

The Changing Economic World– MARK SCHEME

- 1 (a) One mark for working. One mark for answer.

Median = 6.9

AO4 = 2

- (b) Credit any reasonable suggestion.

Students should make reference to the figure through using country name(s) and/or data provided, e.g.

Bulgaria has a life satisfaction score of just 5.5 because it is poorer than the other countries (1)

The more economically developed north-west European countries have better social care provision hence their higher scores (1)

In Germany people are well off so can buy material goods giving them a higher score (1)

AO3 = 1

- (c) Credit **one** reason only, there is no requirement to use the figure.

They should show an awareness of how social measures, especially something as difficult to define as 'life satisfaction', can be misleading e.g.

- Social measures are not as reliable as 'hard' data such as GNI (1)
- 'Life satisfaction' is a difficult thing to measure and different people's idea of satisfaction will vary (1)
- The scale is only 0-10 so people may just score themselves in the middle (1)

No credit for general answers regarding the unreliability of single measures other than social.

AO2 = 1

[Total 4 marks]

- 2 'Might affect the quality of life' could mean a positive or a negative impact.

2 x 2 marks

1 mark – For an identified point.

2nd mark – for some extension of the identified point or some appropriate development.

Indicative content

- Wider provision of medical services.
- Increased access to education.
- Higher rates of adult literacy.
- Improved food security.
- Improvements infrastructure.
- Less disease- safe water, sewage disposal.

AO2 = 4

[Total 4 marks]

3 (a) 10 – 14 (years).

AO1 = 1

(b) 3 (%).

AO1 = 1

[Total 2 marks]

4

Level	Marks	Description
2 (Clear)	3 – 4	AO2 – Shows clear understanding of the process of development and the concept of the DTM. AO3 – Uses the figure effectively and offers development to clearly evaluate the links between the DTM and levels of development.
1 (Basic)	1 – 2	AO2 – Shows limited understanding of the process of development and the concept of the DTM. AO3 – use the figure OR own knowledge to begin to simply evaluate the links between the DTM and levels of development.
	0	No relevant content.

Indicative content

- **Level 2 answers** will provide reasoning that connects the processes of economic and social development.
- **Level 1 answers** will provide basic reasons or merely assert the connections between economic and social development.
- Answers should make use of the figure which shows a process of industrialisation over time and corresponding urbanisation and income growth.
- Students should also make it apparent that they are familiar with the Demographic Transition Model through reference to elements such as its stages, the corresponding population structures and countries that represent these stages.

Answers might draw straightforward connections such that the link between the two are clear:

- Stage 2 countries are at lower levels of economic development, LICs, with corresponding low incomes and a predominantly rural and agrarian society.
- Stage 3 would generally be associated with NEEs who utilise the demographic dividend of their population structure in creating rapid industrialisation and income growth.
- Stages 4 / 5 are HICs with well developed economies, a predominantly urban society and declining or static populations.
- The explanation may take economic growth as the driver so that development means that populations become more focussed on material wealth so that they no longer wish to have expensive larger families. Also that development allows better health care reducing infant mortality and the imperative to replace children.
- The opposite direction may be taken so that as the population growth slows and family size falls surplus income becomes available for investment and growth.
- More sophisticated answers might argue that the two are co-dependent and that a causal link cannot easily be established.

- Credit should also be given if the link is qualified suggesting that other factors such as the emancipation of women or state priorities might change populations without economic development e.g. Cuba.

No credit for description of either the Demographic Transition Model or economic development in isolation.

AO2 = 2
AO3 = 2

[Total 4 marks]

5 Credit one way only.

One mark for stating a way of dealing with unequal development, e.g.

- fairtrade gives farmers a guaranteed price for their products (by setting up co-operatives) (1)
- profits from fair wages are spent in the country (1).

Second mark for development of the idea, e.g.

- fairtrade gives farmers a guaranteed price for their products (by setting up co-operatives); this money can provide the basic needs for their families (2)
- profits from fair wages are spent in the country and these can be invested in health, education and infrastructure (2).

No credit for second way.

