

Cambridge International AS & A Level

GEOGRAPHY**9696/41**

Paper 4 Advanced Human Geography Options

May/June 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 May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **27** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level 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.









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

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.

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)	<p>Fig. 1.1 is a photograph which shows intensive food production on a farm in Thailand, an MIC in Asia.</p> <p>Using evidence from Fig. 1.1, describe how technology is used to intensify food production.</p> <p>Evidence from Fig. 1.1 could include:</p> <ul style="list-style-type: none"> • robots/machines – reducing the need for labour, wages, human error, efficiency • pipes (drip irrigation) – crops can be grown all year round/increased productivity, water efficient (cost and amount), can be used to deliver nutrients • the building (plastic cover) – crops can be grown all year round, controlled environment e.g. keeps pests out, reduces wind damage, etc. • compost – correct nutrient balance, no topsoil erosion, maintains moisture of soil, etc. • pathways allow for easy access <p>Candidates might suggest that the crops are grown in a controlled environment.</p> <p>1 mark for each descriptive point. Credit development of only one point.</p>	4

Question	Answer	Marks
1(b)	<p>Explain <u>two</u> disadvantages of the intensification of agriculture.</p> <p>Disadvantages could include:</p> <ul style="list-style-type: none"> • set up and running costs • loss of jobs • disease and/or parasite spread • environmental impacts of using water and chemicals • plastic waste • disease from chemicals used • animal welfare concerns, use of hormones/antibiotics • other <p>Award marks based on the quality of explanation and breadth of the response using the marking levels below.</p> <p>Level 3 (5–6) Response clearly explains <u>two</u> disadvantages of the intensification of agriculture. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.</p> <p>Level 2 (3–4) Response explains <u>two</u> disadvantages or clearly explains <u>one</u> disadvantage (max. 4) of the intensification of agriculture. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p> <p>Level 1 (1–2) Response describes <u>one or two</u> disadvantages of the intensification of agriculture. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.</p> <p>Level 0 (0) No creditable response.</p>	6

Question	Answer	Marks
2	<p>Assess the extent to which demand and distance from markets affect agricultural land use and practices on farms.</p> <p>Candidates could consider demand and distance as two separate factors and/or factors which work in combination.</p> <p>Demand from a market influences the price paid for produce. The demand might be variable, could be seasonal and influences the value of production on a farm and investment decisions which follow. Variations in demand can be overcome by storage on farm until prices rise or early crop production to meet specific demands.</p> <p>Distance from a market generally increases the cost of transport and therefore reduces profitability. Distance could be important for perishable products, though the effects of distance can be overcome by transport methods such as refrigeration or fast transport by air or the product may be processed e.g. canning before distribution. The market itself could vary in distance from producers and might be a local market, a central market in a large settlement or be an export market. Some candidates might refer to theories such as Von Thunen's which is creditable but not essential.</p> <p>References to land use and practices on farms might include comment on the nature of the farm: arable, pastoral, mixed; commercial or subsistence; whether the processes used are intensive or extensive (the type and balance of inputs), monoculture or mixed, seasonal or throughout the year. Other factors which may be considered include the role of:</p> <ul style="list-style-type: none"> • physical factors – climate, relief and soils • land tenure • irrigation • agricultural technology • government policies e.g. subsidies • labour • other <p>However, these other factors may be linked to demand and distance from markets e.g. extra labour may be hired to cope with demand variations.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p>Level 4 (16–20) Response thoroughly discusses the extent to which demand and distance from markets affect agricultural land use and practices on farms. An effective and sustained evaluation with a sound conclusion. Response is well founded in detailed exemplar knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.</p> <p>Level 3 (11–15) Response discusses the extent to which demand and distance from markets affect agricultural land use and practices on farms. Response is broadly evaluative in character, comprising some explanatory or narrative content and a conclusion. Response develops on a largely secure base of knowledge and understanding with the use of example(s).</p>	20

Question	Answer	Marks
2	<p>Level 2 (6–10) Response demonstrates some knowledge and understanding of the extent to which demand and distance from markets affect agricultural land use and practices on farms. Response is mainly descriptive or explanatory in approach and contains a brief or thinly supported evaluation. Responses without the use of example(s) to support the response will not get above the middle of Level 2 (8 marks).</p> <p>Level 1 (1–5) Response makes a few general points about either demand and distance from markets or agricultural land use and practices on farms. A descriptive response comprising a few simple points. Knowledge is basic and understanding may be poor and lack relevance to the question set.</p> <p>Level 0 (0) No creditable response.</p>	

