
GEOGRAPHY

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Paper 4 Advanced Human Geography Options

October/November 2019

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.

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This document consists of **25** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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 shows production of machinery for cement plants in India, an MIC in Asia, in 2016. Cement is used in building construction and to make concrete.</p> <p>Describe the distribution of production shown in Fig. 1.1.</p> <p>High concentration of production in two areas (four states): Rajasthan in the NW/N and Tamil Nadu, and a contiguous group in the SE: Andhra Pradesh and Telangana.</p> <p>Medium concentration of production in a continuous band through western, southern and central India/between the two areas of high concentration.</p> <p>Low concentration/no production in three areas (multiple states): in the far N, in the centre east or East and in the South West/South.</p> <p>Credit accurate description of each of the three classes shown 1 mark each. Comment required on the distribution of each of the three classes for 4 marks. Award the remaining mark for overall comment or detail, such as precise use of place names and/or compass directions, or description of spatial inequality in some way.</p>	4

Question	Answer	Marks
1(b)	<p>Explain how producing heavy, bulky, low value products, such as cement and concrete, affects industrial location.</p> <p>Candidates should explain how producing heavy, bulky, low value products, such as cement and concrete, affects industrial location. The answer does not need to be comprehensive to gain full marks.</p> <p>Heavy, bulky, low value products include cement, concrete, other construction materials (e.g. bricks, timber); low value minerals (e.g. coke); beverages (e.g. bottled soft drinks, adding water); and agricultural products (e.g. potatoes, grain) to processed food products (e.g. flour, sugar).</p> <p>The key idea is that heavy, bulky, low value products have a small profit margin and as such transport costs should be minimised. Ideas about weight/bulk gain or weight/bulk loss are valid. Wherever possible, this means reducing the distance between production and consumption or between supply location (factory or plant) and demand location (end user, point of sale). This means that production is spread widely, for example, where the raw materials are found (cement, concrete, coke) or where conditions are good/optimal (agriculture). Other factors may be significant, especially good road access/distribution potential; locational incentives, etc.</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 explains how producing heavy, bulky, low value products affects industrial location, recognising that transport costs should be minimised and acknowledging the role of at least one other factor. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Any examples used are appropriate and integrated effectively into the response.</p> <p>Level 2 (3–4) Response explains simply how producing heavy, bulky, low value products affects industrial location. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p> <p>Level 1 (1–2) Response comprises one or more descriptive points about industrial location with little or no suggestion of how heavy, bulky, low value products affect it. 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>Evaluate different ways to increase the productivity of <u>one</u> agricultural system you have studied.</p> <p>Candidates are free to develop their own approach to the question and responses will vary depending on the example(s) chosen. Whichever approach is chosen, essays which address the question and support their argument with relevant examples will be credited. The direction of the response and evaluation made will depend on the approach chosen, and any evaluation is therefore valid, if argued and based on evidence.</p> <p>There must be some attempt at evaluation beyond description and/or explanation. Agricultural productivity is usually measured per unit area or per unit labour (or, increasingly, per unit energy). Many candidates may simply write about increasing production (yields) rather than productivity. Contextual understanding of ways varying in different places and/or HIC/MIC/LIC, depending on the system, should be credited, as should accurate usage of systems terms such as input and output. A successful response will be based upon a clear agricultural system, consider productivity and evaluate at least two ways of increasing productivity. An agricultural system may be: arable or pastoral, intensive or extensive, subsistence or commercial, organic or inorganic. The system element could consider inputs, outputs, processes, decision making, etc. and be at any scale.</p>	20

