**Mark Scheme**

**The Changing Economic World
*Various strategies exist for reducing the global development gap***

* 1. One mark for each correct identification.

	Unreliable water supply / erratic rainfall makes crop growing difficult, low incomes / reliance on subsistence farming, limited access to irrigation technology without external support, vulnerability to drought leading to crop failures and food insecurity.

	AO4 = 2 marks
	2. Candidates need not make reference to Figure 8 though to do so would be a valid approach provided answer move beyond it or adapts it in some way. Candidates should show an awareness of how intermediate technology can be appropriate for poorer countries e.g.

• The tools / systems are simple and affordable (1)

• By providing simple machines / tools people can develop businesses and earn money (1)

• It involves local communities so is 'bottom up' development (1)

Credit negative comments clarifying the difference between intermediate and other technology e.g. It is not expensive/complicated

No credit for repetition of Figure 8 only.

A01 = 1 mark|

* 1. Candidates should show an awareness of how Fair Trade can be beneficial to communities in poorer countries e.g.
	• Fair Trade guarantees a minimum price for producers, protecting them from market fluctuations (1).
	• It provides an additional ‘Fair Trade premium’ for community development (1).
	• Better working conditions and fair wages are encouraged to reduce exploitation (1).
	• Emphasizes equitable global trade relationships, often involving small-scale farmers (1).

	Credit negative comments clarifying the difference between Fair Trade and conventional trade (e.g., it is not purely profit-driven and avoids exploitative pricing).

	**AO1 = 1 mark**
	2. One mark for each correct identification.
* Guaranteed minimum price for cocoa beans (1)
* Additional ‘Fair Trade premium’ for community projects (1)
* Better income stability and reduced vulnerability to sudden price drops (1)
* Improved local infrastructure, e.g. new wells and classrooms (1)

Award mark(s) if student makes an appropriate inference from Figure 9

AO4 = 2 marks

* 1. One mark for each correct identification. Credit any valid statement that directly addresses the improvements resulting from debt relief, for example:
* Government can spend more on healthcare, improving medical facilities (1)
* More funds available to invest in education, boosting literacy rates (1)
* Greater resources for infrastructure projects, such as clean water supply (1)

No credit for repetition of Figure 9 only.

AO4 = 2 marks
	1. **Award 1 mark** for a **correct definition** or a **valid statement** describing debt relief e.g.:

	“The partial or complete cancellation of a country’s debt so it can use funds for development.” (1)

“When lenders agree to reduce or eliminate the amount a country owes.” (1)

**AO1 = 1 mark**

* 1. **Award 1 mark** for a **correct definition** or a **valid statement** describing microfinance loans.

	Examples of acceptable answers include:
* “A very small loan given to people in low-income countries to help them start or expand a business.” (1)
* “Small-scale financial support designed to help the poor become self-sufficient through entrepreneurship.” (1)

 **AO1 = 1 mark**

* 1. One mark for each correct identification of how the microfinance scheme helps local communities, up to a maximum of 2 marks. Examples might include:
* Enables increased household income by allowing people (especially women) to purchase seeds or start small shops (1)
* Encourages more children to attend school because families can afford education costs (1)
* Promotes steady economic growth through job creation and extra spending power (1)

 No credit for simple repetition of text without clarifying the improvement.

 AO4 = 2 marks

* 1. **Award 1 mark** for each valid descriptive point, and an additional mark for supporting use of data or detail, up to **3 marks** in total.

	Credit trends (increases/decreases), fluctuations, and relevant statistics from the graph.

	Indicative content:
	• Overall **increase** from 2012 to about 2019 (1).
	• **Peak** or plateau around the mid-to-late 2010s (1).
	• **Sharp drop** around 2020 (possibly due to external factors like the pandemic) (1).
	• **Partial recovery** or rising trend projected by 2023 (1).

• **Use of data** to quantify changes (e.g., from about 5–6 million up to 6–7 million, then a dip to around 2–3 million, and a rise back to 4–5 million) (1 additional mark for accurate figures).

AO4 = 3 marks

* 1. Award 1 mark for a correct identification of a benefit, referencing or matching the opinions in Figure 12b.
	No credit for repeating the figure verbatim without clarifying the benefit.

	Possible answers:
	Tourism brings much-needed income to remote communities (1)
	Creates jobs or boosts foreign investment (1)
	Improves infrastructure due to increased government spending on tourist areas (1)

	AO4 = 1 mark
	2. Award 1 mark for a correct identification of a funding source mentioned in Figure 13.

	Possible answers include:
	• Individual donations (1)
	• Grants from global foundations (1)
	• Corporate partnerships (1)

	AO4 = 1 mark
	3. Award 1 mark for any correct reference to how WaterAid supports these communities, as described in Figure 13.

