CAMBRIDGE
International Education

Cambridge IGCSE™

GEOGRAPHY **0460/11**

Paper 1 Geographical Themes **May/June 2024**

MARK SCHEME

Maximum Mark: 75

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 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

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The following information was published for the first time in November 2023 to help centres to understand how marks have been awarded. However, there has been no change to the marking approach. Examiners have used these detailed instructions in previous exam series, as well as in June 2024.

Each question carries 25 marks. Candidates cannot earn above the maximum marks available within each sub section.

The marking scheme attempts to give guidance about the requirements of each answer and lists a number of responses, which will earn marks along with the general principles to be applied when marking each question.

It should be noted that candidates can earn marks if their answers are phrased differently provided they convey the same meaning as those in the mark scheme. The candidates do not need to use the same wording to earn marks.

The notation ‘etc.’ at the end of an answer in the mark scheme signifies that there may well be other correct responses or examples that can be given credit. Providing the statement is true, relevant to the question asked and not repetition of a previous point made credit should be given.

A point made within one sub-section which is an answer to the question set in a different sub-section should not be given credit as each sub-section asks different questions which require independent answers.

The mark scheme uses semi colons (;) to separate marks and diagonals to separate alternative answers.

During coordination the mark scheme is modified to add points agreed after discussion or to delete any points not allowed. All examiners should ensure that their modified scheme is fully up-to-date before marking begins.

Marking Mechanics.

Point marking is used for sections (a) and (b) of each question, although marks are available in specified questions for development of appropriate points. Ticks should be used to clearly indicate where a mark has been allowed. Where a development point has been allowed the symbol ‘DEV’ should be placed adjacent to the tick. The number of ticks should always be equal to the total number of marks awarded. Only one development mark for each mark scheme point please.

Where a candidate makes a point which is not quite sufficient for credit an upturned v ‘^’ insert symbol should be used. If after careful consideration a mark is awarded which gives ‘benefit of doubt’ to the candidate, the letter ‘J’ should be placed adjacent to the tick (i.e. the candidate has ‘just’ achieved the mark).

Crosses are acceptable to signify wrong answers and the letters ‘IR/IRRL’ should be used to indicate those which are irrelevant.

Levels of response marking is used for section (c) of each question.

Thus, it is the quality of the response that determines which level an answer has achieved rather than the quantity of statements contained within it. However, once assigned to a level the mark achieved within that level is determined by the number of points made.

Levels 1 and 2 are distinguished by whether statements are simple (level 1) or developed/elaborated (level 2). A candidate can immediately enter L2 by making developed points without making any L1 statements. To achieve L3 a candidate must have already reached the top end of L2 in addition their

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answer should have a clear example for 6 marks and if the answer is place specific some place specific detail should be included to achieve the full 7 marks. Highlight place specific detail.

Where statements are assigned levels by the examiner this should be indicated by the use of L1 and L2 next to the statements. Ticks should **not** be used on answers that are marked using levels of response marking. L1 annotation should be removed once a L2 is awarded for an answer. L3 annotation is not used. There is no need for a summary level at the end of a response.

Summary:

Level 1 (1 to 3 marks):
1 simple statement (1 mark)
2 simple statements (2 marks)
3 simple statements (3 marks)

Level 2 (4 to 6 marks):
1 developed statement (4 marks)
2 developed statements (5 marks)
3 or more developed statements with e.g. (6 marks)

Level 3 (7 marks)
3 or more developed statements with a named example and at least one piece of place specific detail.

Note. The following guidelines apply when case studies are required in part (c) questions:

1 Level 2 statements must be developed/elaborated **or** related relevant ideas need to be linked.
2 The use of statistics is not an acceptable form of development, thus a simple statement with statistics is a Level 1 statement. The use of statistics alone **cannot** be credited as an alternative to a L1 written statement.
3 Place specific information is required as part of the criteria to achieve a Level 3 answer. This could relate to the location of the case study chosen or aspects of the study which make it authentic rather than simply generic (e.g. named places within the area, other specific factual detail, relevant statistics etc.). Requirements of each study will vary and your Team Leader will provide guidance. Please note that:
   - if the case study requires a country name the name of the continent in which it is located is not sufficient for the place specific requirement, however with more precision it would be acceptable (e.g. ‘Nigeria, located in Africa …’ is not sufficient but ‘Nigeria, located in West Africa’ is sufficient.)
   - if the case study requires the name of an area/town or city the name of the country in which it is located is not sufficient for the place specific requirement, however with more precision it would be acceptable (e.g. ‘Mumbai, located in India …’ is not sufficient but ‘Mumbai, located in Western India’ is sufficient.)