Question	Answer	Marks
2	<p>Award marks based on the quality of the response using the marking levels below.</p> <p>Level 4 (16–20) Response thoroughly discusses two or more different ways to increase the productivity of the chosen agricultural system in a reasonably balanced way. 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 different ways to increase the productivity of the chosen agricultural system, perhaps not in a balanced way. 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 chosen agricultural system in which productivity may not be a clear focus and in which ways may not be identified clearly or developed appropriately. 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 agriculture without the necessary focus on one agricultural system and ways to increase its productivity. 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 data-bbox="316 248 1297 349">‘The industrial policy for manufacturing was ambitious in its aims but limited in its effectiveness.’ With reference to <u>one</u> country, how far do you agree with this view?</p> <p data-bbox="316 383 1281 584">Candidates are free to develop their own approach to the question and responses will vary depending on the example(s) chosen. Whichever approach is chosen, essays which address the question and support their argument with relevant examples will be credited. The direction of the response and evaluation made will depend on the approach chosen, and any evaluation is therefore valid, if argued and based on evidence.</p> <p data-bbox="316 618 1302 920">There must be some attempt at assessment of extent and reasonable balance considering both elements (ambitious aims and limited effectiveness). The policy’s aims may be quantifiable, for example, in terms of locations, output or employment, or may be ‘softer’. The policy’s effectiveness may be assessed using named success criteria, for example, in relation to employment, and could be linked to the three strands in the syllabus (11.4): character, location and organisation of manufacturing. Contextual understanding of the policy’s varying effectiveness in different places or in the views of different stakeholders should be credited.</p>	20

Question	Answer	Marks
3	<p>If more than one country, mark all and credit the best or better.</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 view that the country’s policy for manufacturing is ambitious in its aims but limited in its effectiveness. 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 country’s policy for manufacturing with a focus on the stated view which may not be balanced between ambitious aims and limited effectiveness. 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 country’s manufacturing in which the policy element and/or the stated view may not be considered clearly or developed. Response is mainly descriptive or explanatory in approach and contains a brief or thinly supported evaluation. Responses without the use of example(s) to support the response will not get above the middle of Level 2 (8 marks).</p> <p>Level 1 (1–5) Response makes a few general points about manufacturing without the necessary focus on one country’s policy for manufacturing and an assessment of the stated view. 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 generating capacity in Europe, by fuel type, in 2013 and predicted for 2030.</p> <p>Compare the percentage of different fuel types in 2013 and 2030 shown in Fig. 4.1.</p> <p>Candidates should give accurate percentage data from the graphs to support the comparisons they make.</p> <ul style="list-style-type: none"> • Renewables (minus HEP) large increase, (approx. a half) from 35% to 53%. • Fossil fuels decrease significantly from 47% (nearly half) to 33% (one third). • Nuclear predicted decrease (approx. halving) from 14% to 8%. • HEP small increase from 4% to 6%, or by half. • Rank order changes as renewables (minus HEP) displace fossil fuels as the main source of electricity generation capacity. • Significant changes to contributions of all four fuel types. <p>Credit each comparison with accurate evidence 1 mark to the maximum. Max. 2 without data but with qualified statements. Max. 1 for simple comparisons without either qualification or accurate data. Credit own input, e.g. use of descriptive vocabulary or calculations such as 'half of', 'about one third', etc.</p> <p>Candidates may make comparisons within each year but for maximum marks there must be comment on both 2013 and 2030.</p>	4

