drought, flooding or climate change and/or the relationship between the physical factors. The response should be clearly founded on one country and the need for agricultural change. For change to be successfully described, candidates should be clear about the aspect of agriculture before change and why there was a need for change. They do not have to describe how agriculture looked after the change, though this could give more specificity to the response. The evaluative element could consider the role of other factors such as social, economic or political factors, but there should be a reasonable coverage of at least two physical factors. If there is more than one country credit the better or best. Some generic issues in the other country may be creditworthy and add some credit to the response. Where the country 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 extent to which the need for agricultural change was caused by physical factors 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 extent to which the need for agricultural change was caused by physical factors 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 extent to which the need for agricultural change was caused by physical factors 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. 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)** No creditable response.	

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Question	Answer	Marks
3	**With reference to one or more examples, assess the extent to which government policies influence the location of manufacturing and related service industry.** Candidates should consider the extent to which government policies influence the location of manufacturing and related service industry. The response should be set in the context of manufacturing and reference to services should be those related to manufacturing and not services in general. There should be one or more government policies and the focus should be on location. Government policies might influence factors of location such as land, labour, capital, markets, technology, transport infrastructure and could be through the development of industrial parks/estates and/or export processing zones/special economic zones or any other locations. The policies might have either a positive or negative influence on the location of manufacturing and related services. Candidates might argue that under different contexts, possibly levels of development, the government has influence. 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 government policies influence 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 government policies influence 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 the extent to which government policies influence the location of manufacturing and related service industry. 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 manufacturing and related service industry or government policy. 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.	**20**

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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 total share and the different sources of renewable energy used to generate electricity in Japan, an HIC in Asia, 2022.** **Describe the variations shown in Figure 4.1.** Changes should refer to both total share of renewables and the contributions from different sources, **reserve 1 mark for each**. Allow **up to 2 marks** for description of the change in total share: • rising from a low (16%) in January to a peak (31%) in May • remains high (23%+) until October / begins to fall in October to the lowest in January • 2nd peak in September (25%) • low from December to February (below 17%) Allow **up to 3 marks** for description of the changing sources: • solar remains highest contributor throughout • solar shows most variation (January 6% to May 14% = 8%) • HEP variation (December/January 4.5% to May 11% = 6.5%) • solar and HEP are similar – both vary, both high, both highest in May • HEP causes September peak • very little variation in biofuels and/or geothermal • geothermal is always the lowest source (except for July–September when wind is the same) • wind has some variation (lower July–September 0.5% / highest in December 1.5%) **1 mark** for each description. **Max. 3 marks** for no accurate data support (±1%).	**4**

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Question	Answer	Marks
4(b)	**Explain <u>two</u> ways climate affects monthly variations in renewable energy production.** The variations could be for the total share and/or for the type of source. Climate could offer both opportunities or challenges for the production of renewable energy from some sources such as solar, HEP, wind but not directly for biomass and geothermal. Climate factors could influence production of renewable energy through variations in sunshine intensity or duration, cloud cover, precipitation amounts and type, spring snow melt, wind speed. Climate might also influence demand but this must be linked to variations in production. 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> ways climate affects monthly variations in renewable energy production. 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> ways or clearly explains <u>one</u> way (max. 4) climate affects monthly variations in renewable energy production. 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> ways climate affects monthly variations in renewable energy production. 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	**'Rising demand for energy leads to more pollution.'** **With reference to one or more examples, how far do you agree with this statement?** Candidates should consider how far rising demand for energy leads to more pollution or not. Demand could be seen as arising from different users and at any scale, with both aspects forming part of the evaluative element. Pollution could be of land, air or water and at any stage of the supply process, with supply being the way in which demand is met. Candidates are likely to consider how supplying the demand could be met using renewable and/or non-renewable sources and could evaluate the statement by considering the factors and situations where there is more or less of a choice. They might also consider the role of monitoring, development of controls and the application and enforcement of regulation with respect to pollution. 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 rising demand for energy leads to more pollution. 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 rising demand for energy leads to more pollution. 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 rising demand for energy leads to more pollution. 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 rising demand for energy and/or pollution. 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.	**20**