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Marking annotations

Examiners must use the following annotations:

Annotation	Meaning
	Correct point
	Incorrect point
L2	Level 2
L1	Level 1
Highlight	Creditworthy part of an extended response or place specific detail
^	Omission or further development/detail needed to gain credit
J	The point has 'just' been allowed / benefit of the doubt given
DEV	Developed point
LNK	Linking 2 or more ideas or paired data together to gain a mark
EG	Appropriate example or case study given
IR/IRRL	Irrelevant
NAQ	Material that does not answer the question
REP	Idea has been repeated
{ }	Brackets used to show where a point has or has not been awarded within a longer answer
	Highlighting a significant part of an extended response – can be used with another annotation e.g. IRRL or DEV
SEEN	1 Response has been seen but no credit given 2 Additional page has been checked

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Question	Answer	Marks
1(a)(i)	Bulgaria 1 mark	**1**
1(a)(ii)	47.3 – 8.2 (1 mark) = 39.1 (per 1000) 2 @ 1 mark	**2**
1(a)(iii)	*Ideas such as:* Kuwait has a higher natural increase/Lesotho lower natural increase: 16.0 (per 1000) Kuwait and/but 10.1 (per 1000) Lesotho; Kuwait is 5.9 (per 1000) higher/Lesotho 5.9 (per 1000) lower/there is a difference of 5.9 (if already stated Kuwait higher natural increase). 3 @ 1 mark	**3**
1(a)(iv)	*Ideas such as:* Lack of availability/affordability/use of contraception/family planning; Less education about contraception/family planning/less education on problems caused by high BR/population growth; Religious intolerance of contraception/abortion; Lack of availability of abortion/abortion is illegal; Few women working/have careers; Few girls being educated; High infant mortality; No pensions/young needed to support elderly; Children sent out to work/earn money/for farming; Need children to work in home/collect firewood/water/to look after younger children; Early marriage/many people have children early in life; Lack of (Government) anti-natal policy/one child policy/difficult to enforce policy/lack of incentives; Females not allowed to make decisions/no emancipation; Large families are traditional/part of culture/gift of God/prestige/evidence of virility/desire for a son; Polygamy; Etc. 4 @ 1 mark	**4**
1(b)(i)	*Ideas such as:* Many buildings are multi-storey/high rise/tall; Buildings are close together/packed/clustered; Little/no <u>open</u> space/greenery/parks/trees; <u>Many</u> buildings used for commercial or e.g./residential purposes/<u>a lot</u> of housing/offices; Lots of cars; Etc. 3 @ 1 mark	**3**

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Question	Answer	Marks
1(b)(ii)	*Ideas such as:* Not enough/cannot afford housing/expensive housing/cramped houses/squatter settlements/homelessness; Spread of disease; Lack of employment/low pay/poverty; Crime/or example; Lack of/pressure on/cannot afford health services; Lack of/pressure on/cannot afford education; Lack of/cannot afford food; Lack of water; Poor sanitation; Pollution of water/sewage disposal/waterborne diseases; Traffic congestion/jams; Air pollution/smog/car exhausts; Noise/or example such as car horns; Lack of space for recreation/lack of open space/green space; Large amounts of waste/difficulty of disposing of waste; Land more expensive; Etc. 5 @ 1 mark or development	**5**

