CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary Level and GCE Advanced Level

# MARK SCHEME for the October/November 2012 series

# 9696 GEOGRAPHY

**9696/33** 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.

**Production, location and change**

1 **(a) Describe and briefly explain some of the relationships between agricultural produce and distance from markets where the products are sold. [10]**

Although Von Thünen's model was removed from the syllabus in 2010, some candidates may respond with this classic approach which emphasises mode of transport and the bulkiness and value of products. Others may have examples of the global market (e.g. New Zealand lamb and venison) or emerging regional markets such as China in Asia-Pacific. Key elements are profitability, quality and relationships between producers, sellers and consumers. Constraints may be credited, for example the disruption caused by volcanic ash clouds, political instability or global terrorism.

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 general response without examples, **max. 6**.

**(b) How far do you agree that the concept of an agricultural system is of limited usefulness? [15]**

The syllabus invites a systems approach and examples of one arable system and one pastoral system. Prepared candidates should therefore be familiar with inputs, throughputs, outputs and subsystems. Beyond this, clearly there is great complexity in terms of production and change today, although candidates are free to develop their own approach and critical appreciation. Credit may be given to a diagram or diagrams.

Candidates will probably:

L3 Structure their response as an assessment, show detailed knowledge, a high level of conceptual understanding of agricultural systems 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 sandwich a satisfactory descriptive response between evaluative comments. [7–11]

L1 Make a basic answer which may show faulty conceptual understanding of systems, little exemplar knowledge and/or a lack of time. Make one or more valid points but offer little or no assessment. Notes and fragments remain in this level. [0–6]

**[Total: 25]**

2 (a) **Figs 1A and 1B show the life cycle for products such as a new design of a latest personal computer (PC).**

**Describe and explain how Figs 1A and 1B help explain changes in the manufacturing of products over time.**

Fig. 1A shows four stages of sales of the product. Sales start low and as the product is advertised, more available and adopted by more people, sales increase. Sales are highest in stage 3 which lasts the longest time and so this is when the most products are manufactured. In stage 4 its popularity declines and/or the product becomes technologically obsolete, so sales decrease.

Fig. 1B identifies three levels for five different inputs over the first three stages shown in Fig. 1A (but not for stage 4). Credit candidates who show understanding of the management of industrial production and/or industrial change and who make valid links to some of the inputs shown. Credit any critical appreciation of the product life cycle offered, as it is a model and limited in what it comprises.

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 general response without examples, **max. 6**.

(b) **With reference to one or more examples, explain why the locations of manufacturing and related service industries may change over time. [15]**

Some factors, notably industrial agglomeration, external economies of scale and industrial inertia, may work to leave industry where it is. However, locational change is to be expected for a number of reasons. Economic reasons dominate, but political, environmental and, to a lesser extent, social, reasons may be influential. There may be considerations of space, expansion, accessibility, cost-saving, efficiency, incentives, infrastructure, government policy, etc. Candidates are free to develop their own accounts making best use of the examples and material they have.

Candidates will probably:

L3 Use detailed knowledge of industrial location as the basis for a dynamic and accomplished explanation of locational change. [12–15]

L2 Show reasonable to good knowledge and understanding of industrial location in the chosen example(s), but offer an explanation which is partial or limited overall, and perhaps narrative in character. [7–11]

L1 Find it difficult to make more than descriptive or theoretical observations of industrial location. Produce a response of basic quality which may remain general or broadly located. Notes and fragments remain in this level. [0–6]

**[Total: 25]**

**Environmental management**

**3 (a) Fig. 2 shows the proportion of electricity produced globally from different sources, 2006.**

**(i) Describe the sources of global electricity generation shown in Fig. 2.** **[3]**

Creditable points include:
- the dominance of coal (40.8%, two fifths) or of fossil fuels (66.6%, two thirds)
- hydro (16.4%) is the only significant renewable – see 'other'
- nuclear (14.7%, one seventh)
- very small contribution of wind, solar, etc. in overall mix