AO2 = 2

[Total 2 marks]

6 Candidates should show an understanding of the different contributions of tourism to the economy. They should refer to things such as the development of infrastructure, widening the economic base, the support of local industries and the value of foreign currency. They may comment on this as both negative and positive and either is acceptable. May well refer to a poorer country, but do not have to. Credit use of examples and figures to illustrate. Could be the home (origin) or destination economy.

Level 1 (Basic) (1–2 marks)

Simple statements indicating contributions but no attempt to explain.

Jobs and money as single statements are not credited. More jobs = L1 (low).

Tourists spend a lot of money. Jobs in hotels are created. There is a multiplier effect.

Level 2 (Clear) (3–4 marks)

Linked statements showing some explanation of the contribution.

Tourism accounts for 15% of Kenya's economy – this is quite a large percentage. The money made can be used to develop the country such as building roads. Tourists also create a market for local handicrafts such as Masai bracelets which can keep people in work. The money brought in is foreign currency such as dollars which has more value than Kenyan money and so this makes the economy stronger.

AO1 = 2
AO2 = 2

[Total 4 marks]

7

Level	Marks	Description
2 (Clear)	3 – 4	AO1 – Demonstrates clear knowledge of TNC operation in a named LIC / NEE. AO2 – Shows clear understanding of the links between TNCs and industrial development in the context of a named LIC / NEE.
1 (Basic)	1 – 2	AO1 – Demonstrates limited knowledge of industry in a LIC / NEE. AO2 – Shows limited understanding of the links between TNCs and industrial development. in the context of a LIC / NEE.
	0	No relevant content.

- **Level 2** (clear) responses will either provide specific detail of a named country with implicit links or a named country with generic detail and developed links.
- **Level 1** (basic) responses will give basic link(s) between industrial development and TNC(s) or merely assert the connection.

Indicative content

- Answers should explain how economic growth and development are stimulated by the investment of (a) TNC(s).
- Figures are included for reference for this case study.
- TNCs creates employment e.g. many (65 000) direct jobs for Shell in the Niger Delta, so that the employees pay taxes, which the government can then invest in other services such as education, which will promote economic development as more educated people are more qualified for better paid work.
- Paid employment also means a greater number of people with money to spend and therefore the domestic market grows, creating a consumer society which will stimulate industrial growth in other sectors to supply those needs.
- TNCs can be obliged to use companies from the host country as part of their operating conditions e.g. most (91%) of Shell's contracts given to Nigerian companies.
- There is also a multiplier effect as industries stimulate growth in a supply chain of connected industries, e.g. many (250 000) oil related jobs in Nigeria such as parts for wells or pipeline.
- As industries grow they will attract foreign companies, often other TNCs, who will build further industries and infrastructure through Foreign Direct Investment (FDI), thus stimulating further growth.
- Accept negative impacts on industrial development.

Max top L1 if no named country or named country not LIC / NEE.

AO1 = 2 marks

AO2 = 2 marks

[Total 4 marks]

8 2 × 1

Advantages – brought new jobs to the area / brought prosperity / the multiplier effect / non polluting industrial area / led to innovation / increase in house prices.

[Total 2 marks]

9

Level	Marks	Description
2 (Clear)	3 – 4	AO2 Shows some geographical understanding of how particular features of industrial development will help to make them more sustainable. AO3 Uses the figure effectively and offers development to identify a range of features that will help to make industrial developments sustainable.
1 (Basic)	1 – 2	AO2 Shows limited geographical understanding of how particular features of industrial development will help to make them more sustainable. AO3 Uses the figure OR individual ideas to identify a range of features that will help to make industrial developments sustainable.
	0	No relevant content.

Indicative content

- There are a number of factors identified on the figure which could be considered as important to the sustainable development of industrial areas.
- There is an expectation that students will use the figure and add their own knowledge by developing points from the figure or adding additional ideas.
- Ideas might include; use of renewable energy; grey water systems; waste management systems; pollution monitoring and management; green landscaping; communal transport systems; encouragement of the use of cycling; specific facilities for staff; flexible working patterns, etc.

AO2 = 2

AO3 = 2

[Total 4 marks]