

**MARK SCHEME for the May/June 2012 question paper
for the guidance of teachers**

9696 GEOGRAPHY

9696/32

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 must be read in conjunction with the question papers and the report on the examination.

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Production, location and change

- 1 (a) (i) **With the help of an example, explain the meaning of the term *intensive production* in agriculture.**

It is high input (labour and capital), high output (per unit area, per worker, per unit capital) production. It can be over small areas, e.g. intensive subsistence or market gardening, or large areas, e.g. wet-rice or plantations.

Mark holistically, for a response without an example, or with an inappropriate example, **max.2.** [4]

- (ii) **Describe three ways that agricultural production (arable or pastoral) can be intensified.**

A dynamic element involving intensification. Credit any three valid ways looking for detail and specificity. Compare, for example, “more fertilisers” and “applying inorganic fertilisers in order to increase the quality and the quantity of the maize crop”; and “fences for cattle” with “managed rotational grazing of cattle in paddocks”. Credit each way **2**, allowing **2** for three ‘soft’ or insubstantial points. [6]

- (b) **With reference to agricultural change in one country, how far do you agree that it created more difficulties than it solved?**

An invitation to use the case study from syllabus topic 1.2, and to develop an assessment. Any viewpoint is acceptable, if argued appropriately and supported with evidence from the chosen case, but most accounts are likely to offer material on both sides, although, clearly, this does not need to be balanced.

Candidates will probably.

- L3 Structure their whole response as an assessment, show detailed knowledge of the chosen case, a high level of conceptual understanding and argue convincingly, using the example perceptively. [12–15]
- L2 Produce a sound response, which may be good in parts, but which remains limited in overall detail or development. May ‘top and tail’ a narrative or explanatory response with evaluative comments. [7–11]
- L1 Make a basic answer which may show limited recall of the example, low skills in selecting and applying information to the actual question set, and / or a lack of time. Offer one or more valid points but little or no assessment. Fragmentary and note-form responses remain in this level. [0–6]

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2 (a) Fig. 1 is an extract from the website of the Bangladesh Export Processing Authority (BEPZA), in Bangladesh, an LEDC in South Asia.

(i) With the help of Fig. 1, outline why EPZs are attractive locations for manufacturing and related service industry.

Responses will comprise a summary of what they offer. Some of this content can be derived from Fig. 1, some cannot, such as the good transport links (road, seaport and airport access), assured power and water supplies, availability of functional linkages. Mark holistically, using **max. 3** where content from Fig. 1 is not supplemented with own material, and with reference to the three mark bands **0–1, 2–3 and 4–5**. [5]

(ii) Explain what other information a business may find helpful in deciding whether to locate production on one of BEPZA's sites.

An opportunity for some geographical thinking about industrial location. There is much **other information** that might be pertinent, including:

- Bangladesh: politics, economy and society
- accessibility and transport
- feedback from existing users
- alternative locations
- cost data, exchange rates, forecasts
- workforce availability, skills levels, language, militancy, etc.
- other

A full response comprises at least three items of information.

[5]

(b) Evaluate attempts to solve issues caused by changes in the character, location and organisation of manufacturing industry in one country you have studied.

An opportunity to use the case study from syllabus 1.4 from which 'character, location and organisation' are taken. Any **issues** are valid: positive / negative; short-term / long-term; local / national; by industry or sector; etc. and so are attempts (e.g. by the industry, by government, etc.).

Candidates will probably:

L3 Use detailed knowledge of the case study of industrial change as the foundation for an effective and well-structured evaluation of the attempts to solve issues for all three elements. [12–15]

L2 Show reasonable to good knowledge and understanding of industrial change in the chosen example, but make an evaluation which is partial or limited overall. May 'top and tail' an explanation or narrative with evaluative comments. May omit one of the three elements. [7–11]

L1 Find it difficult to do more than describe industrial change, offering little or no real evaluation. Produce a response of basic quality which may be general. Notes and fragments remain in this level. [0–6]

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Environmental management

- 3 (a) Fig. 2 shows a model of the relationship between GDP (gross domestic product), pollution over time.