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Question	Answer	Marks
6	**With reference to <u>one</u> degraded environment, assess the extent to which management was able to overcome the problems faced.** Candidates should refer to one degraded environment, outline at least two problems faced and assess the extent to which management was able to overcome the problems. Problems might include land, air and/or water pollution and could affect the natural environment, people, the economy or be political issues. The problems for each group might also differ. Management could be at any scale and by any person or group. The success of management could be judged as solving/removing the cause, restoring or cleaning the environment, the longevity of the problems, problems which remain and challenges which arose during the process of management. If there is more than one degraded environment credit the better or best. Some generic issues in the other environment may be creditworthy and add some credit to the response. Where the degraded environment 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 extent to which management was able to overcome the problems faced in <u>one</u> degraded environment. 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 management was able to overcome the problems faced in <u>one</u> degraded environment. 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 management was able to overcome the problems faced in <u>one</u> degraded environment. 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 the problems and/or the management of <u>one</u> degraded environment. 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.	**20**

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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 dependent countries and main product type in 2021.** **Describe the pattern of primary product export dependent countries shown in Figure 7.1.** **Reserve 1 mark** for the overall pattern. The overall pattern could be described as: • present/spread/dispersed in most continents, but uneven distribution • highest proportion is South America and/or total countries is Africa • majority of countries in Southern hemisphere • majority of countries within tropics • isolated/few in Europe, Central America, South Asia and Southeast Asia Description about where types are found: • all 3 types evenly represented in Africa, less even in other continents • agricultural/mining dominant in South America • energy dominant in Northern hemisphere/Northern or Central Asia • clusters (**up to two marks**) e.g. West Africa mining, east Africa agriculture, West Asia energy, etc. • other **1 mark** for each description.	**4**

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Question	Answer	Marks
7(b)	**Explain how free trade increases trade flows.** Credit explanation using economic theory and/or a more geographical based explanation. Explanations could include: • international trade without tariffs, quotas, or other restrictions • reduction in tariffs, quotas or restrictions reduce the costs for exporting countries and in theory the price paid by consumers in the importing country • free trade leads to specialisation and therefore trade opportunities • free trade allows countries to use their comparative advantage when a country can produce a good or service at a lower opportunity cost than another country; an opportunity cost is the foregone benefits from choosing one alternative over others • free trade mostly operates within regional trade blocs, encouraging trade between members • free trade is the main aim of the World Trade Organization (WTO) which aims to remove trade barriers and resolve trade disputes between members 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 how free trade increases trade flows. 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 how free trade increases trade flows. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development. **Level 1 (1–2)** Response describes what free trade is. 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	**'Local communities must be involved for international aid projects to be successful.'** **With reference to one or more examples, how far do you agree with this statement.** Candidates could consider any type of international aid project such as relief aid, development aid, tied aid, bilateral aid, or multilateral aid. Success could be assessed as how far the initial reasons for the aid have been removed, the challenges which remain and any new issues that arise during the implementation of the aid project. Success might vary according to the views of different groups but that of the local people should be considered as well as others such as government (local, regional or national), the donors, businesses or other groups. It is likely that candidates will contrast top-down and bottom-up approaches, but this is not essential for full marks. Contrasts could be developed using scale as a factor. 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 local communities must be involved for international aid projects to be successful. 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 local communities must be involved for international aid projects to be successful. 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 local communities must be involved for international aid projects to be successful. 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 aid projects. 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.	**20**

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Question	Answer	Marks
9	**With reference to <u>one</u> tourist area or resort, assess the extent to which the issues of sustainability changed as the tourist area or resort developed.** Candidates should display knowledge about the development of the tourist area or resort and the issues of sustainability (environmental, social and economic) at various stages, including potentially decline. The issues of sustainability could vary according to the viewpoint(s) of various groups such as local people, visitors, business owners, politicians, pressure groups or others. The evaluation may argue that issues of sustainability changed because of management being introduced or because of a lack of management. Candidates might refer to the tourism carrying capacity and/or the life cycle model of tourism, but this is not necessary for full marks. 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.** 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**. 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 the issues of sustainability changed as <u>one</u> tourist area or resort developed. 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 the issues of sustainability changed as <u>one</u> tourist area or resort developed. 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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Question	Answer	Marks
9	**Level 2 (6–10)** Response demonstrates some knowledge and understanding of the extent to which the issues of sustainability changed as <u>one</u> tourist area or resort developed. Response is mainly descriptive or explanatory in approach and contains a brief or thinly supported evaluation. Responses without the use of example(s) to support the response will not get above the middle of Level 2 (8 marks). **Level 1 (1–5)** Response makes a few general points about the sustainability of <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)	**Figure 10.1 shows well-being indicators for regions in the United Kingdom (UK) relative to other OECD countries, 2020.** **Describe the variations in well-being of the Greater London region shown in Figure 10.1.** Descriptions could use the data about the position in the OECD and/or in comparison to the other regions of the UK. In comparison to the OECD regions, the Greater London region: • variability from 35–95% • three times in the top 20% (health, income and access to services) • mostly in middle 60% • never in the bottom 20% • mostly above 50% • three times below 50% (for civic engagement lowest at 40%) • other valid descriptions In comparison to the UK regions, the Greater London region: • most (6 out of 11) are closer to bottom region • top – health, income, education (close to the top – access to services) • five indicators are bottom or close – environment and housing (bottom), community, safety, life satisfaction (close to bottom) • other valid descriptions **1 mark** for each description. **Max. 3 marks** for no data support.	**4**

