CAMBRIDGE
International Education

Cambridge IGCSE™

GEOGRAPHY **0460/11**

Paper 1 Geographical Themes **May/June 2025**

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 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level 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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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
	Correct point
	Incorrect point
REP	Repetition
^	More information required
J	Just enough information to answer the question
DEV	Development
Highlighter	Highlighting areas of text
{	Open bracket
}	Close bracket
EG	Example
L1	Level one
L2	Level two
IRRL	Irrelevant, a significant amount of material that does not answer the question
LNK	Two statements are linked
	Horizontal Wavy line that can be expanded to highlight parts of the response. Often used with another annotation such as L2
	Vertical Wavy line that can be expanded to highlight parts of the response. Often used with another annotation such as IRRL
SEEN	Page or response seen by examiner

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

The mark 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 '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 Level 2 by making developed points without making any Level 1 statements. To achieve Level 3 a candidate must have already reached the top end of Level 2 – in addition their answer should have a clear example and if the answer is place specific it should have place specific detail too (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

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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 + named example with 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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Question	Answer	Marks
1(a)(i)	62–62.2 1 mark	**1**
1(a)(ii)	On Fig. 1 1 mark for dividing line at 50 (credit at 20 if reversed – max 1) 1 mark for correct shading/order (diagonal lines must go in correct direction) 2 @ 1 mark	**2**
1(a)(iii)	Ideas such as: Senegal has more people migrating for work; Uganda has more people migrating for family reasons; Uganda has more people migrating for education; Uganda has more people migrating for other reasons; Or vice versa **Note:** Need comparative idea. 3 @ 1 mark	**3**
1(a)(iv)	Ideas such as: There is not much paid work in home country/there is more/greater variety work in MEDCs/less unemployment in MEDCs; Work is low paid in home country/high paid in MEDCs/less likely to be exploited; Work perks are better/subsidised healthcare costs/accommodation provided/pensions; In home country many are subsistence farmers/jobs in LEDCs may only be in agriculture/people may wish to move to work in other sectors of employment/tourism/services/work in factories; Transport links for commuting/getting to work; Learn skills/use their skills by migrating to MEDCs; It enables them to send remittances back home; To set up businesses; Better working conditions/safety standards; Etc. **Note:** Assume answer is relating to LEDCs unless otherwise stated. 4 @ 1 mark	**4**
1(b)(i)	Ideas such as: Balanced gender; More male than female of working age; More females in older age bands; More of working age/20–59/economically active; Largest percentage are in 30s/30–34; Fewer children/elderly/dependents; Lowest from 0–4; 3 @ 1 mark	**3**

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Question	Answer	Marks
1(b)(ii)	Ideas such as: Finding somewhere to live/can't afford/high price of housing; Some may have to live in poor quality housing(dev); High cost of living/can't afford food/schooling/healthcare/food; Language problems; May affect ability to access employment/healthcare/prevent children understanding lessons (dev); Jobs are hard to obtain; Low paid/dirty jobs/exploitation (dev); (Racial/religious) discrimination/hostility; People complain about them taking their jobs; Away from family/friends/don't know people/feeling isolated/homesick; Hard to adapt to/get used to different religion/culture shock/own culture not accepted by locals; Threat of deportation/difficult to get legal documents/visa/can't get citizenship; 5 @ 1 mark or development	**5**

