CAMBRIDGE
International Education

Cambridge IGCSE™

GEOGRAPHY **0460/12**

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
	Repetition
	More information required
	Just enough information to answer the question
	Development
	Highlighting areas of text
	Open bracket
	Close bracket
	Example
	Level one
	Level two
	Irrelevant, a significant amount of material that does not answer the question
	Two statements are linked
	Horizontal Wavy line that can be expanded to highlight parts of the response. Often used with another annotation such as 
	Vertical Wavy line that can be expanded to highlight parts of the response. Often used with another annotation such as 
	Page or response seen by examiner

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.

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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 + 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)	Natural increase (Birth rate minus death rate) +/– International migration (immigration minus emigration) 1 mark	**1**
1(a)(ii)	Ideas such as: Higher in Africa/lower in South America; More varied in Africa/less varied in South America; Highest growth in centre of Africa but in north-west/north/coast of South America **Note:** 1 Accept 'population growth', 'they', 'it', 'growth' 2 Must be comparative. 2 @ 1 mark	**2**
1(a)(iii)	Niger Mexico China Spain All 4 correct = 3 marks 2/3 correct = 2 marks 1 correct = 1 mark 3 @ 1 mark	**3**
1(a)(iv)	Ideas such as: Fewer people paying taxes (1) so not enough money raised to fund government services/look after the elderly/provide health care/provide education/taxes rise (2); Fewer people available to join the armed forces (1) so more difficult to defend the country (2); Fewer people growing food (1) so need to import food/food becomes more expensive (2); Fewer people working (1) so less exports/less wealth created/need for more imports/resources are unused/wasted (2); Shortage of labour (1) so need to depend on immigration to fill jobs/or examples e.g. doctors/teachers (2); Closure of shops/services (1) as market for goods/services reduced/threshold population for services is not met (2); etc. Ageing population (1) therefore more funds needed for pensions (2); One mark for the identification of each problem and the second mark for an explanation. **Note:** the examples given are not exhaustive and the problems/explanations could be interchanged/combined together in different ways. However, do **not** double credit. 2 @ 2 marks	**4**

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Question	Answer	Marks
1(b)(i)	Ideas such as: Overcrowded houses/lack of living space/closely packed houses/lack of privacy; Growth of squatter settlements/informal settlements; People forced to live in flood prone areas/steep hillsides/unsuitable areas; Lack of/polluted water/river; Noise; Lack of open space; Spread of disease; Unemployment; Not enough school places; Congested roads/traffic congestion; Lack of food; Poverty/cannot afford clothes/education/health care etc.; Increasing prices/inflation; Lack of health care/hospitals/doctors; Poor sanitation; Lack of electricity supply; Air pollution/smells; Waste disposal/litter; High crime rate or example; Etc. **Note:** Problems suggested do not need to be visible in the photograph. 3 @ 1 mark	**3**

Question	Answer	Marks
1(b)(ii)	Ideas such as: Anti-natal policies: Governments can set a limit of the number of children/encourage people to have fewer children; Such as one child policy; Incentives/benefits can be given for those who conform; E.g. free schooling/health care; Punishments/sanctions can be given for those who do not conform; E.g. fines for people who have more than the amount of children allowed; Regulations can be strictly enforced using local people to monitor families; Introduction of/increasing availability of contraceptives/family planning; Free contraceptives can be distributed; Education can be given about family planning/problems of having large families/sex education; Abortion can be legalised/forced; Prioritise education for girls/women; Ban polygamy; Female empowerment/employ females; Introduce old age pensions; Encourage later marriage; Improve health care/reduce infant mortality; Policies to restrict immigration (or example); Etc. **Note:** Development must relate to what can be done not the impacts 5 @ 1 mark or development	**5**

Question	Answer	Marks
1(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe benefits of migration to a country. Level 2 (4–6 marks) Uses named example. More developed statements which describe benefits of migration to a country. (**Note:** Max 5 if no named or inappropriate example.) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements including some place specific reference. Content Guide: Answers relating to benefits to the destination country are likely to refer to ideas such as: Provision of workers Increase of people with skills Cheap workers/ workers to do low skilled jobs Cultural mix Diversification of food/customs/traditions etc. Income from taxation Businesses set up by immigrants etc. Answers relating to benefits to the origin country are likely to refer to ideas such as: Remittances Less pressure on food supplies Return with skills Less pressure on health care/housing/education etc. **Note:** Answers can refer to internal or international migration and can be either benefits of inward or outward migration. However, this should be to the named country not the migrants. If candidate writes about benefits to two countries credit only the higher scoring response. Place specific reference is likely to consist of: Locational details/named areas Statistics.	**7**