Question	Answer	Marks
3	<p>‘The advantages of industrial agglomeration are greater than the disadvantages.’</p> <p>How far do you agree with this statement?</p> <p>Industrial agglomeration is the clustering together and association of firms in proximity in one area.</p> <p>Advantages of industrial agglomeration include:</p> <ul style="list-style-type: none"> • reduction of infrastructure costs • lower transport costs • labour market/pooling • cost sharing of services such as security • interfirm activity – linkages • market reputation • knowledge spillovers • productivity increases • less regulation for example in a SEZ for working conditions or environmental rules • separation of industrial activities from others such as residential <p>Disadvantages of industrial agglomeration include:</p> <ul style="list-style-type: none"> • overcrowding leading to high land costs • concentrated pollution/environmental degradation • traffic congestion • diseconomies of scale • over-competition for factors of production • can create economic disparities between regions • others <p>Award marks based on the quality of the response using the marking levels below.</p> <p>Level 4 (16–20) Response thoroughly discusses the extent to which the advantages of industrial agglomeration are greater than the disadvantages. An effective and sustained evaluation with a sound conclusion. Response is well founded in detailed exemplar knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.</p> <p>Level 3 (11–15) Response discusses the extent to which the advantages of industrial agglomeration are greater than the disadvantages. Response is broadly evaluative in character, comprising some explanatory or narrative content and a conclusion. Response develops on a largely secure base of knowledge and understanding with the use of example(s).</p>	20

Question	Answer	Marks
3	<p>Level 2 (6–10) Response demonstrates some knowledge and understanding of the extent to which the advantages of industrial agglomeration are greater than the disadvantages. Response is mainly descriptive or explanatory in approach and contains a brief or thinly supported evaluation. Responses without the use of example(s) to support the response will not get above the middle of Level 2 (8 marks).</p> <p>Level 1 (1–5) Response makes a few general points about industrial agglomeration. A descriptive response comprising a few simple points. Knowledge is basic and understanding may be poor and lack relevance to the question set.</p> <p>Level 0 (0) No creditable response.</p>	

Environmental management

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

Question	Answer	Marks
4(a)	<p>Fig. 4.1 shows electricity generated from solar power, by country, in 2022.</p> <p>Describe the distribution of countries generating 10.1 TWh and above shown in Fig. 4.1.</p> <p>The distribution could be described as:</p> <ul style="list-style-type: none"> • The general distribution: in all continents / uneven distribution/more in the northern hemisphere than in the southern hemisphere / most are outside the tropics. • Comment on the two highest categories: Highest – 50.1 and above most are in Asia, whilst for 10.1–50.0 most are in Europe) / For the highest all are in the northern hemisphere; but the 10.1–50.0 are in both hemispheres (or all continents) • Identification of clustering/dispersal: clusters in Europe, Asia and North America/otherwise dispersed/Europe has the most countries in these two categories (7 – UK, Spain, France, Netherlands, Germany, Italy, Poland. 8 – including Türkiye). <p>For only a continent-by-continent approach, Max. 1 mark. 1 mark for each descriptive point. Allow development of one of the three emboldened points.</p>	4

Question	Answer	Marks
4(b)	<p>Explain <u>two</u> reasons for high rates of electrical energy production from renewable sources in some countries.</p> <p>Candidates are not expected to have detailed knowledge about specific countries but accept this if presented.</p> <p>Reasons could include:</p> <ul style="list-style-type: none"> • affluence to afford high set up costs • environmental policies • high demand from large populations, industry, services • seasonality of climate in some latitudes • high rates of insolation in some areas • other reasons <p>Award marks based on the quality of explanation and breadth of the response using the marking levels below.</p> <p>Level 3 (5–6) Response clearly explains <u>two</u> reasons for high rates of electrical energy production from renewable sources in some countries. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.</p> <p>Level 2 (3–4) Response explains <u>two</u> reasons or clearly explains <u>one</u> reason (max. 4) for high rates of electrical energy production from renewable sources in some countries. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p> <p>Level 1 (1–2) Response has only basic reasoning for high rates of electrical energy production from renewable sources in some countries. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.</p> <p>Level 0 (0) No creditable response.</p>	6