**(ii) Explain how you would expect the sources of energy to change over the next 20 years.** **[7]**

Anticipating and explaining likely changes over 20 years, these may vary validly, given the options, but may include:
- lower proportion of coal/fossil fuels – polluting, depleting, the result of political decisions, environmental lobbying, etc.
- higher proportion of renewables – cleaner, not depleting, as technologies improve and become cheaper / widely available
- increasing/decreasing proportion of nuclear power – political decisions, new countries going 'nuclear', safety concerns, etc.
- other

Mark on overall quality, not seeking comprehensive answers, bearing in mind three bands of marks and levels of response: **0–3, 4–5** and **6–7**.

**(b) Evaluate the sustainability of the overall energy strategy of <u>one</u> country.** **[15]**

The definition of sustainability used may be the Brundtland one. Candidates may also consider aspects of sustainability separately: environmental, economic, social and political sustainability (e.g. unpopular policy or decisions). Possible elements include emissions, the rising demand for power and energy security.

Candidates will probably:

L3 Develop a high quality assessment, demonstrating detailed and quite up-to-date knowledge of the chosen strategy and good conceptual understanding of sustainability. Structure the response well. [12–15]

L2 Provide a response of sound quality which may be good in parts or as far as it goes. Make a satisfactory but limited assessment that may not be integrated with the rest of the answer and which may lack detail. If evaluates 'one named located scheme' in error, max. 9. [7–11]

L1 Struggle to deal with the topic through lack of a detailed example or overall perspective. Make one or more basic points about energy. Take a descriptive approach, making little or no assessment. Offer notes. [0–6]

**[Total: 25]**

4 (a) **Explain why the quality of water supply is an issue in both LEDCs and MEDCs.**

Here "issues of water quality" are an element of expanded content of the 2010 syllabus. Candidates are free to develop their own approaches and to use the material they have b… should make reference to both LEDCs and MEDCs in the question, although this does not have to be in a balanced manner.

In LEDCs, quality of water supply affects health through water being unsafe to drink, contaminated with bacteria, polluted from wastes, etc. In MEDCs concerns about water quality tend to relate to incidents and accidents which endanger people and to standards within the water service industry, including ageing infrastructure, the use of chemicals and 'tolerances', resulting in increased consumption of bottled water (as in France). Certain groups: the young, the aged, the sick and those with underlying health conditions are at risk from sub-standard water.

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 general response without examples, **max. 6**.

(b) **With reference to one or more located examples, assess whether pollution is increasing or decreasing over time and explain the trend(s) you identified. [15]**

An opportunity for the appraisal of a dynamic, the trend over time in relation to a located example or located examples of pollution. Credit the detail and specificity of the chosen example(s), such as the use of data and dates. The explanation may cover what has or has not been done; success/failure; unforeseen outcomes; the roles of finance, education, media, government, etc. Credit well any coverage of 'the reasons behind the reasons' for the trend(s).

Candidates will probably:

L3 Produce a high quality assessment, well-founded in detailed knowledge of the chosen location(s). Demonstrate strong conceptual understanding of pollution and skills both in structuring the response and assessing trends. Impress by overall perspective and use of material. [12–15]

L2 Develop a response of sound to good quality. Whilst satisfactory as far as it goes, candidates may lack one or more of exemplar detail, conceptual grasp, skills in and/or the language of assessment. At the lower end may deal with the explanatory element quite broadly. [7–11]

L1 Make a response which is more a description than an assessment. Make one or more basic observations about the locations(s) but lack specific knowledge of pollution. Offer a general or fragmentary explanation. [0–6]

**[Total: 25]**

**Global interdependence**

**5 (a) On average, approximately only 10% of the price paid for a jar of coffee in an MEDC goes to the coffee growers in LEDCs.**

**Suggest reasons why trade may advantage some people more than others and outline what Fair Trade initiatives aim to achieve. [10]**

[*New Internationalist* reported share: grower 10%, exporter 10%, roaster/shipper 55%, retailer 25%.]
Trade is about making money, profitability and competition. Agricultural crops are prone to shortages and gluts, issues of hazardous weather or pests and resulting price fluctuations. Each person in the production chain seeks to profit, and TNCs that control international markets, e.g. Nestlé, in the case of coffee, are powerful compared to small producers, etc. More widely, trade agreements, neo-colonial relationships, the stability of currencies, even location, may advantage some.