Describe the relationship shown in Fig. 2 and explain how the model may be applied to one or more countries you have studied.

The description is of an idealised linear (arithmetic) increase in GDP over time as countries develop. Pollution produced rises initially, shadowing GDP. At t_1 , the point where incentives to protect the environment are introduced, there is a slight weakening of the rate of increase, to a peak near the mid-point (convexity) before pollution decreases (concavity) and falls to a level below that at the start, because of the technologies adopted. The amount of pollution modelled is always less than level of GDP. A detailed descriptive response can achieve 5 marks.

The application of the model depends on the country or countries chosen. It may be seen as applicable to LEDCs, NICs and MEDCs, from left to right. Any attempt to offer a critique of its applicability is highly creditable and should be placed in the middle or upper mark band. Credit examples (e.g. incentives, or technologies).

Mark on overall quality, not seeking comprehensive or fully balanced answers, with reference to the three bands of marks and levels of response: **0–4**, **5–7** and **8–10**. For a response without exemplar support, **max. 6**. [10]

- (b) **To what extent is the choice between polluting and less polluting sources of energy governed more by economic, than by environmental, factors?**

An opportunity for candidates to use the material they have and to develop their own reasoning. It may be that other dimensions, notably the political, may be introduced, for example in terms of energy security and dependency. Quality may be seen in ideas such as the complexity of decision-making, how views change, the global nature of the issue, and how events (e.g. BP oil spill, Gulf of Mexico, 2010) are highly influential in terms of policy-making and public opinion.

Candidates will probably:

- L3 Develop a high quality assessment of choices about sources of energy and the energy mix. Show detailed and reasonably up-to-date knowledge and good conceptual understanding of the complex and dynamic situation in a well-organised response. [12–15]
- L2 Provide a response of sound quality which may be good in parts or as far as it goes. Offer a broad response which lacks supportive detail, or a specific one on a narrower base. Make a satisfactory but limited assessment that may not be integrated with the rest of the answer. [7–11]
- L1 Struggle to deal with energy choices through lack of knowledge or of overall understanding. Make one or more basic points about sources and pollution in a descriptive piece that offers little or no effective assessment. Fragmentary and note-form answers remain in this level. [0–6]

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4 (a) With the help of examples, describe and briefly explain the main causes of water pollution.

Candidates may approach this in different ways, including:

- sources agriculture, mining, manufacturing, transport, domestic, tourism, etc.
 - constraints and effects population pressure, lack of education, poverty, lack of control, lack of will / other priorities, cost cutting, accidents, etc.
- or a combination of these and material specific to the chosen examples.

Here **water** may be interpreted as freshwater and salt water (marine) but does not have to include both to access the top mark band.

Mark on overall quality, not seeking comprehensive answers (for main), with reference to the three mark bands and levels of response: **0–4**, **5–7** and **8–10**. For a response without exemplar support, **max. 6**. Examples may be generic or named or located. **[10]**

(b) With reference to one degraded environment, assess the relative importance of the problems faced in its management.

One element of the case study of a degraded environment (syllabus 2.4). An open opportunity to present problems (which are to be interpreted permissively) and to offer the necessary evaluative element by considering **relative significance**, i.e. which one(s) mattered most / more, was the easiest / most difficult to deal with, affected the greatest area or most people, etc.

Candidates will probably:

- L3 Develop a high quality assessment which impresses by being well-founded in detailed knowledge of the chosen case and its comparative and evaluative approach. Structure the response well. **[12–15]**
- L2 Produce a response of sound to good quality. Whilst satisfactory as far as it goes, candidates may lack one or more of case detail, conceptual grasp, relevance, skills in and / or the language of assessment. At the lower end may deal with significance, but not relatively. **[7–11]**
- L1 Make a response which is more a description than an assessment. Make a few basic observations about a degraded environment but lack detailed knowledge and understanding of management. Fragmentary and note-form responses remain in this level. **[0–6]**

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Global interdependence

- 5 (a) Fig. 3 shows the top 10 countries in Africa receiving development aid between 2006 and 2008.