Question	Answer	Marks
5	<p>Evaluate why fossil fuels continue to be important in the production of electrical energy for some countries.</p> <p>The global share of electricity production by fossil fuels was 61% in 2023 – coal (36%), gas (22%) and oil (3%). Importance might be considered as large total producers such as China, India, South Africa, Australia, Japan and/or countries where fossil fuels are a large share of electrical energy production. These latter vary from countries with large fossil fuel resources e.g. Iran, to countries with little choice to go renewable or nuclear e.g. Mali.</p> <p>Factors considered could include:</p> <ul style="list-style-type: none"> the lack of support for MICs to meet global agreements/attempts to reduce the use of fossil fuels the unreliability/issues of renewables, so fossil fuels remain an important ‘back-up’ meeting demand for rapidly industrialising countries, such as China and India relying on cheap available sources (ease of extraction and transport, and efficiency of producing large amounts of reliable power) the cost of setting up large-scale renewable sources and existing infrastructure may need modernisation and/or expansion nuclear is not an option for many countries other <p>Evaluation might refer to the reasons for using fossil fuels and why they continue to be important. A candidate may also consider how far renewables are used and some of the issues of their use or reliability.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p>Level 4 (16–20) Response thoroughly discusses why fossil fuels continue to be important in the production of electrical energy 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.</p> <p>Level 3 (11–15) Response discusses why fossil fuels continue to be important in the production of electrical energy 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).</p> <p>Level 2 (6–10) Response demonstrates some knowledge and understanding of why fossil fuels continue to be important in the production of electrical energy 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).</p>	20

Question	Answer	Marks
5	<p>Level 1 (1–5) Response makes a few general points about fossil fuels and the production of electrical energy. A descriptive response comprising a few simple points. Knowledge is basic and understanding may be poor and lack relevance to the question set.</p> <p>Level 0 (0) No creditable response.</p>	

Question	Answer	Marks
6	<p>Assess the extent to which it is possible to provide safe and affordable drinking water for all people.</p> <p>The focus is on drinking water, so comment about other users is valid and may be useful to set the context of difficulty as competing users currently use most of the water supplies e.g. agriculture 70%, manufacturing 20% and domestic use only 10%.</p> <p>Responses are more likely to consider difficulties but there should be some comment on ways of making it possible.</p> <p>Difficulties include demand issues such as:</p> <ul style="list-style-type: none"> • population growth • industrialisation • demand for products requiring high water inputs • growth of recreational activities <p>or supply issues such as:</p> <ul style="list-style-type: none"> • climate change leading to lower rainfall totals and increased drought • infrastructural difficulties in remote and/or less well-off areas • how pollution from a range of human activities influences amount and availability of safe water <p>Affordability is also part of the question, so comment is valid on:</p> <ul style="list-style-type: none"> • increased competition for an increasingly scarce resource • the low starting point of access to water in some areas <p>Ways of making it possible could include:</p> <ul style="list-style-type: none"> • building and maintaining infrastructure e.g. pipelines and distribution networks, reduce losses, wells • technological innovations e.g. UV purification, advanced filtration systems, desalination plants • protecting water sources – which has geopolitical considerations • climate resilience – mitigating against climate change e.g. rainwater harvesting <p>Award marks based on the quality of the response using the marking levels below.</p> <p>Level 4 (16–20) Response thoroughly discusses the extent to which it is possible to provide safe and affordable drinking water for all people. An effective and sustained evaluation with a sound conclusion. Response is well founded in detailed exemplar knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.</p> <p>Level 3 (11–15) Response discusses the extent to which it is possible to provide safe and affordable drinking water for all people. Response is broadly evaluative in character, comprising some explanatory or narrative content and a conclusion. Response develops on a largely secure base of knowledge and understanding with the use of example(s).</p>	20