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Question	Answer	Marks
1(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which explain why it is sparsely populated. Level 2 (4–6 marks) Uses named example. More developed or linked statements which explain why it is sparsely populated. (Note: Max. 5 if no named or inappropriate example.) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements which explain why it is sparsely populated including some place specific reference. Content Guide: Answers are likely to refer to: Temperatures; Precipitation; Desert/Tundra/Arctic climate; Relief; Soil fertility; Farmland/forest; Lack of water sources/rivers; Lack of resources; Lack of economic growth; Poor access; Landlocked; Low employment; Etc. Place specific reference is likely to consist of: Named parts/settlements of the chosen country/area, Population data, Climatic data etc.	**7**

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Question	Answer	Marks
2(a)(i)	North-north-east/NNE; Bearing 20–25°. 1 mark	**1**
2(a)(ii)	*Ideas such as:* Close/around/near to centre/CBD/commercial (area)/between medium density zone and centre/CBD/commercial (area); Inner suburbs/inner city; Close/near to river/river goes through it/along; More to east of river than west. 2 @ 1 mark	**2**
2(a)(iii)	*Ideas such as:* Lots of space (for houses/gardens/allotments/grow their own food); Low-cost land; Good air quality/not much air pollution; Quiet/peaceful/less/no noise pollution; Close to green spaces (or e.g.); Less specified crime e.g. muggings/knife crime; Easy to commute daily to work/less traffic (congestion); Etc. 3 @ 1 mark	**3**
2(a)(iv)	*Ideas such as:* Loss of vegetation/deforestation: Loss of habitat/wildlife displaced; Reduction of biodiversity; Destroys ecosystems/food chains; Death of/extinction of species/animals/wildlife/noise scares wildlife; Air/atmospheric pollution/(emissions of greenhouse) gases/carbon etc. /acid rain; Global warming/or any impact of global warming on natural environment e.g. sea level rise; Water pollution; Reduction of water in aquifer; Soil erosion/degradation/infertile soil; Etc. 4 @ 1 mark	**4**

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Question	Answer	Marks
2(b)(i)	*Ideas such as:* 3/4 storey/mix of different heights; Sloping/pitched roofs; Concrete/wood; Commercial use/shops on ground floor; Apartments/homes on upper floors/above the shops; Joined to each other/terraced/close together; Bright/various colours/colourful; Balconies/roof terrace; Air conditioning units; Linear/in lines; Etc. 3 @ 1 mark	**3**

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Question	Answer	Marks
2(b)(ii)	One mark for type of pollution such as: Air/water/noise = Reserve 1 Causes (max 3) e.g. **air pollution**: Burning of fossil fuels/coal/oil/gas; Vehicles/cars (emissions/exhausts); (Emissions/smoke) from factories; Thermal power stations; Etc. Effects (max 3) e.g. **air pollution**: Breathing difficulties/asthma/emphysema; Lung cancer; Heart problems; Birth defects; Reduces vision; (Acid rain) erodes stonework on buildings/statues/lower crop yield; Etc. Causes (max 3) e.g. **noise pollution**: Traffic/vehicle horns/engines; Factories; Railway; Construction; People shouting/playing music/people advertising their wares; Etc. Effects (max 3) e.g. **noise pollution**: Hard to sleep; Anger/frustration; Hearing loss; Inability to concentrate on work; Etc. Causes (max 3) e.g. **water pollution**: Sewage; Oil spills; Litter; Industrial/factory waste; Agricultural run off or e.g.; Etc. Effects (max 3) e.g. **water pollution**: Waterborne diseases/named example; Death of fish people catch to eat; Smell/visual impact; Loss of drinking water from river; Loss of recreational value or e.g.; Etc. 5 @ 1 mark or development	**5**

Question	Answer	Marks
2(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe strategies used to reduce traffic congestion. Level 2 (4–6 marks) Uses named example. More developed or linked statements which describe strategies used to reduce traffic congestion. (Note: Max. 5 if no named or inappropriate example.) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements which describe strategies used to reduce traffic congestion, with some place specific reference. Content Guide: Management of problems could be anywhere within the urban area. This could include: New road building; Pedestrianisation; Developments in public transport; Park and ride; Cycle lanes; Bus/taxi lanes; Car sharing; Flyovers; More traffic lights/traffic calming; Traffic police; Roundabouts; Extra lanes/dual carriageways; One-way streets; Congestion charging; Etc. Place specific reference is likely to consist of: Locational details, Specific details of the schemes, Named areas/streets within the urban area etc.	**7**

