

## **MARK SCHEME for the October/November 2012 series**

### **9696 GEOGRAPHY**

**9696/31**

Paper 3, Advanced Human Options, maximum raw mark 50

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Page 2	Mark Scheme	Syllabus
	GCE AS/A LEVEL – October/November 2012	9696

## Production, location and change

1 (a) Fig. 1 shows models of two different farming systems.

(i) Compare the systems shown in Figs 1A and 1B. [4]

Inputs, processes (scale) and outputs should be compared:

- Extensive has fewer and smaller inputs than commercial e.g. less labour
- But there are exceptions, such as extensive uses more land
- Extensive has fewer and smaller outputs e.g. food is a fraction of the intensive
- Comparison of the size of the agricultural processes

For two separate descriptions without comparison, **max. 2.**

(ii) Explain the advantages and disadvantages of extensive subsistence farming. [6]

Advantages may include:

- Low cost system
- Efficiency in terms of inputs against outputs
- Little damage to the environment – and little waste
- Meets the food demand and other needs of local population

Disadvantages may include:

- Low outputs – little spare to sell, etc.
- Needs a lot of land

If either advantages or disadvantages clearly missing, **max. 4** (but answer does not have to be balanced to gain full marks).

Page 3	Mark Scheme	Syllabus
	GCE AS/A LEVEL – October/November 2012	9696

- (b) 'Agricultural technology frees farmers from the constraints of physical geography'.  
With the help of one or more examples, assess this view.

Traditional and modern agricultural technology aims to maximise production in part by reducing variation in physical geography: e.g. soil type by the use of fertilisers; draining or irrigating unsuitable land; chemicals to reduce pests; genetic modification of plants, etc. Candidates may question the cost of this, appreciate that technology may adapt rather than free, e.g. contour ploughing, or observe that physical geography may be so extreme, e.g. barrenness, or unpredictable, e.g. monsoon rain, that technology cannot cope. Some may exemplify taking an MEDC/LEDC approach.

Candidates will probably:

- L3 Structure their response as an assessment, show detailed knowledge, a high level of conceptual understanding of the impact of agricultural technology and argue convincingly, using the example(s) effectively. [12–15]
- L2 Produce a sound response, which may be good in parts, but which remains limited in overall detail or development. May take a more narrative approach with limited attention to the required assessment. [7–11]
- L1 Make a basic answer which may show limited grasp of what agricultural technology is and faulty understanding of its role in relation to physical geography. Make one or more valid points in a generalised response. Notes and fragments remain in this level. [0–6]

[Total: 25]

Page 4	Mark Scheme	Syllabus
	GCE AS/A LEVEL – October/November 2012	9696

2 (a) Describe and explain the influence of transport on the location of manufacturing industry.

Candidates are free to approach the question as they choose, making best use of the material they have. Transport may include type(s), quantity, cost, efficiency, etc. and is a key input in the location of manufacturing industry. The focus is on location and without this answers are unlikely to get out of Level 1. Approaches may vary, for example candidates may contrast heavy manufacturing with light or component assembly industry, with their different transport needs. The nature of the raw materials and of the products in terms of weight, value, perishability, size/shape, etc. is pertinent.

Mark on overall quality, not seeking comprehensive answers, bearing in mind the three bands of marks and levels of response: **0–4**, **5–7** and **8–10**. For a response without exemplar support, **max. 6**.

(b) With reference to one or more examples, assess the success of export processing zones (EPZs).

EPZ is a syllabus term. Success may be seen in economic or social terms or may refer to different aspects/activities of EPZs. These areas attract major TNCs due to their attractive tax breaks, infrastructure, linkages, etc., but equally they are accused of creating areas where rules on pollution are looser, of creating unfair competition and 'bidding wars' with other developing areas. The assessment will clearly vary with the chosen example(s).

Responses in Levels 2 and 3 should consider the relative success or failure of such zones. This may be for both industries/economies and the local community over time.

Candidates will probably:

- L3 Provide an effective assessment of the success of one or more clearly located EPZs, appreciating that success may be viewed differently depending on the characteristics of the zone(s) or example(s) or the viewpoint of the group of people. [12–15]
- L2 Demonstrate reasonable to good knowledge and understanding of EPZs. Offer a partial or unbalanced assessment of success, with limited or no recognition that success varies with the viewpoint. [7–11]
- L1 Find it difficult to make more than descriptive comments about EPZs, with limited development of the example(s). May show faulty understanding of success. Make a response of basic quality which may remain quite general. Notes and fragments remain in this level. [0–6]

[Total: 25]

Page 5	Mark Scheme	Syllabus
	GCE AS/A LEVEL – October/November 2012	9696

## Environmental management

3 (a) Fig. 2 shows the global pattern of energy consumption per person in 2009.