	Possible answers include:
	• Providing training and materials to construct boreholes
	• Assisting with the maintenance of water pumps and sanitation facilities
	• Working with local volunteers and village committees to ensure sustainability
	• Reducing waterborne diseases and improving school attendance by supplying clean water

	AO4 = 1 mark
	4. Award **1 mark** for a correctly named LIC or NEE which has seen an increase in tourism as part of reducing its development gap.

	Accept any valid example (e.g. **Kenya**, **Tunisia**, **Jamaica**, **Thailand**) provided it meets the criterion of being an LIC or NEE with growing tourism.

	 **No credit** for countries classified as High Income Countries (HICs).

	AO1 = 1 mark
	5. Award up to 2 marks for a brief explanation of how tourism can directly or indirectly increase local income.

	Typically, 1 mark for a basic statement, plus an additional 1 mark for development or exemplification.

	Indicative Points (not exhaustive)
	• Job creation in hotels, restaurants, or guided tour services (1). Locals earn wages that can be spent in the community, boosting the local economy (1 additional mark).
	• Sale of local products (e.g., crafts or food) to tourists (1). Extra income for small businesses leads to reinvestment and growth (1 additional mark).
	• Infrastructure improvements (like better roads) funded by tourist revenue (1), which helps local businesses and encourages further investment (1 additional mark).

	AO2 = 2 marks
	6. **Award up to 2 marks** for outlining a positive employment impact directly linked to the example of an LIC/NEE.

	1 mark for a **basic statement** describing the positive impact.

	An additional 1 mark for **development**, **explanation**, or a **specific example**.

	**Indicative content (not exhaustive):**• **Job creation** (1) in hotels, resorts, local guiding, transport, or food services (1).
	• **Higher wages** or **improved skill sets** (1) leading to better standards of living (1).
	• **Multiplier effect (1)**: employment in supporting industries (construction, retail) triggered by tourism demand (1).

	AO2 = 2 marks
	7. Award up to 2 marks for a clear description of how improved tourism infrastructure helps narrow the development gap in a low-income or newly emerging country.

	1 mark for a basic statement of the improvement. +1 mark for development (explanation, detail, or an appropriate example).

	Indicative Answers (not exhaustive):
	• Improved roads and transport can attract more visitors, leading to increased investment and job creation (1). This can raise incomes, boost local businesses, and help fund social services, thus reducing poverty (1 additional mark).
	•Modernized airports can make travel faster and cheaper (1). More tourists arriving stimulates the local economy, providing additional revenues for healthcare or education (1 additional mark).

	AO2 = 2 marks
	8. Responses should focus on differences in HDI values between Africa and South America. Expect statements backed up by data from the map, eg
	• HDI values in South America are generally higher than in Africa (1)
	• the vast majority of countries in South America have values above 0.7, whereas most countries in Africa show HDI values under 0.6 (1)
	• the highest figures for HDI are in the extreme north and south of Africa showing values exceeding 0.6 (1). The highest in South America are in the southern part, with values above 0.8 (1).

	Credit reference to individual countries where relevant.

	No credit for statements about other parts of the world.

	AO4 = 2 marks
	9. Credit one reason only.

	Candidates should show an awareness of how using a single measure can be misleading.

	One mark for a basic statement, eg
	• a single measure might just consider income and nothing else (1)
	• average figures of one indicator are misleading because of huge differences in a country (1).

	Two marks for a developed idea, eg
	• a single measure may only measure the economic state of the country. Combined measures such as HDI take into account social indicators such as education levels (2)
	• using one measure can be misleading because it is an average for the country, eg Saudi Arabia where the GNI is high but most of the money is held by a very few extremely rich people (2)
	• some aspects of development change before others, such as death rate which falls before birth rate, so if you just looked at death rate you would not really be able to tell the stage of development of a country (2).

	AO2 = 2 marks
	10. One mark for correct working if final answer incorrect.

Allow one mark for mathematically correct answer (366.66/366.7%) without rounding correctly to a whole number.

Allow 2 marks for correct answer and no working.

367%

Percentage not required

AO4 = 2 marks

* 1. Award up to 3 marks as follows:

	1 mark: A basic statement linking tourism to reduced development gap (e.g., creation of jobs, increased income).

	+1 mark: Some specific detail or further development (e.g., referencing infrastructure improvements, multiplier effect, or local investment).

	+1 mark: Clear application to a named LIC or NEE, using relevant detail (e.g., Kenya, Tunisia, Jamaica). A succinct link to how tourism specifically helps in that country (e.g., improved roads, foreign currency, more government revenue for services).

Indicative Content
• Job creation in tourism (hotels, guides, restaurants) raises incomes.
• Foreign exchange earnings allow governments to invest in healthcare, education, etc.
• Multiplier effect: money spent by tourists circulates locally, generating further economic growth.
Named examples might include:
• Kenya (Safari tourism, Maasai Mara)
• Tunisia (Beach resorts)
• Jamaica (Cruise and resort tourism)