Question	Answer	Marks
1(c)	Levels marking Level 1(1–3 marks) Statements including limited detail which describe the benefits and/or problems caused for a country by large amounts of immigration Level 2(4–6 marks) Uses named example. More developed statements which describe the benefits and/or problems caused for a country by large amounts of immigration (**Note:** Max 5 if no named or inappropriate example.) Level 3(7 marks) Uses named example. Comprehensive and accurate answer which describes the benefits and problems caused for a country by large amounts of immigration, including some place specific reference. Content Guide: Benefits: Provide workers/skills Will accept low pay/dirty jobs Will pay taxes Multi-cultural society/more diverse culture Set up services (or example – food outlet, restaurant) etc. Provides a larger market/demand for local production/sales/services or example such as schools More economic development/GNP/national income/contribute to economy/country gets more money Etc. Problems: Pressure on/need to provide more food supplies Cost of/need for providing temporary accommodation/new housing/problems caused by street dwellers/squatter settlements develop High unemployment levels/financial support for unemployed Conflicts with/resentment of local population Cost/time/difficulty of processing immigrants Need for patrols/rescue boats Specified crime Pressure on healthcare/education etc. Note: answers must relate to problems for the country rather than for the migrants to avoid overlap with **(b)(ii)** Place specific reference is likely to consist of: Named parts/settlements of the chosen country, Population data Migration data etc.	**7**

Question	Answer	Marks
2(a)(i)	Fig. 2.2 1 mark	**1**
2(a)(ii)	2.3 2.1 2.2 All 3 in correct order = 2 marks 1 or 2 correct = 1 mark 0 correct = 0 marks 2 @ 1 mark	**2**
2(a)(iii)	Ideas such as: The service is profitable/viable/keep the service running; They are used infrequently/one-time purchases/more specialised services/goods; Items are high cost; Cost more money to run; 3 @ 1 mark	**3**
2(a)(iv)	Ideas such as: Many customers visit the CBD; Their turnover will be greater/make more profit; CBD is accessible/transport routes/roads meet in CBD; Many people who work in CBD provide additional market for services; CBD has designated locations for services/shopping malls; People may use the services when visiting others or example/visit multiple companies; Other services of the same type are located there/people can compare goods/prices; Etc. 4 @ 1 mark	**4**
2(b)(i)	Ideas such as: Positive relationship/generally the greater the population size the more services; Chippenham has most services and the larg**est** population; Grittleton has the small**est** population and the least number of services; Two named comparative examples comparing population size **and** services (accept double/triple the amount); Etc. 3 @ 1 mark	**3**

Question	Answer	Marks
2(b)(ii)	Ideas such as: Larger settlements (or example) are able to support/have a demand for/need more services/meet the threshold population; Many people live in larger settlements to take advantage of the services there; Will not have to take children a long way to school (dev); Services will not be viable/make a loss/less profitable if there are few people; Larger settlements (or example) have a larger sphere of influence; People will travel from elsewhere to use services in larger settlements (or example); Many people will travel to work in larger settlements (or example) and use their services; Larger settlements (or example) are better served by transport network so people will be able to travel there to use services; Etc. 5 @ 1 mark or development	**5**

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Question	Answer	Marks
2(c)	Levels marking Level 1(1–3 marks) Statements including limited detail which explain the reasons for the growth and/or functions of a settlement Level 2(4–6 marks) Uses named example. More developed statements which explain the reasons for the growth and/or functions of a settlement (**Note:** Max 5 if no named or inappropriate example.) Level 3(7 marks) Uses named example. Comprehensive and accurate statements which explain the reasons for the growth and functions of a settlement with some place specific reference. Content Guide: Answers will depend on the functions of the chosen settlement which may include: Port Capital city Industrial town Route centre Market town Administrative centre Tourist resort Etc. Reasons referred to may include: Accessibility Raw material/power availability Scenic attractions Surrounding land uses/land availability Etc. Place specific reference is likely to consist of: Locational details Specific details of land uses related to the function Named parts of settlement etc.	**7**