Question	Answer	Marks
2(a)(i)	An area/place where people live/village or hamlet in the countryside/surrounded by farmland/away from the cities/towns 1 mark	**1**
2(a)(ii)	Examples such as: Church; General store/small supermarket/small shop; Grocer; Baker; Butchers; Chemist/pharmacy Doctors/clinic; Primary school; Pub; Café/restaurant; Takeaway; Newsagent; Post Office; Garage/petrol station; Library; Mobile ice cream van/fish van/pizza van; Etc. 2 @ 1 mark	**2**
2(a)(iii)	Ideas such as: They are/the population is small/not many houses; Do not have enough people/customers/demand/threshold for higher order services/population is only sufficient to meet threshold population of low order services; Higher order services would not be profitable/viable; They only have a small sphere of influence/people would not travel from other places to use them; Etc. 3 @ 1 mark	**3**
2(a)(iv)	Ideas such as: Low land; Flatter area/valley; Sheltered area; Water supply; Fishing in river/lake/sea; Easily accessible/road/road junction; Wood for fuel/building; Rocks/stone for building; Grazing land/good soil/farmland/fertile soil; Leisure/tourism; Water transport; Etc. 4 @ 1 mark	**4**

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Question	Answer	Marks
2(b)(i)	Ideas such as: X is dispersed but Y is nucleated/X is more dispersed/Y is more nucleated; X has scattered building/lots of land in between buildings but in Y the buildings are close together/X is sparse but Y is dense/X is sparser/Y is denser; X has buildings away from roads but Y buildings are close to the roads/Y is closer to roads/X is further away from roads; Etc. 3 @ 1 mark	**3**
2(b)(ii)	Ideas such as: Linear (1 mark Reserved); They may develop along roads; For easy access/good transport by land (dev); They may develop along/near river/valley; For access to water/transport along river/fishing (dev); Flat land/gentle slopes; Easier to build on flat land/their spread could be restricted by steep slopes either side (dev) ; Spread could be restricted by natural features such as marshes/free from flooding; 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 the impacts of urban growth on the surrounding rural area. Level 2 (4–6 marks) Uses named example. More developed statements which describe the impacts of urban growth on the surrounding rural area. (**Note:** Max 5 if no named or inappropriate example.) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements impacts of urban growth on the surrounding rural area, with some place specific reference. Content Guide: Loss of vegetation/deforestation Loss of habitat Threat to species Loss of rural amenity value Traffic congestion around edge of urban area Atmospheric pollution around edge of urban area Water pollution Noise Loss of farmland/reduced food production Change in population size Loss of workforce/skilled people/young/educated Impact on employment Access to edge of town shopping centre Etc. **Note:** Development must be describing impacts of urban growth rather than reasons for growth or explanation. Place specific reference is likely to consist of: Locational details/named areas around rural urban fringe Statistics.	**7**

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Question	Answer	Marks
3(a)(i)	315 (mm) No tolerance 1 mark	**1**
3(a)(ii)	26 – 24.5 (°C) = 1.5 (°C) No tolerance 2 @ 1 mark	**2**
3(a)(iii)	X = Buttress (root) Y = Canopy Z = Liana/vine 3 @ 1 mark	**3**
3(a)(iv)	Ideas such as: Large amounts of rainfall; Warm/hot/high temperatures; All year round/no seasons; High humidity/humid climate; Sunlight/photosynthesis all year; Growth of vegetation will be rapid/continuous growing season/rapid decay of vegetation/work of decomposers will be rapid; Etc. 4 @ 1 mark	**4**
3(b)(i)	Ideas such as; More deforestation in South America; More commercial agriculture (and mining) in South America; More logging in South America; More subsistence agriculture in Africa; Wildfires in South America but not in Africa/more wildfires in South America; Highest is commercial agriculture (and mining) in South America but subsistence agriculture in Africa; Lowest is wildfires in South America but commercial agriculture (and mining)/logging in Africa; 3 @ 1 mark	**3**