- (i) Explain the meaning of the terms *development aid* and *debt relief*.

development aid is financial assistance, practical help and material gifts from governments and other agencies in MEDCs and NICs to support and promote development (economic, social and political) in LEDCs. **2**

debt relief is the partial or total forgiveness of money that is owed (in this context by a country which has borrowed and is unable to repay the sum and meet the interest payments) **2** [4]

- (ii) Describe the pattern shown in Fig. 3, supporting your response with information from the figure.

Amongst the top 10 there was similarity and diversity. Diversity is most noticeable in terms of debt relief, comparing for example Nigeria (1st) with almost US\$11 billion in 2006, and Sudan (4th) and Kenya (9th) which received none. Most countries received development aid of approx. US\$ 1–2 billion (this appears a narrow band but the sums involved are huge). Trends over time varied: most increasing, e.g. Ethiopia, some falling back in 2008, e.g. Uganda.

Mark on overall quality of analysis and use of information, with reference to the three mark bands **0–2**, **3–4** and **5–6**. If one element, **max. 4**. [6]

- (b) Use examples to explain the ways in which LEDCs can get the most benefit from aid they receive.

The syllabus requires 'a critical appreciation of the impacts of aid on receiving countries'. The **ways** may include careful management; avoiding dependency; investing in key services, e.g. health and education, and key infrastructure, e.g. power and water supplies, and any other valid means that candidates offer.

Candidates will probably:

- L3 Demonstrate strong understanding of aid and its impacts, and whilst not making a comprehensive response, convince by their overall perspective, use of examples and analytical approach to the issue. [12–15]
- L2 Produce a satisfactory to good explanation of sound quality. Show knowledge of aid and an understanding of its impacts, but develop a response which remains limited in one or more ways (perspective, examples, explanation, or identification of 'ways'). [7–11]
- L1 Make a few basic points which may be more descriptive of aid than explanatory of the ways asked. May over-generalise or fail to address the question. Simply offer fragments or notes. [0–6]

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6 (a) Describe recent trends in tourism and suggest reasons for these changes.

An open question, allowing candidates to use the material they have.

Here **recent trends** may include the rise of ecotourism, and specialist forms such as wilderness tourism, adventure tourism, health tourism and film tourism. There is a massive increase in tourism globally associated with changes in lifestyle and the new prosperity of the middle classes in emerging nations such as BRIC (Brazil, Russia, India, China). The global economic downturn and concerns about the contribution of air travel to global warming have seen the 'staycation' (rather than vacation) as a new choice, and some regrowth in domestic tourism, rather than international tourism. Candidates may also refer to contributory trends such as the role of budget airlines and the significance of the internet for information and bookings.

Mark on overall quality, not seeking comprehensive answers, but looking for both **trends** and **reasons**. Award a mark with reference to the three mark bands and levels of response: **0–4**, **5–7** and **8–10**. For a response without exemplar content, **max.6**. [10]

(b) 'Tourists destroy the places they visit'. With reference to one or more tourist destinations, how far do you agree?

Clearly, much depends on the destination(s) chosen. The destruction may be environmental, but also economic, for example with the operation of TNCs and tourism-induced price inflation; and social, as carrying capacity is breached and local residents antagonised, as Doxey modelled. Candidates may write about policy decisions, enclave resorts, ecotourism and rejuvenation in the life cycle.

Candidates will probably:

- L3 Structure the whole response as an assessment and consider the destruction – or preservation – of the chosen tourist destination(s) in at least two dimensions. Make effective use of detailed evidence and show good conceptual understanding of the sector. [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, dimensionality or in the assessment offered. May approach the question by sandwiching a case study between evaluative comments. [7–11]
- L1 Make one or more simple observations about the changes that tourism brings. Offer a generalised piece lacking a clear located destination, or an oblique one, given the question set. Take a descriptive more than an evaluative approach. Fragmentary and note-form responses remain in this level. [0–6]

[Total: 25]

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Economic transition

- 7 (a) Use examples to explain the nature and role of the tertiary sector in economic development.