Question	Answer	Marks
3(a)(i)	Anemometer 1 mark	**1**
3(a)(ii)	Wind speed Wind direction 2 @ 1 mark	**2**
3(a)(iii)	Ideas such as: On roof/at a high point/on top of a pole/top of a hill; Away from trees; Away from buildings/not between buildings; In an open space; In an area which is fenced/secure; 3 @ 1 mark	**3**
3(a)(iv)	Ideas such as: (Anemometer/cups) turned/spun by the wind; Number of rotations/wind speed displayed/read the figure displayed; Data sent to computer; Arrow (on wind vane) is blown/moved/turned by wind; Observe compass direction/N/S/W/E; Arrow points to where wind blows from; Etc. 4 @ 1 mark	**4**
3(b)(i)	11th Sept = the highest range of temperature 4th September = the highest atmospheric pressure 6th Sept = the most rainfall 3 @ 1 mark	**3**
3(b)(ii)	Ideas such as; Use rain gauge; Place in an open/unsheltered area/flat land/stable ground; Away from trees/buildings; Sunk/anchored into the ground/protrudes above ground level/30cm to 1 metre above the ground/slightly above the ground; Check daily/after 14 days; Check at same time each day; Melt any snow/ice in funnel; Pour/put water from rain gauge into measuring cylinder; Take measurement from cylinder/from scale on side; Measure at eye level; Empty water after measuring it; Etc. 5 @ 1 mark or development	**5**

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Question	Answer	Marks
3(c)	Levels marking Level 1(1–3 marks) Statements including limited detail which describe the impacts of tropical storms. Level 2(4–6 marks) Uses named example. More developed statements which describe the impacts of tropical storms. (**Note:** Max 5 if no named places included.) Country = Max 5 unless small Caribbean is ok. Level 3(7 marks) Comprehensive and accurate statements describe the impacts of tropical storms including reference to named places. Content Guide: Answers are likely to refer to: Death/injury Damage to settlements/property/houses/roof slates blown off/chimneys collapse/homelessness Carpets ruined/possessions destroyed Need to evacuate Flooding Roads damaged/flooded/access prevented/cars damaged Water borne disease/cholera Workplaces damaged/closed/people unable to work/fishing industry/port activity disrupted Schools/shops/churches (or another specific example) damaged Electricity cut off Water supplies polluted Damage to boats Cost of rebuilding Dependence on welfare/aid Crops/livestock/farmland destroyed/salination of soils/soil washed away Fires caused (by lightning) Etc. Place specific reference is likely to consist of: Locational details, Specific details of the flood/impacts Statistics/date etc.	**7**

Question	Answer	Marks
4(a)(i)	North/South to North 1 mark	**1**
4(a)(ii)	X = divergent/constructive Y = convergent/destructive 2 @ 1 mark	**2**
4(a)(iii)	Ideas such as: Linear; Clustered; On/near plate boundaries; **Max 2 marks** for examples of named plates or areas e.g.: around Pacific Ocean/Pacific Ring of Fire/Ring of Fire; Centre of Atlantic Ocean/between North American and African Plate; Western N/S America/between North American and Pacific plate/between Nazca and South American Plate; Eastern/south/southeast Asia/between Pacific, Indo Australian and Philippine plates; East Africa/between African and Arabian Plate; Southern Europe/between Eurasian and African Plates etc. **Note:** For plate references location between two named plates required. 3 @ 1 mark	**3**
4(a)(iv)	Ideas such as: (Hot/molten) lava/lava flows; Volcanic bombs; Poisonous/toxic gases/or e.g. sulfur dioxde; Nuée ardente/pyroclastic flow; Lahars; Mudslides/flows; Ash clouds/in atmosphere/hot ashes; People killed/injures/burns/suffocation; Homes/Housing/property damaged/homelessness; Damage to specified other buildings e.g. church, school, hospital etc. (Max 1); Farmland/crops destroyed/famine/starvation; Roads blocked; Respiratory issues; Water sources polluted; Etc. 4 @ 1 mark	**4**