Fair Trade's **aims** include, for producers in LEDCs:
- better trading conditions e.g. fewer middlemen
- a better financial outcome, e.g. price, % received
- empowerment, securing rights
- developing knowledge and skills to improve lives

and more widely, in the global arena, aims include:
- campaigning for change
- challenging conventional trading practices
- raising people's awareness of fair trade issues
- product certification and *Fairtrade* labelling

Mark on overall quality, bearing in mind three levels of response and the mark bands of **0–4**, **5–7** and **8–10**. Although examples may be used, a general response may be highly effective, so the usual maximum does not apply.

**(b) Describe how trade is being affected by changes in the global market and as these changes are taking place.**

This is likely to be in the context of economic development, e.g. the emergence of new markets, such as China; changes in MEDCs' demand (e.g. low fat, greener, customised); changes in LEDCs as producers and consumers. The assessment may consider interconnectedness, westernisation, consumerism, global security, oil prices, transport, etc. WTO content and tourism (invisible trade) may be used.

Candidates will probably:

L3 Demonstrate strong understanding of the dynamics of the global market and convince by their 'big picture' perspective, use of examples from more than one world region and multi-dimensional factor awareness. [12–15]

L2 Produce a satisfactory to good explanation of overall sound quality. Show some knowledge of changes to the global market but develop a response which remains limited in perspective, detail or assessment offered. [7–11]

L1 Make a few basic points which may remain descriptive of changes in trade. Focus on the global market may be weak. May over-generalise, struggle to select relevant material, or offer fragments or notes. [0–6]

**[Total: 25]**

6 (a) **Describe and explain the factors which have contributed to the growth of international tourism.**

These may be grouped into demand factors (e.g. increase in affluence, longer paid holidays); supply factors (e.g. government investment in sector development, international hotel chains); and facilitating factors (e.g. media, advertising, transport, globalisation). Credit well responses which are more than a developed list of factors and which use specific examples effectively to point up the description and explanation offered.

To enter the highest mark band a combination of factors from all three groups is required. 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**. Although examples may be used, a general response may be highly effective, so the usual maximum does not apply.

(b) **Fig. 3 shows a model of possible changes in local people's attitudes to tourism as a destination develops.**

**Assess the extent to which Fig. 3 can be applied to the growth and development of <u>one</u> tourist area or resort you have studied. [15]**

This is adapted from Doxey's irritation index or 'irridex' (1976). In the assessment much depends on the area or resort chosen; compare, for example, an ecotourism initiative with a mass tourism island destination or a rejuvenated resort such as Rotorua, NZ. Credit responses which offer some critical appreciation of the model in the assessment, for example those who show that different groups of local people have different attitudes to tourism as it develops.

Candidates will probably:

L3 Structure the whole response as an assessment, considering aspects of the model which do and which do not apply to the chosen tourist location. Make effective use of a detailed example, structuring the response well. [12–15]

L2 Provide a response of sound to good quality, which is satisfactory as far as it goes, but which remains underdeveloped in detail or in the assessment offered. [7–11]

L1 Make one or more simple observations about people's attitudes to tourism. Take a descriptive more than an evaluative approach, perhaps ignoring the figure largely. Offer a generalised piece which lacks a clear located example. Notes and fragments remain in this level. [0–6]

**[Total: 25]**

**Economic transition**

7 (a) **Explain why regional disparities in social and economic development occur w[…] countries.** [1…]

Classically, natural features (e.g. a resource, a natural harbour, fertile soil) confer initial advantages on a location or locations which stimulate its growth and development ahead of others. A process of cumulative causation is initiated, involving flows of labour, commodities and capital from other areas (periphery) towards the advantaged (core) area. Regions may be disadvantaged further by distance, inaccessibility, terrain, weather, tribe, language, government decision-making, failed investment, conflict, etc.