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Question	Answer	Marks
3(b)(ii)	Ideas such as: Loss of traditional living area/homes destroyed; Loss of building materials; Loss of firewood; Loss of areas to farm/hunt/gather/loss of food sources; Threat of starvation; Loss of medicinal plants; People killed (by loggers, fire etc); Forced to move; Loss of indigenous culture; Introduction of diseases; Air pollution/smoke causes breathing difficulty; Noise disturbs people; Infertile soils prevents growth of food; Flooding of their land/homes; Loss of shade from trees/lack of protection from sun/wind; Work obtained on plantations/cattle ranches/mines; Provides living space for settlers etc. 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 deforestation on the local natural environment. Level 2 (4–6 marks) Uses named example. More developed statements which describe the impacts of deforestation on the local natural environment. (**Note:** Max 5 if no named or inappropriate example.) Level 3 (7 marks) Comprehensive and accurate statements including some place specific reference. Content Guide: Answers are likely to refer to: Loss of biodiversity Loss of habitat Noise scares animals Animals killed Extinction of species Impacts on food chain/ecosystems Soil erosion/soil degradation Leaching Loss of soil fertility/becomes barren Less interception Less evaporation/transpiration Drought/less rainfall Increased overland flow Flooding Air pollution Ground exposed to more sunlight/rainfall Etc. Place specific reference is likely to consist of: Locational details Named places Specific details of loss of species Statistics.	**7**

Question	Answer	Marks
4(a)(i)	Shield 1 mark	**1**
4(a)(ii)	Vent = an opening/hole/crack/tube (in the earth`s surface) through which magma/lava/gas can escape/which leads from magma chamber. Magma chamber = the (underground place/area)/store/reservoir of molten rock. 2 @ 1 mark	**2**
4(a)(iii)	B is wider/A is narrower B is higher/A is lower A is steeper/B is more gently sloping **Note:** Accept accurate comparative statistics. 3 @ 1 mark	**3**
4(a)(iv)	Ideas such as: Employment in/money from tourist industry/or example e.g. tour guide; Making/selling craft items/souvenirs/accommodation for tourists/restaurants; Scenic beauty; Mining/quarrying/or example e.g. Sulphur/pumice/diamonds; Geothermal power; Hot water/springs/mineral rich mud; Rich/good/fertile soils/able to grow lots of crops/high crop yield; Spiritual reasons; Mineral water/filtered water; Etc. 4 @ 1 mark	**4**
4(b)(i)	Ideas such as: Located on plate boundary/plates meet; Lines of weakness/faults/openings in crust; Plates move apart/divergent/constructive; Magma reaches surface/rises; 3 @ 1 mark	**3**

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Question	Answer	Marks
4(b)(ii)	Ideas such as: Damage to homes/property/possessions; Damage to specified other building e.g. church, school, hospital etc. (MAX 1); Cost of repairs/high insurance premiums/cannot sell houses/reduction in house value; People forced to evacuate/homelessness; Destruction of crops; Food supplies destroyed/starvation; Roads/railways/bridges destroyed/blocked; People are unable to travel; Workplaces destroyed or examples; Unemployment/people cannot earn a living; Water supply polluted; Electricity/gas supplies cut; Death/injury (people/animals); Psychological trauma; Pressure on health care; Flights disrupted/grounded; Reduction of tourist income; Atmospheric pollution/ash causes <u>breathing difficulties/toxic/poisonous gases</u>; Reduces visibility/blocks out sun/darkens sky; Forests/natural vegetation destroyed; Loss of habitat; Floods <u>caused by</u> melting ice/dams breaking; Etc. 5 @ 1 mark or development	**5**

Question	Answer	Marks
4(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe the strategies that can be used to reduce the problems caused by volcanic eruptions. Level 2 (4–6 marks) Uses named example of volcano. Country = MAX 5 More developed statements which describe the strategies that can be used to reduce the problems caused by volcanic eruptions. (**Note:** Max 5 if no named or inappropriate example.) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements including place specific information. Content Guide: Answers are likely to refer to: Monitoring Warn population of eruptions Evacuate area No go zones Spray lava with water Dig channels for lava to avoid settlements Reinforce roofs of housing Education about how to react in an eruption Stay inside Build shelters/bunkers Wearing of face masks/protection from breathing in dust Wear goggles/protect eyes etc. **Note:** DEV must be describing the strategies not the impacts of them. Place specific reference is likely to consist of: Locational details Specific details of strategies.	**7**

Question	Answer	Marks
5(a)(i)	80 (%) No tolerance 1 mark	**1**
5(a)(ii)	Completion of pie chart: Line at 32 (%) (or at 90% if order is reversed) (1 mark) Correct shading and order (1 mark) **Note:** 1 Diagonal lines should be at roughly the same angle as in the key 2 Dividing line needs to be at 32 (not 31 or 33) 2 @ 1 mark	**2**
5(a)(iii)	Ideas such as: Malawi has greater percentage in agriculture; UK has greater percentage in domestic/home; UK has greater percentage in industry; Largest % is agriculture in Malawi but industry in UK; Smallest % is industry in Malawi but agriculture in UK; Etc. **Note:** no credit for comparison of Malawi and USA 3 @ 1 mark	**3**
5(a)(iv)	Ideas such as: Many people in Malawi unlikely to have/be able to afford taps in their homes/boreholes/wells/pipes; Lack of reservoirs; Water distribution network/water supply infrastructure/pipes does not cover the whole country/there are not many pipelines; Focusses on urban areas/does not invest as much in rural areas; Many parts of Malawi may suffer from drought/low rainfall/dry/arid/high evaporation/rivers dry up; Lack of technology/knowledge/education to supply/maintain water supply (or example); Lack of Government investment in water supply infrastructure/or example; Rivers/water contaminated (by litter/sewage etc.); Not many purification plants/desalination plants/treatment works; People have to travel a long way so can't carry large amounts; Lots of water is used for agriculture/irrigation; Etc. 4 @ 1 mark	**4**