Question	Answer	Marks
3(a)(i)	Emergents are higher/taller/emergents are 45/50 metres, canopy 25/35 metres/15–25 metres higher. 1 mark	**1**
3(a)(ii)	Density is high/dense/vegetation is tightly packed/close together. Structure is in layers/varying heights/levels. 2 @ 1 mark	**2**
3(a)(iii)	*Ideas such as:* High rainfall/lots of water/high humidity/moist/access to water; Hot/high/ample temperatures/lots of sunshine; All year round/no seasons/similar conditions through the year/vegetation grows all year; Large amounts of food/nutrient supply for animals/herbivores/prey for carnivores/rapid decomposition; Vast areas of forest remain untouched/not disturbed/conserved; Lots of different habitats or e.g.; Etc. 3 @ 1 mark	**3**
3(a)(iv)	*Ideas such as:* Equatorial is humid air, desert is dry air; Equatorial is low pressure, desert is high pressure; Equatorial has rising air, desert has descending air; Equatorial has much more vegetation so there is more transpiration; There are more water sources in Equatorial areas so more evaporation; Equatorial areas are less likely to be affected by dry winds; Desert areas are more likely to be close to cold currents; Equatorial has more clouds, desert has clear skies; Etc. 4 @ 1 mark	**4**
3(b)(i)	*Ideas such as:* Uneven/clustered/close together/in groups; Mainly in Brazil or south of Brazil; In Peru, Columbia, Brazil and Bolivia (any 3); (Mainly) in southern part of rainforest; Near southern Amazon boundary/near Columbian boundary; Linear in parts; Scattered/dispersed in other parts/northern Brazil/Peru/Bolivia; Inland; Etc. 3 @ 1 mark	**3**

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Question	Answer	Marks
3(b)(ii)	*Ideas such as:* Large amounts of deforestation along means of communication/roads/railways; Some parts are more accessible/less remote; Areas deforested may be closer to urban areas/densely populated areas/areas where wood is in demand; Different countries (governments) may have different attitude/views towards environment/rainforest/Amazon; Conservation/preservation areas/indigenous community reserves; Restrictions/laws to prevent deforestation/government approval in some parts; Some areas closer to where people live and need wood; Some may care much more about profit/exports/paying off debt; Different parts of the rainforest may have better quality wood/valuable species/more supply of wood; Some areas may already have been deforested/nothing remains of value; Some areas may be developed for ranching/mining/agriculture/HEP (or other e.g.); Etc. 5 @ 1 mark or development	**5**

Question	Answer	Marks
3(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe the local and/or global impacts of deforestation of tropical rainforests on people. Level 2 (4–6 marks) More developed or linked statements which describe the local and/or global impacts of deforestation of tropical rainforests on people. (Note: Max. 5 if no named places included.) Level 3 (7 marks) Comprehensive and accurate statements which describe the local and global impacts of deforestation of tropical rainforests on people including reference to named places. Content Guide: Answers are likely to refer to: Loss of culture; Loss of homes; Forced migration; Loss of resources (food supply/building materials) for local tribes; Conflict between local tribes and loggers; Spread of diseases (e.g. influenza/difficulty breathing) which may kill local people; Flooding of coastal areas/impact of rising sea levels on people; Drought in other parts of the world; Impact of climate change on people e.g. less snow in skiing areas, not enough water for irrigation etc.; Impact on people from global warming; Creation of jobs and economic development; Etc. Note: L2 6 with one named place, L3 7 with two or more named places	**7**