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Question	Answer	Marks
10(b)	**Explain how the process of cumulative causation may lead to regional divergence in a country.** Explanation could include the development of core–periphery relationships: • one area has an initial advantage • the initial advantage leads to economic activity and brings prosperity to this region • the multiplier effect further increases prosperity in this region • in this region there are more jobs (better paid), skills develop, and resources are required • services develop • population increases from immigration • taxation revenue increases • area becomes a centre of invention and innovation • new industries are attracted • capital, resources and people are attracted from the periphery (backwash effects) • the core develops at the expense of the periphery = divergence 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 how the process of cumulative causation may lead to regional divergence in a country. 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 how the process of cumulative causation may lead to regional divergence in a country. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development. **Level 1 (1–2)** Response describes cumulative causation or regional divergence. 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
11	**Assess the extent to which the nature (characteristics) and the role of the primary sector change as economies develop.** Candidates might argue that throughout economic development the primary sector is involved in collection or production of natural resources, food and raw materials directly from the land or sea – farming, fishing, forestry, mining and quarrying – and its role could be summarised as: • providing raw materials for other sectors – both secondary goods and services • provides sources of finance (including foreign currency) to develop other sectors of the economy • provides food for population in general and workforce in all sectors • creates employment and wages for spending on other sectors • a source of medicines • in some economies, the primary sector is dominated by mineral extraction, and in oil-rich countries this has directly led to rapid economic development Candidates might argue that the nature (characteristics) change more, for example, initially the primary sector is characterised as labour intensive, inefficient and has low productivity. As the economy develops agriculture and other primary industries become more developed, mechanisation leads to fewer workers and there is usually a switch from primary to secondary and tertiary, primary has less relative importance (may reference Clark-Fisher model). Efficiency and productivity increase. Workers leave agriculture and move to secondary industrial centres (urban areas) and the shift to more efficient methods enables the primary sector to contribute more to the economy of the country. The location of the primary sector may also change over time. Other sectors contribute to the development of the primary sector. A better response might consider variations according to specific countries and the structure of their primary sector e.g. oil-rich countries compared to agriculturally dependent economies. 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 the nature (characteristics) and the role of the primary sector change as economies develop. An effective and sustained evaluation with a sound conclusion. Response is well founded in detailed exemplar knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.	**20**

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Question	Answer	Marks
11	**Level 3 (11–15)** Response discusses the extent to which the nature (characteristics) and the role of the primary sector change as economies develop. Response is broadly evaluative in character, comprising some explanatory or narrative content and a conclusion. Response develops on a largely secure base of knowledge and understanding with the use of example(s). **Level 2 (6–10)** Response demonstrates some knowledge and understanding of the extent to which the nature (characteristics) and/or the role of the primary sector change as economies develop. 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 the primary sector. 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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GradeMax

Question	Answer	Marks
12	**Assess the extent to which the growth of newly industrialised countries (NICs) has influenced the globalisation of economic activity.** Candidates should comment on the growth of newly industrialised countries (NICs) not the impacts (positive or negative) whilst the focus of globalisation is on economic activity and not social, cultural, political or other aspects. Candidates might comment on the growth and change as NICs have developed and influenced global patterns of resources, production and markets and the contribution of NICs at different periods of recent history. There are other contributory factors in the globalisation of economic activity such as transnational corporations (TNCs), the new international division of labour (NIDL), global competition, trade liberalisation, the World Trade Organization (WTO), the global financial (a new and less regulated) system, technological change, transport innovations, outsourcing and offshoring. An understanding of the interconnections between these factors may be a feature of a higher-level response. 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 the growth of newly industrialised countries (NICs) has influenced the globalisation of economic activity. 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 the growth of newly industrialised countries (NICs) has influenced the globalisation of economic activity. 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 the growth of newly industrialised countries (NICs) has influenced the globalisation of economic activity. 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 newly industrialised countries (NICs) or globalisation of economic activity. 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.	**20**

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