Question	Answer	Marks
6	<p>Level 2 (6–10) Response demonstrates some knowledge and understanding of the extent to which it is possible to provide safe and affordable drinking water for all people. The response may be unbalanced between safe, affordable and for all. Response is mainly descriptive or explanatory in approach and contains a brief or thinly supported evaluation. Responses without the use of example(s) to support the response will not get above the middle of Level 2 (8 marks).</p> <p>Level 1 (1–5) Response makes a few general points about provision of water. A descriptive response comprising a few simple points. Knowledge is basic and understanding may be poor and lack relevance to the question set.</p> <p>Level 0 (0) No creditable response.</p>	

Global interdependence

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

Question	Answer	Marks
7(a)	<p>Fig. 7.1 shows the percentage share of world trade for LICs/MICs and HICs, 2000–18.</p> <p>Compare the trends in the share of world trade shown in Fig. 7.1.</p> <p>Reserve 1 mark for: a mirror of each other / indirect/negative relationship.</p> <p>Award further marks for:</p> <ul style="list-style-type: none"> • overall, a rising trend for LICs/MICs and a falling trend for HICs or the gap overall narrows (1) • recognition that the trends are not constant e.g. from 2010 to 2018 both change at a lower rate/plateau (relatively stable with some fluctuations of 1–2%)/ description of the changes from 2017 to 2018 for both (1) <p>Max. 1 mark for two separate accounts or comment on only one of HIC or LIC/MIC.</p>	3

Question	Answer	Marks
7(b)	<p>Explain how trade agreements affect patterns of trade.</p> <p>Trade agreements take a variety of forms: bilateral, multi-lateral e.g. trade blocs and those agreed by the World Trade Organization as foundations for trade relationships between countries. Bilateral agreements increase the flow of trade between the two countries, usually for specific goods or services; trade blocs increase trade within the region but make access for non-member countries difficult. In trade agreements tariffs, quotas and minimum standards may be set which also influence how and what trade takes place.</p> <p>Patterns of trade include content, volume, value and direction. Trade in services is valid.</p> <p>Fair trade is a form of trade agreement between companies and producers but candidates using this should focus on patterns of trade.</p> <p>Award marks based on the quality of explanation and breadth of the response using the marking levels below.</p> <p>Level 3 (6–7) Response clearly explains how trade agreements affect patterns of trade. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.</p> <p>Level 2 (3–5) Response explains how trade agreements affect patterns of trade. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p> <p>Level 1 (1–2) Response has only basic reasoning about trade agreements and patterns of trade. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.</p> <p>Level 0 (0) No creditable response.</p>	7

Question	Answer	Marks
8	<p>‘International debt has advantages as well as disadvantages for countries.’</p> <p>With reference to examples, how far do you agree with this statement?</p> <p>Candidates may be less familiar with the advantages of international debt, so expect some imbalance in responses.</p> <p>Advantages of international debt include:</p> <ul style="list-style-type: none"> • provision of finance when not available internally • periods of low interest rates encourage borrowing • used to develop infrastructure • provide education and health development • investment for future growth • meeting additional (unexpected) expenditure e.g. currency fluctuations suddenly increase costs • disaster recovery funding • other <p>Disadvantages of international debt include:</p> <ul style="list-style-type: none"> • hinders long-term growth due to interest and capital repayments • might lead to a vicious cycle of debt • odious debt issues • debt rescheduling comes with terms such as structural adjustment programmes with opening of domestic markets to international competition and effects on domestic producers, cuts in services • austerity measures used to restore fiscal balance in an economy • privatisation of government assets • tied aid • other <p>Some candidates might also consider the providers of credit, but this is not an expectation of the question.</p> <p>For lender countries, advantages of international debt include:</p> <ul style="list-style-type: none"> • setting terms and interest rates • influence over borrowers • favoured status for access to raw materials or goods from borrower country • supplier of raw materials or goods to borrower country • benefits of tied aid • prestige • other <p>For lender countries, disadvantages of international debt include:</p> <ul style="list-style-type: none"> • possibility of debt not being paid • political opposition domestically • criticism for supporting ruling groups or individuals • investments may not accrue value • other 	20

Question	Answer	Marks
8	<p>Award marks based on the quality of the response using the marking levels below.</p> <p>Level 4 (16–20) Response thoroughly discusses the extent to which international debt has advantages as well as disadvantages for 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.</p> <p>Level 3 (11–15) Response discusses the extent to which international debt has advantages as well as disadvantages for 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).</p> <p>Level 2 (6–10) Response demonstrates some knowledge and understanding of the extent to which international debt has advantages as well as disadvantages for 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).</p> <p>Level 1 (1–5) Response makes a few general points about 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.</p> <p>Level 0 (0) No creditable response.</p>	