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Question	Answer	Marks
4(a)(i)	On diagram N.B. Arrow should point towards the mouth. 1 mark	**1**
4(a)(ii)	A = watershed B = tributary 2 @ 1 mark	**2**
4(a)(iii)	*Ideas such as at X:* (Sides will be) steeper; Narrower; More V shaped; Less flat land/flood plain; Higher elevation; Etc. 3 @ 1 mark	**3**
4(a)(iv)	*Ideas such as:* The river is carrying a large/heavy load; The amount of energy is reduced; The speed slows down/calm seawater; It becomes impossible to carry the load; Flocculation/higher salinity/presence of salt water; Etc. 4 @ 1 mark	**4**
4(b)(i)	*Ideas such as:* Stagnant/still/not moving water; Curved/bends; Shallow (water) on inside/left side; Deep water on outside/right side; Slip off slope/sediment/sand/small materials <u>on inside/left of curve</u>; (Collapsed) river cliff/rocks/larger sediments <u>on outside/right side</u>; **OR** <u>slip off slope and river cliff</u> present; Higher bank on outside (right)/lower inside (left) bank; Etc. 3 @ 1 mark	**3**

Question	Answer	Marks
4(b)(ii)	*Ideas such as:* It was a meander/meander forms; Erosion on outer bends; Hydraulic action/abrasion (as dev); Faster flow/thalweg on outside; Deposition on inner bends; Slower flow; Helicoidal flow; Neck narrows/meander more pronounced; River flows straight on/meander cut off/meander separates; During time of flood; Sealed by deposition; Etc. Note: credit can be gained on diagram or text. 5 @ 1 mark or development	**5**

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Question	Answer	Marks
4(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe the impacts of a flood. Level 2 (4–6 marks) Uses named example. More developed or linked statements which describe the impacts of a flood. (Note: Max. 5 if no named or inappropriate example.) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements which describe the impacts of a flood, including place specific information. Content Guide: Answers are likely to refer to: Deaths to people or animals; Injuries; Damage to buildings/possessions; Damage/destruction of farms/crops/livestock/ecosystems; Roads destroyed/blocked; Transport disrupted; Closure/damage to workplaces; Pollution of water; Disruption of electricity supply; Increase in soil fertility; Etc. Place specific reference is likely to consist of: Locational details, Specific details of the flood/impacts, Statistics/date etc.	**7**

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Question	Answer	Marks
5(a)(i)	Methods used to turn/change raw materials/fresh foods into food products/methods used to preserve raw food. 1 mark	**1**
5(a)(ii)	Klagenfurt/Vienna/Linz/Innsbruck/Gmund/Hallein/Salzburg/Villach. 2 @ 1 mark	**2**
5(a)(iii)	*Ideas such as:* Widespread/dispersed/throughout the country; Uneven; More/more important in east than west/most in the east/least in west; Especially north-east; Iron and steel mainly in east/near Slovakia or Hungary border; Textiles and clothing mainly in west/near Swiss border; Aluminium only in west/near Swiss/German border; Etc. 3 @ 1 mark	**3**
5(a)(iv)	*Ideas such as:* Graz has more electrical engineering/Linz has less electrical engineering; Graz has more textiles & clothing/Linz has less textiles & clothing; Linz has more petroleum & chemicals/Graz has less petroleum & chemicals; Linz has food processing/Graz has none; Linz has iron & steel/Graz has none; Graz has more machinery& vehicles/Linz has less machinery & vehicles; Most important industry in Graz is machinery and vehicles but most important in Linz is iron and steel; Least important industry in Linz is textile and clothing but in Graz there are 3 industries that are equally the lowest; Wood, paper, printing and building materials are of the same level of importance in both Linz and Graz; Industry more varied in Linz than Graz/Linz has 7 main industries but 5 in Graz/Linz has 2 more main industries than Graz; Etc. Note: statistics are acceptable. 4 @ 1 mark	**4**
5(b)(i)	Input = electricity/milk/water/sanitisers/refrigerants/packaging materials. Process = pasteurisation/packaging/separation/standardisation. Output = cheese/butter/milk powder/whole and skimmed milk products/waste. 3 @ 1 mark	**3**

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Question	Answer	Marks
5(b)(ii)	*Ideas such as:* Raw materials/milk available nearby/cows/sheep/goats graze nearby/farms nearby; Less transport costs; Milk is perishable/can be delivered to dairy before it goes off; Products/cheese/butter etc. are not as perishable as milk; Can be near main raw material but cannot be near market as products are transported to many places; Only small workforce needed; Low cost of land; Plenty of space (to build dairy); Etc. 5 @ 1 mark or development	**5**