Question	Answer	Marks
4(b)	<p>Suggest the environmental impacts of the predicted change in percentage of fossil fuels shown in Fig. 4.1.</p> <p>Candidates should suggest the environmental impacts of the change in use of fossil fuels shown in Fig. 4.1, i.e. a significant reduction, 15% of the total generating capacity or approx. one third decrease in 2013 data (but credit understanding that the data are relative not absolute). Fossil fuels are coal, gas and oil. The answer does not need to be comprehensive to gain full marks.</p> <p>Environmental impacts may be positive or negative, for example:</p> <ul style="list-style-type: none"> • less extraction by coal mining, oil and gas platforms • less transport, so fewer emissions from trains and lorries, pipeline bursts, pipeline construction, oil spillages, flaring, accidents • less refining of fossil fuels / air pollution (gases and particulates) • less combustion and use, reducing contribution to the greenhouse effect and human-induced climate change, smoke and smog • abandoned sites of fossil fuel extraction <p>Do not accept references to HEP, nuclear or renewables.</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 suggests environmental impacts of the reduction in use of fossil fuels taken from at least two of extraction, transport, refining and use/combustion. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Any examples used are appropriate and integrated effectively into the response.</p> <p>Level 2 (3–4) Response suggests environmental impacts of the reduction in use of fossil fuels in a limited manner (either breadth or depth). Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p> <p>Level 1 (1–2) Response comprises one or more points about fossil fuels with little or no suggestion of environmental impacts from the reduction of their use. 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>‘People have different views about the scheme’s success.’ How far is this statement true of <u>one</u> named located scheme to produce electricity?</p> <p>Candidates are free to develop their own approach to the question and responses will vary depending on the example(s) chosen. Whichever approach is chosen, essays which address the question and support their argument with relevant examples will be credited. The direction of the response and evaluation made will depend on the approach chosen, and any evaluation is therefore valid, if argued and based on evidence.</p> <p>There must be some attempt at assessing the statement’s usefulness. Different people (stakeholders) could include local residents, power companies, environmentalists, politicians and other groups. A counter argument may be offered, for example, that people largely agreed but that their views of relative success/failure changed over time. Success criteria include the scheme’s ability to meet demand; ensuring peak supply; avoiding disruption to supply; sustainability; environmental impact; affordability; etc.</p> <p>If more than one scheme, mark all and credit the best or better.</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 truth of the statement that people have different views in relation to the success of the chosen named located scheme. 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 truth of the statement that people have different views in relation to the success of the chosen named located scheme. 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 chosen scheme in which success may not be the clear focus and different views may not be identified clearly. 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 energy in the chosen country or makes only basic points about a located scheme producing electricity. A descriptive response comprising a few simple points. Knowledge is basic and understanding may be poor and lack relevance to the question set.</p>	20

Question	Answer	Marks
5	Level 0 (0) No creditable response.	

Question	Answer	Marks
6	<p>With reference to one or more examples, evaluate why issues of water quality can be difficult to overcome.</p> <p>Candidates are free to develop their own approach to the question and responses will vary depending on the example(s) chosen. Whichever approach is chosen, essays which address the question and support their argument with relevant examples will be credited. The direction of the response and evaluation made will depend on the approach chosen, and any evaluation is therefore valid, if argued and based on evidence.</p> <p>There must be some attempt at evaluating why issues of water quality can be difficult to overcome. Water quality may include water pollution, provision of safe drinking water and purity issues, for example, as they affect aquatic plants (flora) and insects, animals and fish (fauna). Difficulty may be considered in any dimension:</p> <ul style="list-style-type: none"> • social: for example, in a context of population pressure and increasing demand, traditional practices, cultural norms • economic: for example, lack of finance, profit motives, corruption • environmental: complex river systems, large drainage basins, natural pollution, acid rain • political: transborder issues, conflict, other priorities, poor governance <p>Many issues are multidimensional, complex and dynamic. The evaluation may consider any issues of water quality. Contextual understanding of the viewpoints of different stakeholders and of difficulty varying in different places and at different times should be credited.</p>	20