(i) Describe the pattern of energy consumption shown in Fig. 2. [4]

Essentially the MEDCs are medium to high (3.0 and over), NICs medium e.g. South Africa, China (1.5–2.9) and LEDCs low (0–1.4). A basic pattern like this, or global North/global South, or by continent, with some data support, 3. Remaining mark for recognising variation in, or identifying anomalies to, the pattern, e.g. Saudi Arabia (very high), Spain/Italy (low for MEDC).

(ii) Suggest reasons for the pattern you have described. [6]

Most will see this as a function of the level of economic development and explain why higher levels of economic development need more energy. Others may relate consumption to abundance or otherwise of energy resources, e.g. Russia, Saudi Arabia, or the ability to purchase them. Credit awareness of the nature of the data, e.g. population size in China or failure to record all energy e.g. use of animal power and organic wastes in LEDCs.

Mark on overall quality using the mark bands 0–2, 3–4 and 5–6.

(b) Assess the success of one named country in meeting the changing demands for energy.

Here **demands** (plural) signals that this is not just about meeting the growing total demand for energy, but also that domestic, industrial, transport and agricultural sectors may be changing the demand mix, or that there is a regional or rural/urban shift in demand. Assessment should make (relative) successes as well as (relative) failures clear, and may suggest or outline why they happened, e.g. taking physical, economic, social, or political factors that help or hinder the chosen country to meet energy demands.

Candidates will probably:

L3 Provide an effective assessment of the success of the named country based on a detailed case study. Appreciate that views of success vary with location and between consumers and/or groups of people. [12–15]

L2 Demonstrate reasonable to good knowledge and understanding of changing demands for energy in the chosen country. Offer a partial or unbalanced assessment, with limited recognition that relative success will vary with the location or consumer. [7–11]

L1 Find it difficult to make more than descriptive comments about changing demands for energy. May show faulty understanding of success / failure. Make a response of basic quality which may remain quite general. Notes and fragments remain in this level. [0–6]

[Total: 25]

Page 6	Mark Scheme	Syllabus
	GCE AS/A LEVEL – October/November 2012	9696

**4 (a) Describe and explain the factors that influence the supply of water.**

Candidates are free to approach the question as they choose, making best use of the material they have. The stress is on explaining how factors that are physical (e.g. climate, drainage, geology, etc.); economic (e.g. technology, transport, capital investment, etc.); social (e.g. population size, culture, ownership of water supplies etc.); and political (e.g. government schemes, treaties, water wars, etc.) influence the quantity and quality of water supply. Indicators of response may include attention to water quality, a 'big picture perspective' or detailed and contemporary exemplar support. There is scope here for wide-ranging answers which may not cover all the factors equally or which may focus on a few in depth.

Mark on overall quality, not seeking comprehensive answers, bearing in mind the three bands of marks and levels of response: **0–4, 5–7 and 8–10**. For a response without exemplar support, **max. 6**.

**(b) Evaluate the view that 'a shortage of money is the main constraint in improving the quality of degraded environments'.**

Candidates may agree or disagree with the stated view, using the material they have to support or reject it. The role of other factors such as the type, scale or degree of degrading or the role of political and/or public will (e.g. during instability), technology (as some environments are very difficult to improve), or an economic cost/benefit notion would be pertinent. Clearly the approach will vary with scale, location and sometimes between countries or areas

Candidates will probably:

- L3 Structure their response as an assessment, show detailed knowledge and a high level of conceptual understanding of the impact of money on the ability to improve degraded environments. Consider one or more other factors and argue convincingly that money is not always the main constraint convincingly, using the example(s) effectively. [12–15]
- L2 Produce a sound response, which may be good in parts, but which remains limited in overall detail or development. May take a more narrative approach with limited attention to evaluating whether the shortage of money is the dominant factor. For a response on one environment only, max. 10. [7–11]
- L1 Make a basic answer which may show limited grasp of what constitutes a shortage of money and faulty understanding of the link to improving degraded environments. Make one or more valid points in a generalised response which is more descriptive in character than truly evaluative. Notes and fragments remain in this level. [0–6]

**[Total: 25]**

Page 7	Mark Scheme	Syllabus
	GCE AS/A LEVEL – October/November 2012	9696

## Global interdependence

5 (a) Fig. 3 shows the trade balance for a LEDC in 1999 and 2009.