Question	Answer	Marks
5(b)(i)	Fig. 5.2 they use the river to wash themselves/their clothes/pots/they use buckets to get water from the river/water is collected from a river/lake/water body. Fig. 5.3 water is delivered by tank/tanker/lorry/vehicle. Fig. 5.4 a well is being used to collect water from underground/by buckets. 3 @ 1 mark	**3**
5(b)(ii)	Ideas such as: Water can be stored/held/retained/contained/water will not flow away/be lost from the area; They can ration the water; Water will be available whenever needed/during drought/at all times; Water can be transferred/pumped from the reservoir by pipelines (to homes/industry); Water can be cleaned/purified/treated with chemicals/filtered/free from sediment; Reservoirs can be part of multi-purpose schemes; E.g. HEP generated/fishing/tourism/reduction of flood risk; 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 explain how energy is supplied. Level 2 (4–6 marks) Uses named example. More developed statements which explain how energy is supplied. (**Note:** Max 5 if no named or inappropriate example.) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements which explain how energy is supplied, including some place specific reference. Content Guide: Methods are likely to include: Coal Oil Gas Firewood/charcoal Electricity – HEP, Nuclear power, Geothermal power Grid/power lines/pipelines Energy conservation methods etc. Place specific reference is likely to consist of: Locational details Names of places within chosen country Specific details of methods. **Note:** DEV must explain how it is supplied not give reasons or advantages of methods or the uses of the energy.	**7**

Question	Answer	Marks
6(a)(i)	Farming/mining/forestry/fishing/quarrying etc. 1 mark	**1**
6(a)(ii)	Secondary = 10 (%) Tertiary = 45/46 (%) 2 @ 1 mark	**2**
6(a)(iii)	Ideas such as: LEDCs have greater percentage/more of primary employment; MEDCs have greater percentage/more of tertiary employment; MEDCs have slightly larger/similar/the same percentage of secondary employment; LEDCs have high primary but MEDCs have high tertiary; **Note:** Comparison needed. 3 @ 1 mark	**3**
6(a)(iv)	Ideas such as: Primary employment may decrease (1) due to mechanisation in agriculture/exhaustion of natural resources/more imports of food etc. (2); Secondary employment may increase (1) due to investment from TNCs/development of power network/road system etc. (2); Tertiary employment may increase (1) due to more education/skills development, more public services provided, more demand for services/loss of work in primary/secondary due to mechanisation etc. (2); **Note:** One mark for the identification of each likely change and the second mark for a reason for the change. Do not double credit ideas. 2 @ 2 marks	**4**
6(b)(i)	Positive relationship = life expectancy Negative relationship = infant mortality No relationship = number of tourists 3 @ 1 mark	**3**

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Question	Answer	Marks
6(b)(ii)	Ideas such as HDI: Uses a composite index/uses 3 indicators/multiple indicators/measures many factors/uses social and economic indicators; Incorporates a measure of income/wealth/GNI (per capita); Incorporates a measure of education/mean years of schooling; Incorporates a measure of health care/life expectancy; Uses a simple 0–1 scale; Higher the value/nearer to 1 the more developed the country; Enables comparison between countries; Enables comparison over time; Etc. 5 @ 1 mark or development	**5**
6(c)	Levels marking <u>Level 1</u> (1–3 marks) Statements including limited detail which describe the features of a transnational company. <u>Level 2</u> (4–6 marks) Uses named example. More developed statements which describe the features of a transnational company. (**Note:** Max 5 if no named or inappropriate example.) <u>Level 3</u> (7 marks) Uses named example. Comprehensive and accurate statements which describe the features of a transnational company, including some place specific reference. <u>Content Guide:</u> Answers are likely to refer to: Products produced/services offered Sources of raw materials Where production occurs Markets Transport of raw materials/products 'Home' country/base Etc. <u>Place specific reference is likely to consist of:</u> Locational details/named areas/countries Statistics.	**7**

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