Question	Answer	Marks
5(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which explain how economic activity is managed to reduce risks to the natural environment. Level 2 (4–6 marks) Uses named example. More developed or linked statements which explain how economic activity is managed to reduce risks to the natural environment. (Note: Max. 5 if no named or inappropriate example.) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements which explain how economic activity is managed to reduce risks to the natural environment, including some place specific reference. Content Guide: Answers can refer to any economic activity at any scale: E.g. logging; Agriculture; Manufacturing; Mining/quarrying; Tourism; Etc. Management will depend on economic activity chosen. E.g. tourism: Restrict numbers of tourists; Ecotourism; Creation of National Parks; Banning of vehicles close to attractions; Use of guides; Education about impacts of tourism on environment; Litter bins; Restrict access to sensitive areas etc.; Culture conflict; Etc. Place specific reference is likely to consist of: Locational details; Names of places within chosen area, Specific details/statistics. Note: Named location must be smaller than a country and a named economic activity.	**7**

Question	Answer	Marks
6(a)(i)	Best fit line on Fig. 6.1. Note: Must be a straight line but does not need to go through the origin. 1 mark	**1**
6(a)(ii)	*Ideas such as:* Relationship is positive/higher the HDI the higher the number of years of schooling; It is (very) strong/not perfect/there are anomalies/exceptions. 2 @ 1 mark	**2**
6(a)(iii)	*Ideas such as in country with high HDI they have:* Education is used as part of the HDI calculation; High HDI countries have better/higher quality/more schools/teachers; High HDI countries are educated for longer/more years/at primary and secondary level; High HDI countries education is often free/low HDI countries can't afford to send children to (secondary) school; Low HDI countries children are sent out to work on farms from early age/no legislation preventing employment of children; High HDI countries both boys and girls are treated equally/can attend school; Average number of years of education are higher more people will work in tertiary (or e.g.)/be more skilled so higher HDI/wealth/GDP/GNP; Etc. Note: can consider low HDI otherwise assume they are considering high HDI. Comparison not needed. Accept high GNP/GDP/GNI/more developed/richer country/MEDC as alternatives to HDI. 3 @ 1 mark	**3**
6(a)(iv)	*Ideas such as:* GNP is a single measure/HDI is a composite index; GNP just measures wealth/economy, but HDI also includes education and healthcare/social indicators; The 0 to 1 scale enables (useful) comparison/GNP values are not directly comparable between countries/values of currency vary between countries; A high GNP/wealth does not always mean a high quality of life/average income may be high, but cost of living may also be high; Total GNP does not consider population size; Etc. 4 @ 1 mark	**4**

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Question	Answer	Marks
6(b)(i)	*Ideas such as:* Decrease in percentage in primary sector/31–2% to 8–9%; Small upward and downward movement/remains similar in secondary sector/remains very close to 30%/little change; Increase in tertiary sector/ 39–40% to 60–1%. 3 @ 1 mark	**3**
6(b)(ii)	*Ideas such as:* Education of women/girls; Women/girls becoming more qualified/skilled; So, they can work as teachers/doctors (dev); Emancipation of women/gender equality/women able to get jobs in banks/offices etc.; Growth of tertiary/service sector or examples; More wealth (dev); Greater demand for services (or examples such as tourism); More women are migrating to cities; Due to mechanisation of agriculture/importing food (dev only); Mechanisation/closure of secondary industries/importing manufactured goods; Part time jobs increasing; Smaller families so women have time to work; Etc. 5 @ 1 mark or development	**5**

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Question	Answer	Marks
6(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which explain why globalisation has occurred. Level 2 (4–6 marks) More developed or linked statements which explain why globalisation has occurred. Level 3 (7 marks) Comprehensive and accurate statements which explain why globalisation has occurred, including some reference to named places. Content Guide: Answers are likely to refer to the role of: Technology; Transnational companies; Air transport developments; Containerisation/sea transport; Internet; communications media; Variation in wage rates globally; Global demand; Westernisation; (Lack of) legislation – wage rates/environment etc.; Trade agreements/free trade; Global banking; Etc. Note: Max. L2 6 marks with one named example, L3 7 marks with two or more named examples.	**7**

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