(i) Describe the changes in the balance of trade using data from Fig. 3. [4]

Description of the components of change (imports and exports), with data support (absolute US\$, or relative e.g. 250% rise in imports, almost 4 times increase in exports), worth 3 if done well. The remaining mark for simple use of data to show that the balance of trade has improved greatly, by US\$ 340 millions or approaching 6 times. 1

(ii) Suggest reasons for these changes. [6]

Reasons are needed for the increase in exports as the country develops, and for the increase in imports, e.g. of raw materials or machinery to resource development or to meet the needs of a growing population, etc. Export growth may be explained by exploitation of raw materials, growth of manufacturing, government policies, globalisation of trade, trade links, etc.

Mark on overall quality using the mark bands 0–2, 3–4 and 5–6.

If changes to imports, or changes to exports, only, max. 3.

(b) With the help of one or more examples, explain why countries find it difficult to get out of debt.

Explanations are varied and multi-dimensional although economic and political factors are likely to dominate, e.g. high interest rates, demands of the growing population with increasing aspirations, dominance of cheaper primary exports (terms of trade), regime changes, corruption, instability, etc. Others may focus on physical problems e.g. impact of natural disasters such as floods, droughts, etc. or social issues such as high levels of population growth, limited education, etc. It is creditable to point out that some LEDCs have got out of debt or observe it as it is a two way process/relationship.

Candidates will probably:

L3 Provide an effective explanation of why it is so difficult to get out of debt, with detailed use of example(s). Recognise that the reasons vary between countries and/or over time. [12–15]

L2 Demonstrate reasonable to good knowledge and understanding of why it is so difficult to get out of debt. Offer a partial or unbalanced explanation, with limited recognition that reasons vary. For a response on one country only, max. 10. [7–11]

L1 Find it difficult to make more than descriptive comments about the difficulties, which may remain quite general, with little development of reasons. May show faulty understanding of the links between debt and causal factors. Offer notes or fragments. [0–6]

[Total: 25]

Page 8	Mark Scheme	Syllabus
	GCE AS/A LEVEL – October/November 2012	9696

**6 (a) Describe and explain the recent growth in international tourism.**

Candidates are free to approach the question as they choose, making best use of the material they have. Recent growth may be interpreted as from the syllabus dateline (1970) or as recently as within the last decade. Be flexible as some trends in growth may be slower in some areas.

Growth may be described in absolute numbers of tourists or economically in \$, employment, etc. It varies between countries, types of tourism, regions and groups of people. Explanation varies with the nature of the growth described but will probably focus on increased mobility, higher disposable incomes, more paid holidays, better education, the promotion of certain areas, greater political freedom to travel, etc. There is scope here for wide-ranging answers which may not cover all the reasons equally or which may focus on a few in depth.

Mark on overall quality, not seeking comprehensive answers, bearing in mind the three bands of marks and levels of response: **0–4**, **5–7** and **8–10**. For a response without exemplar support, or if description or explanation clearly missing, max. 6.

**(b) Assess the view that the impacts of tourism on the environment are greater than its impacts on society.**

Any position may be adopted, although many may agree and give examples of impacts on coasts e.g. loss of mangroves, increased pollution, water shortages, loss of habitats, destruction of reefs, urban sprawl, etc. Social impact may be linked to a model (e.g. Doxey) or focus on increased vice/crime, seasonal unemployment, loss of land and homes, and cultural impacts. Indicators of quality may include nuanced assessment; the recognition of positive impacts on society e.g. higher standard of living, the multiplier effect, better education, and to a lesser extent on environment e.g. creation of nature reserves; or that impacts vary with the nature of the environment, of the society and with the type (and volume) of tourism.

Candidates will probably:

- L3 Provide an effective assessment of the relative impact of tourism with an appreciation that the balance of impacts may be viewed differently depending on the location, tourism type, and/or group. [12–15]
- L2 Demonstrate reasonable to good knowledge and understanding of the impacts of tourism. Offer a partial or unbalanced assessment, with limited recognition that relative impact will vary with location, tourism type or society. [7–11]
- L1 Find it difficult to make more than descriptive comments about the impact of tourism, offering little or no true assessment. May show faulty understanding in a response of basic quality which may remain quite general. Notes and fragments remain in this level. [0–6]

**[Total: 25]**



Page 9	Mark Scheme	Syllabus
	GCE AS/A LEVEL – October/November 2012	9696

## Economic transition

7 (a) (i) Table 1 shows the top TNCs in banking and financial services in 2011.