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Question	Answer	Marks
4(b)(i)	Ideas such as: Steep sides/slopes; Bare rock/no vegetation/no plants; White/cream/grey/light coloured rock; Flat base/centre/bottom of crater; Rounded shape/circular/oval; Outer wall/sides/slope appears crumbly/loose rocks/cracks in rock; Stones/rocks on the crater floor; 3 @ 1 mark	**3**
4(b)(ii)	Ideas such as: Employment in tourist industry; Scenic beauty; Fertile soils; High yield of crops/sold to increase income (dev); Mining/quarrying or e.g. diamonds, sulphur etc.; Geothermal power/hot water/springs; A renewable form of energy (dev); Pressure on living space; Cannot afford to move; Friends/family live there; They have lived there all their lives/sentimental attraction; Confidence in precautions/feel safe; People are warned in advance of eruptions (dev); Prepared to take risk/don't erupt often/extinct/dormant; Scientists live there to study/monitor the volcano; Mineral water/filtered water; Etc. 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 causes of an earthquake. Level 2(4–6 marks) Uses named example Developed statements which describe the causes of an earthquake. (**Note:** Max 5 if no named or inappropriate example.) E.g. Haiti/Nepal (Iceland/Indonesia/Japan not acceptable) Level 3(7 marks) Comprehensive and accurate statements which describe the causes of an earthquake, including some place specific reference. Content Guide: Causes: Location on plate boundary Plate movement Pressure build up Friction Pressure release Seismic waves travel through crust Etc. Place specific reference is likely to consist of: Locational details Specific details of earthquake/date/time/depth Names of plates Statistical information.	**7**

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Question	Answer	Marks
5(a)(i)	1850–1890 (thousand) 1 mark	**1**
5(a)(ii)	Reduction/decrease (in number of tourists); From 2680/2700 thousand to 700/710 thousand/by 2000/2030 thousand/by a quarter. 2 @ 1 mark	**2**
5(a)(iii)	Ideas such as: Work available/or e.g./unemployment reduced; Lowers poverty; Businesses/services get more trade/income; Multiplier effect/more money circulating/brings money to area/income for Boston/GNP/GDP/GNI increases; Improvements to access/transport/roads/airport/rail/ports; Taxation of tourists invested into economy/more tourists pay tax; Etc. 3 @ 1 mark	**3**
5(a)(iv)	Ideas such as: Differences in temperature (1) more tourists when it is hot/cooler (2); Differences in precipitation (1) more tourists when it is dry (2); In some tourist/mountain areas more tourists when it snows (1) so they are able to go skiing (2); Impacts of school holidays/international holidays/work/factory closure (1) more tourists as parents can take children away (2); There will be more tourists during special events (1) e.g. festivals (2); At some times of year attractions are closed; Price of ticket/flights/accommodation variations (1) more people book when cost is less (2); Avoid hurricane season (1); Etc. **Note:** One mark for the identification of each reason and the second mark for an explanation. 2 @ 2 marks	**4**

Question	Answer	Marks
5(b)(i)	Ideas such as: Clearance of vegetation/deforestation; Damage to flora/plants/flowers; Litter/rubbish; Water pollution/oil spills; Noise pollution; Air pollution; Fish/marine life scared/overfishing/fish stocks reduced; Kill/injure wildlife; Loss of habitat; Damage food chains; Reduced biodiversity; Etc. 3 @ 1 mark	**3**
5(b)(ii)	Ideas such as: Noise; Loss of privacy; Drunken/anti-social behaviour; Specified crime; Some tourists wear inappropriate/offensive clothing or e.g.; Racism/discrimination; Litter/rubbish/trash; Traffic congestion; Lots of people/crowds in shops/pavements; Some areas become private/inaccessible; Seasonal employment; Low pay/long hours/exploitation of workers; Loss of farmland; Loss of local housing areas/accommodation used for tourists not locals/less land to build houses; Decline of services which focus on local people; Air pollution causes asthma/breathing difficulties; Water pollution reduces fish stocks/contaminates water supplies/can't fish for income; Pressure on/tourists given priority for water supplies/electricity; Increase in prices/cost of living/inflation; Culture clashes/westernisation of culture/dilution of culture; Visual pollution; Etc. 5 @ 1 mark or development	**5**