The **tertiary sector** of the economy comprises services. These are sometimes divided into producer services and consumer services, or, less effectively, into public services and private services. It includes distributive trades (retailing, wholesaling and transport), the professions and offices. It is sometimes seen as providing links between other sectors and their customers, e.g. advertising, banks, deliveries, etc. but this is only one aspect of a sector which is growing in scale and complexity (see increasing dominance of services over time in the sector model). Telecommunications, news, tourism, music, film, sport and many other aspects of life in the 21st century are tertiary in nature.

A full answer should relate to both LEDCs and MEDCs in some way. Mark on overall quality, not seeking comprehensive answers, but looking for both **nature** and **role**. Award a mark with reference to the three mark bands and levels of response: **0–4**, **5–7** and **8–10**. For a response without examples, **max.6**. [10]

- (b) Fig. 4 shows relationships between manufacturing (secondary) industry in the USA, an MEDC, and China, an NIC.

How useful is Fig. 4 in understanding the globalisation of industrial activity?

The diagram, produced by AMT (The Association for Manufacturing Technology) in the US, is purposefully limited to stimulate the necessary evaluation. For example, whilst conceptualising some key flows and addressing off-shoring (a key element of global shift) it only applies to manufacturing, to two countries and gives no indication of volume, value, products or examples. Some candidates may offer a definition of globalisation in relation to interconnectedness, or widen the assessment to include all sectors, not just the secondary.

Candidates will probably:

- L3 Offer a convincing assessment which does not need to be comprehensive to impress by its global perspective, diverse examples and strength of approach to the topic of globalisation. [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 globalisation, analysis of the figure or the assessment made. [7–11]
- L1 Make one or more simple observations about the world and / or the figure but fail to get to sufficient 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 assessment. Notes and fragments remain in this level. [0–6]

[Total: 25]

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8 With reference to the development of one named country:

An opportunity to use the case study of the management of development from 4.4 in the syllabus. This may be of development nationally (along the development continuum, comparative to other countries) or regionally (within the chosen country). Clearly much depends on the chosen country.

(a) describe and explain some of the difficulties faced in its development;

Here **some** is permissive to allow candidates to be selective and to direct their work in the best manner. It should include three or more difficulties. Whilst the description is straightforward, the explanation is likely to be of why the difficulties occur or occurred; how they manifest(ed) and / or operate(d), etc.

Mark on overall quality, not seeking comprehensive answers, but looking for specificity and detail for higher awards. Mark with reference to the three bands of marks and levels of response: **0–4, 5–7 and 8–10.** [10]

(b) evaluate attempts made to overcome the difficulties you wrote about in (a).

Again, this element is taken directly from the syllabus. Prepared candidates should be able to offer detail of attempts, initiatives or projects undertaken and link these clearly to the **difficulties** identified. It is one place where reading the whole question before starting **(a)** is vital. The evaluation may be of relative success / failure, suitability, cost / benefit, popularity or directly of the values and attitudes underlying the **attempts** (e.g. towards the capital city or core region, to tradition, to a supranational body or to TNCs).

Candidates will probably:

- L3 Provide an effective assessment of the attempts made, making clear links to the difficulties they were intended to overcome, basing their judgment on detailed evidence. Demonstrate a 'big picture' perspective and an awareness of comparative outcomes over space and / or time. [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 narrow, approach to the chosen attempts, maybe not addressing all the difficulties identified in **(a)**. May add assessment on at the end of a narrative or explanatory piece. [7–11]
- L1 Make a descriptive response rather than an evaluative one or provide a simple and unqualified assessment of success. Write loosely showing little clear knowledge of attempts or making no or few links back to the difficulties in **(a)**. Note-form and fragmentary responses remain in this level. [0–6]

[Total: 25]