**Describe the characteristics of the TNCs shown in Table 1.** [4]

Credit that all countries of origin are MEDCs; countries they operate in vary from 15 to 77, with the one Japanese TNC operating in the least; total assets show that they are all similar in size, with data support from Table 1. The demand is **characteristics**, so for rewriting the data, **max. 2**.

(ii) **Suggest why TNCs operate in a wide variety of countries.** [6]

This can be explained in a number of ways: economic factors, e.g. comparative or competitive advantage, finding new markets; historical factors, e.g. colonial ties; political factors, e.g. economic colonialism. An alternative approach is the notion of economies of scale and/or law of comparative cost advantage or linkage/multiplier concepts. One explanation presented in detail can achieve full marks.

**(b) To what extent do TNCs help LEDCs to develop?**

It is likely that candidates will focus on the mixed role of TNCs in development; positive, e.g. creating jobs, bringing investment, improving transport, etc. and negative/limiting e.g. low wages, competition undercutting local production, pollution, etc., in order to arrive at an overall assessment. Indicators of quality may include recognition of different outcomes; differences within LEDCs as TNCs cause regional or rural/urban imbalances and trigger or reinforce inequalities, e.g. core-periphery; or considering different dimensions of development (economic, social, political). Reward the observation that much depends on the nature of the TNC and/or the characteristics of the LEDC.

Candidates will probably:

L3 Provide an effective assessment of the relative impact on development in LEDCs by TNCs using detailed and reasonably up-to-date examples. Appreciate that the outcome may be viewed differently depending on the location, the TNC and/or the group of people. [12–15]

L2 Demonstrate reasonable to good knowledge and understanding of the relative impact on development in LEDCs by TNCs. Offer a partial or unbalanced assessment, with limited recognition that impact varies with location or TNC. For a response about one TNC, max. 10. [7–11]

L1 Find it difficult to make more than descriptive comments about the impact of TNCs, with little or no effective assessment. May show limited or faulty understanding of development, in a response of basic quality which may be quite general. Notes and fragments remain in this level. [0–6]

**[Total: 25]**

Page 10	Mark Scheme	Syllabus
	GCE AS/A LEVEL – October/November 2012	9696

8 (a) (i) Explain the terms *spread effects* and *backwash effects*.

Spread effects are the movement of economic growth or initiatives out from the core either spatially into the periphery or down the hierarchy. 2

Backwash effects are the negative impacts on or consequences for economy or economic growth of the periphery of the tendency for resources, investment, labour, etc. to be drawn into the core. 2

Accept exemplification to clarify. or the basic direction of *effects* only 1 + 1.

(ii) Explain the ways in which development can be spread to other areas within a country. [6]

Spread may be a natural tendency, as economies operate in the periphery against diseconomies in the core. Usually spread has to be helped by the government or authorities with development projects and/or investment in the periphery, e.g. transport infrastructure, tourism, regional incentives, dam building; and by restricting growth in the core e.g. via taxation, planning laws, etc. Some may identify specific **ways** such as growth poles or name particular examples, e.g. within Brazil or China.

(b) With reference to one or more countries, to what extent has it been possible to reduce regional disparities?

A classic question leading on from (a) (ii), about the relative success of attempts to use spread mechanisms to reduce regional disparities (economic and social). Much depends on the example(s) chosen, on the nature of the regional disparities and the reasons why they need reducing. Some countries see regional disparity as the price for overall national development whilst others are overwhelmed by the sheer scale of the backwash effects. Others, possibly for political reasons, have little interest in reducing regional disparities. One indication of quality may be observing the tension between economic, social and political aspects which results in differing priorities in reducing disparities.

Candidates will probably:

L3 Provide an effective assessment of attempts to reduce regional disparities in good detail. Appreciate that these attempts may be viewed differently depending on the country, region and/or group of people. [12–15]

L2 Demonstrate reasonable to good knowledge and understanding of the relative success of attempts to reduce regional disparities. Offer a partial or unbalanced assessment, with limited recognition that success varies. [7–11]

L1 Find it difficult to make more than descriptive comments about the attempts to reduce regional disparities, with little or no assessment. May show faulty understanding of the concepts or example(s). Make a response of basic quality which may remain quite general. Offer notes and fragments only. [0–6]

[Total: 25]