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Question	Answer	Marks
5(c)	Levels marking Level 1(1–3 marks) Statements including limited detail which describe the attractions of the physical and/or human landscape of an area where tourism is important. Level 2(4–6 marks) Uses named example. More developed statements which describe the attractions of the physical and/or human landscape of an area where tourism is important. (**Note:** Max 5 if no named or inappropriate example.) Country – ok if small e.g. St Lucia/Barbados. Level 3(7 marks) Uses named example. Comprehensive and accurate statements which describe the attractions of the physical and human landscape of an area where tourism is important including some place specific reference. Content Guide: Physical landscape: Mountains Lakes Rivers/waterfalls Beaches Cliffs Coral reefs Tropical vegetation Etc. Human landscape: Historical buildings Restaurants Theme parks Hotel Museums Piers Harbours/marinas Etc. **Note:** Accept appropriate activities as development of the physical or human landscape e.g. mountains with hiking trails. Place specific reference is likely to consist of: Locational details; Names of places/buildings within chosen area Specific details.	**7**

Question	Answer	Marks
6(a)(i)	6 (%) 1 mark	**1**
6(a)(ii)	Ideas such as: River may sometimes dry up/drought/cannot collect water all year round; Water could not be safe/not clean/polluted/carry disease/people may use river for (human) waste disposal/animals may graze close to it; Difficulty of/time taken to carry water back home/some people live too far away from rivers; Etc. 2 @ 1 mark	**2**
6(a)(iii)	Ideas such as: Ikoga has greater percentage from neighbours homes; Ikoga has greater percentage from river; Ikoga has greater percentage from public standpipes; Maun has greater percentage from standpipes in yard; Maun has greater percentage from taps in houses; Etc. 3 @ 1 mark	**3**
6(a)(iv)	Ideas such as: Water is a basic need/has to be safe to drink; Providing clean drinking water reduces death rate/people live longer; Reduces likelihood of cholera/typhoid/water borne disease; People need water to be fit to work/be productive; Water is needed for good sanitation/it is needed for cleaning/hygiene; Cooking food; Reduces need to walk a long way/time taken to collect water; Children can go to school as don't have to collect water; Improved irrigation/agriculture/improve food supplies; Needed for industry/power generation; Etc. 4 @ 1 mark	**4**
6(b)(i)	Ideas such as: Australasia has generally lower/Africa higher; More varied in Africa; Nothing higher than 15%/16–30% in Australasia but in Africa some parts over 61%/all of Australasia is less than 15%/16–30% but in Africa some parts are below 15% and others over 61%/only one country in Australasia is 16–30% whereas many are in Africa (MAX 1 statistics); 3 @ 1 mark	**3**

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Question	Answer	Marks
6(b)(ii)	Ideas such as: Importance of industry and agriculture sectors varies from country to country/depends on how much industry/agriculture is in the country; Industry is more important in Europe/Agriculture is more important in Africa (or other valid examples) (dev); Agriculture more important in LEDCs/industry more important in MEDCs; In many LEDCs many people are subsistence farmers (dev); In MEDCs most agricultural produce is imported; In MEDCs skills/finance/technology is available for industry/in LEDCs skills/finance/technology is not available for industry (dev); More irrigation is needed in countries with low amounts of precipitation; Etc. **Note:** No max reserved for agriculture or industry. 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 describe impacts of a TNC on people and/or natural environment. Level 2(4–6 marks) Uses named example. More developed statements which describe impacts of a TNC on people and/or natural environment. (**Note:** Max 5 if no named or inappropriate example.) Level 3(7 marks) Comprehensive and accurate statements which describe impacts of a TNC on people and natural environment, including place specific reference. Content Guide: Answers are likely to refer to: Employment Development of skills/expertise Multiplier effect Higher taxation yield for government Infrastructure development Transport improvements Exploitation of workforce Economic growth Exploitation of workforce Negative impact on local producers Specified pollution Loss of vegetation Etc. Place specific reference is likely to consist of: Locational details, Specific details of TNC etc.	**7**

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