Question	Answer	Marks
9	<p>Assess the extent to which the sustainability of tourism is influenced by global events.</p> <p>The question does not state the type of sustainability, so any aspect could be discussed: economic, social or environmental.</p> <p>Candidates might consider global events which either positively or negatively influence the sustainability of tourism.</p> <p>A global event is a large-scale occurrence or situation that impacts multiple countries or regions around the world. The reach of the impacts is widespread on both source areas of tourists and the destinations they might select.</p> <p>Physical examples include major volcanic eruptions, tsunamis, earthquakes, heatwaves, tropical storms.</p> <p>Human examples include economic crises, social issues such as pandemics, cultural events such as global sporting events and international film festivals or political events such as war and terrorism.</p> <p>Reference to climate change impacts must be linked to specific events e.g. coral bleaching events. Rising sea level is an impact of climate change but not an event. For reference to rising sea level there needs to be a link with an event such as flooding from a tropical storm, where sea level rise would be a contributory factor.</p> <p>Factors such as social media, globalisation, population growth, rising incomes, improvements in transportation, plastic pollution are not global events.</p> <p>Where candidates consider other factors which enhance or diminish sustainability these factors should be linked to the assessment of the extent to which the sustainability of tourism is influenced by global events. These other factors are relevant but should not dominate a response.</p> <p>Characteristics of a more successful response would include: a reasonable coverage of global events, a sound understanding of sustainability and an evaluation based upon how far global events influence sustainability.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p>Level 4 (16–20) Response thoroughly discusses the extent to which the sustainability of tourism is influenced by global events. An effective and sustained evaluation with a sound conclusion. Response is well founded in detailed exemplar knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.</p> <p>Level 3 (11–15) Response discusses the extent to which the sustainability of tourism is influenced by global events. Response is broadly evaluative in character, comprising some explanatory or narrative content and a conclusion. Response develops on a largely secure base of knowledge and understanding with the use of example(s).</p>	20

Question	Answer	Marks
9	<p>Level 2 (6–10) Response demonstrates some knowledge and understanding of the extent to which tourism is influenced by global events but is most likely to be about impacts rather than sustainability. Response is mainly descriptive or explanatory in approach and contains a brief or thinly supported evaluation. Responses without the use of example(s) to support the response will not get above the middle of Level 2 (8 marks).</p> <p>Level 1 (1–5) Response makes a few general points about tourism. A descriptive response comprising a few simple points. Knowledge is basic and understanding may be poor and lack relevance to the question set.</p> <p>Level 0 (0) No creditable response.</p>	

Economic transition

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

Question	Answer	Marks
10(a)	<p>Fig. 10.1 shows World Bank country classifications, by income level, for 2022.</p> <p>Describe the distribution of LICs shown in Fig. 10.1.</p> <p>The distribution could be described as:</p> <ul style="list-style-type: none"> • uneven distribution • found in only 4 regions • 24 out of 28 in 1 region (Sub-Saharan Africa) or the majority or most (24) in Sub-Saharan Africa • the 3 other regions have a small number <p>1 mark for each descriptive point.</p>	4

Question	Answer	Marks
10(b)	<p>Explain <u>two</u> disadvantages of using economic measures and indices of inequality.</p> <p>Inequality could be within a country such as regional, rural/urban or wealth distribution or inequality between countries e.g. LICs/MICs/HICs.</p> <p>Disadvantages of economic measures and indices of inequality include:</p> <ul style="list-style-type: none"> • using calculations of money as a measure such as Gross National Income (GNI) is very difficult – it takes a lot of effort to collect this information • information provided by people or organisations may be inaccurate • in a globalised world it is increasingly difficult to work out who owns what and where the money and profit might be recorded • some economic measures are averages and hide the distribution of the indicator e.g. GDP per person • other disadvantages <p>The question is not about social versus economic measures or indices.</p> <p>Award marks based on the quality of explanation and breadth of the response using the marking levels below.</p> <p>Level 3 (5–6) Response clearly explains <u>two</u> disadvantages of using economic measures and indices of inequality. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.</p> <p>Level 2 (3–4) Response explains <u>two</u> disadvantages or clearly explains <u>one</u> disadvantage (max. 4) of using economic measures and indices of inequality. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p> <p>Level 1 (1–2) Response describes <u>one or two</u> disadvantages of using economic measures and indices of inequality. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.</p> <p>Level 0 (0) No creditable response.</p>	6