Question	Answer	Marks
6	<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 issues of water quality can be difficult to overcome. An effective and sustained evaluation with a sound conclusion. Response is well founded in detailed exemplar knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.</p> <p>Level 3 (11–15) Response discusses some reasons why issues of water quality can be difficult to overcome. Response is broadly evaluative in character, comprising some explanatory or narrative content and a conclusion. Response develops on a largely secure base of knowledge and understanding with the use of example(s).</p> <p>Level 2 (6–10) Response demonstrates some knowledge and understanding of issues of water quality in which difficulty may not be identified clearly or developed. Response is mainly descriptive or explanatory in approach and contains a brief or thinly supported evaluation. Responses without the use of example(s) to support the response will not get above the middle of Level 2 (8 marks).</p> <p>Level 1 (1–5) Response makes a few general points about water (or the environment) without the necessary focus on why issues of water quality can be difficult to overcome. 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 is a photograph which shows children selling jewellery to a tourist at a beach resort in an MIC in Asia.</p> <p>Suggest the impacts on <u>local society</u> of the tourism activity shown in Fig. 7.1.</p> <p>Candidates should suggest the impacts on local society of children (child hawkers) trying to sell tourists, in this case from an HIC, jewellery. This involves skills in photographic interpretation and the application of knowledge and understanding of tourism’s impacts in this specific context.</p> <p>Suggested impacts on local society may include:</p> <p>(mainly) positive</p> <ul style="list-style-type: none"> • work in craft production • improved family life from earnings, e.g. diet, living conditions, health • language acquisition • worldview, opening up horizons <p>(mainly) negative</p> <ul style="list-style-type: none"> • children not attending school limits development, literacy and skills • possible conflicts and rivalries between children/child hawkers • loss of culture/change of culture and values to ‘Western’ ones <p>Credit other valid suggestions.</p> <p>Candidates do not need to make comprehensive suggestions of impacts on society for full marks. Reward responses which demonstrate clear understanding of the photograph and of tourism.</p> <p>For a simple valid impact on local society 1 mark, for a detailed or developed impact on society 2 marks to the maximum. Do not credit economic or environmental impacts unless they are made relevant and applied to local society.</p>	4

Question	Answer	Marks
7(b)	<p>Explain the ways that the environment shown in Fig. 7.1 may be at risk of being degraded by mass tourism.</p> <p>Candidates should explain the ways that the environment shown in Fig. 7.1 (coastal, beach, forest, tropical) may be at risk of being degraded by mass tourism. This involves application of knowledge and understanding of the negative environmental impacts of mass tourism in the context shown.</p> <p>Possible ways may include:</p> <ul style="list-style-type: none"> • exceeding carrying capacity • water pollution from engines of tourist boats • litter on beach and/or in water, waste disposal, e.g. plastics • air pollution from engines of tourist boats, coaches, cars • noise pollution, e.g. music, engines • disruption to shoreline and beach features from buildings, facilities • trampling of vegetation, loss of sand, erosion of pathways • deforestation for construction of tourist facilities, e.g. hotel <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 applies knowledge, understanding and skills to explain at least two ways that the environment shown in Fig. 7.1 may be at risk of being degraded by mass tourism. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Any examples used are appropriate and integrated effectively into the response.</p> <p>Level 2 (3–4) Response offers one or more ways that the environment shown in Fig. 7.1 may be at risk of being degraded by mass tourism. Explanation, however, may be limited. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p> <p>Level 1 (1–2) Response is broadly descriptive with little or no focus on mass tourism or Fig. 7.1 and the risk of environmental degradation; ways are difficult to identify or insecure. 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
8	<p>Assess the effects of changes in the global market on the trade of <u>exporting</u> countries.</p> <p>Candidates are free to develop their own approach to the question and responses will vary depending on the example(s) chosen. Whichever approach is chosen, essays which address the question and support their argument with relevant examples will be credited. The direction of the response and evaluation made will depend on the approach chosen, and any evaluation is therefore valid, if argued and based on evidence.</p> <p>Candidates may refer to visible trade and to invisible trade, including tourism.</p> <p>Changes in the global market may include some of the following but the list is not exclusive:</p> <ul style="list-style-type: none"> • expansion of global market as economic growth continues • increased demand, e.g. rare earth minerals • competition • growth of NICs/MICs • TNC involvement • free trade; WTO; protectionism • Fairtrade • other <p>Effects of changes in the global market on exporting countries include:</p> <p><u>Negative</u></p> <ul style="list-style-type: none"> • reduction of export trade, e.g. through competition from cheaper/better alternatives, or from new products, such as synthetic wire rather than copper wire • loss of traditional markets, e.g. by change in trade agreements, such as for former colonies when UK joined the EU <p><u>Positive</u></p> <ul style="list-style-type: none"> • increase in exports, e.g. through globalisation, improvements in transportation • finding new markets, e.g. in emerging and more open economies, such as BRICS <p>There must be some attempt to assess the effects of the changes on exporting countries, recognising that effects vary and can be both negative and positive.</p>	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 effects of changes in the global market on the trade of exporting countries, recognising both negative and positive effects. 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 changes in the global market with a focus on the effects on the trade of exporting 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 trade and changes in the global market in which effects on exporting countries may not be identified clearly or developed. Response is mainly descriptive or explanatory in approach and contains a brief or thinly supported evaluation. Responses without the use of example(s) to support the response will not get above the middle of Level 2 (8 marks).</p> <p>Level 1 (1–5) Response makes a few general points about trade without the necessary focus on changes in the global market and their effects on exporting countries. 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>Evaluate the use of international aid as a way to achieve development.</p> <p>Candidates are free to develop their own approach to the question and responses will vary depending on the example(s) chosen. Whichever approach is chosen, essays which address the question and support their argument with relevant examples will be credited. The direction of the response and evaluation made will depend on the approach chosen, and any evaluation is therefore valid, if argued and based on evidence.</p> <p>The syllabus lists different types of aid: relief, development, tied, bilateral and multilateral, and requires a critical evaluation of the impacts of international aid on receiving countries.</p> <p>Criticisms of the use of international aid include:</p> <ul style="list-style-type: none"> • creating and fostering dependency rather than self-sufficiency, responsibility and innovation • inappropriate aims and forms of aid, e.g. culturally • mismanagement and corruption • imports may impact local production negatively • other <p>Positives of the use of international aid for development include:</p> <ul style="list-style-type: none"> • large scale projects undertaken that would be impossible to achieve otherwise, e.g. dams, airports, road construction, water infrastructure • good priorities transferred, e.g. child education, gender empowerment, political freedom, sustainability • multiplier effect, e.g. legacy of training, skills transfer, helps further development • other 	20