A full response should make reference to both social and economic development. 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**.Although examples may be used, a general response may be highly effective, so the usual maximum does not apply.

(b) **Amartya Sen, one of the creators of the Human development index (HDI), called it "a crude measure".**

**Examine how social and economic inequality is measured most effectively globally.** **[15]**

As composite measures, such as the HDI, PQLI, HPI, etc. are usually regarded as performing better than single criterion measures of inequality, the stem is a stimulus. Sen called the HDI crude because of its simplicity: combining three variables, life expectancy, income per person adjusted for PPP, and a measure of education (literacy + years in school). Some may want to see measurement of gender empowerment, personal freedom, even happiness (cf. the Happiness Index). Credit candidates who write about the statistical difficulties such as issues of out-of-date data, inefficient data collection, political manipulation and international comparability, in the ways that they affect "best measured".

Candidates will probably:

L3 Offer a convincing examination which does not need to be comprehensive to impress by its global perspective, diverse examples and strength of approach to the topic. [12–15]

L2 Provide a response of sound quality overall, which may be good in parts, but which remains limited in knowledge and understanding of inequalities, and their measurement, or in the examination made. [7–11]

L1 Make one or more simple observations about measuring inequality, but not manage to get to grips with the topic. Struggle to select and apply their material in response to the question set. Answer generally and/or descriptively, offering little or no meaningful analysis. [0–6]

**[Total: 25]**

**8 (a) Fig. 4 shows foreign direct investment (FDI) into China in 1992 and 2006.**

**Describe, and suggest reasons for, the changes in FDI shown in Fig. 4.**

Close reading of Fig. 4 shows three sorts of changes in the 15 year period:
- increase in number of inward flows/sources, 1992 5 2006 21
- increase in scale, e.g. USA, 1992 approx. US$0.5 billion, 2006 5 billion
- increase in spread of sources of FDI globally, in 1992 Asian neighbours and USA, but in 2006 Europe, Samoa, Mauritius, Australia, etc. Not truly global – only two countries in Africa and South America, no FDI from NZ

Map evidence is needed in support of the description offered.

The **reasons** relate to globalisation and changes in the global economy, including the growth in global finance made possible electronically and the emergence of China (BRIC, 'the workshop of the world', a market of 1 billion people, etc.).

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 which only describes (or suggests reasons) max. 6.

**(b) Assess why the activity of transnational corporations (TNCs) is greater in some countries than in others. [15]**

The word 'activity' is purposefully broad to allow candidates to write about any aspects of TNCs' operations: HQ, R&D, production, assembly, regional HQ, marketing, etc. using the examples they have. The focus of the assessment is on the reasons why TNCs favour some countries and on the factors that promote this behaviour (economic, political, social, environmental and, perhaps, historical).

Candidates will probably:

L3 Provide an effective assessment of variations in the activity of TNCs between different countries, basing their judgment on clear and detailed evidence. Demonstrate sound conceptual understanding and a 'big picture' perspective. [12–15]

L2 Produce a sound response, which lacks full development, but which may be good in some respects. Take a broad but shallow, or a more detailed but, perhaps, narrow, approach to TNCs' activity. May tack assessment on at the end of a narrative or explanatory piece. For a response about one TNC, max. 10. [7–11]

L1 Make a descriptive response rather than an evaluative one or provide a basic assessment of TNC locations. Write loosely showing little specific knowledge of TNCs or the global economy. Note-form and fragmentary responses remain in this level. [0–6]

**[Total: 25]**