Question	Answer	Marks
11	<p>With reference to one or more examples, evaluate the relative importance of factors affecting the spatial organisation of transnational corporations (TNCs).</p> <p>Transnational corporations (TNCs) are spatially organised with operations in at least two countries but frequently have a division of activities such as headquarters, research and development (R&D) and branch plants. Location of the activities may change over time as the influence of various factors change and the TNC grows and develops. Some candidates may refer to various ways of organising the production side of these businesses: globally concentrated production at a single unit; host market production tailored to the needs of each national market, product specialisation for a global or regional market or vertically integrated production of either parts or specific operations with final production in one location.</p> <p>Factors influencing spatial organisation of TNCs could include:</p> <ul style="list-style-type: none"> • labour availability, costs and skills • new resources • overcoming trade barriers • avoidance of environmental or labour regulations • maximisation of currency rates • government incentives • market changes including preferences, growth and decline • competition • other factors <p>A response which focuses on location rather than spatial organisation is likely to remain in Level 2.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p>Level 4 (16–20) Response thoroughly discusses the relative importance of factors affecting the spatial organisation of transnational corporations (TNCs). An effective and sustained evaluation with a sound conclusion. Response is well founded in detailed exemplar knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.</p> <p>Level 3 (11–15) Response discusses the relative importance of factors affecting the spatial organisation of transnational corporations (TNCs). Response is broadly evaluative in character, comprising some explanatory or narrative content and a conclusion. Response develops on a largely secure base of knowledge and understanding with the use of example(s).</p>	20

Question	Answer	Marks
11	<p>Level 2 (6–10) Response demonstrates some knowledge and understanding of the relative importance of factors affecting the spatial organisation of transnational corporations (TNCs). Response is mainly descriptive or explanatory in approach and contains a brief or thinly supported evaluation. Responses without the use of example(s) to support the response will not get above the middle of Level 2 (8 marks).</p> <p>Level 1 (1–5) Response makes a few general points about transnational corporations (TNCs). A descriptive response comprising a few simple points. Knowledge is basic and understanding may be poor and lack relevance to the question set.</p> <p>Level 0 (0) No creditable response.</p>	

Question	Answer	Marks
12	<p>With reference to <u>one</u> country, evaluate the relative importance of the difficulties of overcoming regional disparities.</p> <p>Candidates might refer to theoretical concepts and processes such as cumulative causation in core regions and backwash effects on peripheral regions, along with uneven movements of capital, labour and resources fuelling disparity. The response should include content on at least two regions and assess the relative importance of at least two difficulties.</p> <p>Difficulties could include:</p> <ul style="list-style-type: none"> • cost • scale of disparities • infrastructure issues • natural factors such as climate, soils, relief, resource endowment • size of country and remoteness of some regions • political will, change or opposition • economic downturns <p>Award marks based on the quality of the response using the marking levels below.</p> <p>Level 4 (16–20) Response thoroughly discusses with reference to <u>one</u> country the relative importance of the difficulties of overcoming regional disparities. An effective and sustained evaluation with a sound conclusion. Response is well founded in detailed exemplar knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.</p> <p>Level 3 (11–15) Response discusses with reference to <u>one</u> country the relative importance of the difficulties of overcoming regional disparities. Response is broadly evaluative in character, comprising some explanatory or narrative content and a conclusion. Response develops on a largely secure base of knowledge and understanding with the use of example(s).</p> <p>Level 2 (6–10) Response demonstrates some knowledge and understanding of <u>one</u> country's regional disparities and the difficulties of overcoming regional disparities. Response is mainly descriptive or explanatory in approach and contains a brief or thinly supported evaluation. Responses without the use of example(s) to support the response will not get above the middle of Level 2 (8 marks).</p> <p>Level 1 (1–5) Response makes a few general points about 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.</p> <p>Level 0 (0) No creditable response.</p>	20