Question	Answer	Marks
9	<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 use of international aid as a way to achieve 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.</p> <p>Level 3 (11–15) Response discusses international aid as a way to achieve international 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).</p> <p>Level 2 (6–10) Response demonstrates some knowledge and understanding of international aid in which the extent to which it is a way to achieve development may not be identified clearly or developed. Response is mainly descriptive or explanatory in approach and contains a brief or thinly supported evaluation. Responses without the use of example(s) to support the response will not get above the middle of Level 2 (8 marks).</p> <p>Level 1 (1–5) Response makes a few general points about international aid (or about development) without the necessary focus on the question set. 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 the results of a survey of investors about the most important factors in choosing where to make foreign direct investment (FDI) in 2017.</p> <p>Compare the top <u>three</u> factors with the bottom <u>three</u> factors shown in Fig. 10.1.</p> <p>A comprehensive comparison is not needed for full marks.</p> <p>Points may include:</p> <ul style="list-style-type: none"> • top three are all governance and regulatory factors (47%), bottom three are all market and infrastructure factors (actually all infrastructure) (14%) • top three somewhat more important (17% and 15%) than bottom three (5% and 4%), a difference of approx. 3 to 4 times • each has two at the same percentage value (top 15%, bottom 5%) • slight differences; no single factor far ahead in top three or far behind in bottom three, although 'General security environment' clear first <p>Credit other valid comparisons.</p> <p>1 mark for each valid comparison. 2 marks for a comparison supported with accurate information from Fig. 10.1 (factor, rank and/or percentage).</p> <p>Max. 2 marks for separate descriptions of the top three and the bottom three factors without an element of comparison.</p>	3

Question	Answer	Marks
10(b)	<p>Suggest reasons why investors gave ‘General security environment’ as the most important factor in choosing where to make FDI.</p> <p>Candidates should suggest reasons why investors gave ‘General security environment’ as the most important factor in choosing where to make FDI. A sentence below Fig. 10.1 explains that it covers ‘risk factors such as civil unrest, terrorism and natural disasters’. The answer does not need to be comprehensive to gain full marks. There are a number of reasons for this, particularly the interplay of economic and political factors.</p> <p>Suggested reasons might include:</p> <ul style="list-style-type: none"> • investors are seeking to profit (highly) from their investments • business is best conducted in secure and stable economic conditions and political conditions, e.g. governance • risk of loss from insecurity very real in the volatile world of 2017 • security can be internal, e.g. coup, civil war, disorder • security can be international, e.g. global terrorism, cyber security • investors may answer to shareholders about performance • natural disasters • other <p>Two suggested reasons well developed could achieve the maximum.</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 suggests at least two reasons why investors gave ‘General security environment’ as the most important factor in choosing where to make FDI. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Any examples used are appropriate and integrated effectively into the response.</p> <p>Level 2 (3–5) Response suggests some reasons why investors gave ‘General security environment’ as the most important factor in choosing where to make FDI. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p> <p>Level 1 (1–2) Response comprises one or more descriptive points about FDI with little or no suggestion of why investors gave ‘General security environment’ as the most important factor in choosing where to make FDI. 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
11	<p>‘The best way of measuring inequality is the human development index (HDI).’ How far do you agree?</p> <p>Candidates are free to develop their own approach to the question and responses will vary depending on the example(s) chosen. Whichever approach is chosen, essays which address the question and support their argument with relevant examples will be credited. The direction of the response and evaluation made will depend on the approach chosen, and any evaluation is therefore valid, if argued and based on evidence.</p> <p>HDI (UNDP, 1990) combines three measures:</p> <ul style="list-style-type: none"> • income: GDP adjusted for purchasing power parity (PPP) • education: adult literacy rate + average number of years in school • life expectancy (years) at birth <p>Criticisms of the HDI include:</p> <ul style="list-style-type: none"> • it measures relative rather than absolute development (scale 0 to 1) • it is very ‘economic’, each of the variables depend heavily on income/affluence • it says nothing about quality, e.g. standards attained in literacy • it includes no measure of gender empowerment, freedom, environment, etc. <p>Candidates are free to consider any other indices (multiple-criteria) and single criterion measures of any sort in making their assessment.</p> <p>Many other indices now exist, all with merits and demerits, they include:</p> <ul style="list-style-type: none"> • Physical quality of life index (PQLI) • Human freedom index (HFI) • Multidimensional poverty index (MPI) • the Happiness Index • other <p>There must be some attempt at assessment of the stated view and to provide an informed judgement based on evidence.</p>	20

Question	Answer	Marks
11	<p>Award marks based on the quality of the response using the marking levels below.</p> <p>Level 4 (16–20) Response thoroughly discusses whether HDI is the best way of measuring inequality. 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 HDI with limited focus on the extent to which it is the best way of measuring inequality. 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 inequality in which whether HDI is the best way of measuring it may not be identified clearly or developed. Response is mainly descriptive or explanatory in approach and contains a brief or thinly supported evaluation. Responses without the use of example(s) to support the response will not get above the middle of Level 2 (8 marks).</p> <p>Level 1 (1–5) Response makes a few general points about inequality without the necessary focus on HDI or other measures. 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>Evaluate the factors which limit development in periphery regions of countries.</p> <p>Candidates are free to develop their own approach to the question and responses will vary depending on the example(s) chosen. Whichever approach is chosen, essays which address the question and support their argument with relevant examples will be credited. The direction of the response and evaluation made will depend on the approach chosen, and any evaluation is therefore valid, if argued and based on evidence.</p> <p>Candidates are likely to provide an analysis of factors which are physical (natural or environmental) and human; or economic, social/cultural, environmental, political and historical. The limits may be expressed both by presence, such as mountain barriers or war, and by absence or lack, such as of accessibility or political stability, or failure, such as of government regional policy or incentives. Many of the limiting factors are likely to be long-term, interactive, self-reinforcing as well as difficult to overcome.</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 factors which limit development in periphery regions of 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 factors which limit development in periphery regions of countries with limited focus. 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 regional development in which the factors which limit development in periphery regions of countries may not be identified clearly or developed. Response is mainly descriptive or explanatory in approach and contains a brief or thinly supported evaluation. Responses without the use of example(s) to support the response will not get above the middle of Level 2 (8 marks).</p> <p>Level 1 (1–5) Response makes a few general points about regional development without the necessary focus on limiting factors in periphery regions. Response may be at the wrong spatial scale (not within countries). 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