UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary Level and GCE Advanced Level

MARK SCHEME for the May/June 2008 question paper

9696 GEOGRAPHY

9696/03   Paper 3 (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.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

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

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2008 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

1 (a) Table 1 shows the number of years that land was left fallow (uncultivated) on arable farms in three villages in south-east Nigeria in 2003. Nigeria is an LEDC in Africa. Fallowing promotes the recovery of soil fertility after a period of cultivation.

(i) Compare the variation in the length of the fallow period in the villages surveyed.

Needs some analysis, 'an element of comparison' and not simply the rewriting of the data set in words (worth **1**). Credit such features as the mode is different for each village; village A is the most varied but village B dominated by less than 5 years; B and C do not record any 16–20, etc. **[4]**

(ii) Suggest reasons for the variation you described in (i).

Reasons may be in any dimension, better accounts may be aware and realistic, rather than speculative; dynamic, interactive and convince about candidate's understanding of 'Production, location and change'.
- social e.g. population pressure, traditional practices
- economic e.g. food demand, subsistence/profit, crop system
- environmental e.g. soil quality, artificial fertilisers, hazards
- political e.g. government initiatives, role of elders, coercion

For a one-dimensional response, **max. 4**. **[6]**

(b) To what extent do you agree that the intensification of agriculture brings positive economic effects, but negative environmental effects? Support your answer with one or more examples.

It may be helpful to bear in mind the simple grid below when assessing **(b)**.

	+	-
economic		
environmental		

Whilst most candidates may agree with the statement in large measure, the recognition of economic negatives, e.g. diminishing returns or indebtedness, or environmental positives, e.g. through water control or soil management, is especially creditworthy.

Candidates will probably:

L3 12–15 structure their response as an assessment, show detailed knowledge, a high level of conceptual understanding and argue convincingly, using the example(s) effectively.

L2 7–11 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.

L1 0–6 make a basic answer which may show faulty understanding of intensification, 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.

[Total: 25]

2 (a) (i) Give the meaning of the term *industrial inertia*. Explain why industrial inertia may occur.

Inertia occurs when an industry remains located in an area, despite the fact that (some of) the original factors which caused it to be located there no longer apply and it is no longer the optimal location (reserve **1**). The explanation should demonstrate what changes there may be in an original factor of factors e.g. the exhaustion of a raw material or a change in transport costs or technology. Also that, whilst profitability continues, the hassle of relocation and the advantages from the current site, such as a local workforce or a central location, combined with the investment in fixed capital (buildings + machinery) combine to keep the industry there, even though negatives are experienced, e.g. lack of space. Credit may be given for an example which assists the explanation. [5]

(ii) Give the meaning of the term *diseconomies of scale*. Explain how diseconomies of scale may develop in manufacturing industry.

Diseconomies of scale make costs per unit higher in large-scale operations and may represent the loss of former economies of scale through growth (reserve **1**).
They are usually seen as the challenges and costs (time and money) of the increased communication and decision-making necessary within larger companies and the resultant inefficiencies. Credit may be given for an example which assists the explanation. Accept internal and external diseconomies. [5]

(b) Assess the relative importance of the factors affecting the location of one or more examples of manufacturing industry and/or related service industry.

Factors may include land, labour, capital, markets, materials, technology, government policy, energy supply, transport, behavioural factors, other.
A straightforward invitation to consider industrial location, the key to success being the assessment of **relative importance**, i.e. which matter(s) more/most.

Candidates will probably:

L3 12–15 use detailed knowledge of industrial location and clear factor identification as the foundation for an accomplished and well-structured assessment of the factors' relative importance.

L2 7–11 show reasonable to good knowledge and understanding of industrial location in the chosen example(s), but make an assessment which is partial or limited overall, perhaps with a 'tacked on' quality after a narrative approach. May be narrow and cover only a few factors.

L1 0–6 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. Offer little or no assessment or a 'safe' unsupported response such as "to a certain extent". Notes and fragments remain in this level.

[Total: 25]

3 (a) **Fig. 1 shows electricity generation by energy source for selected European countries in 2001.**

(i) **Using Fig. 1, name the country which had the greatest dependence on <u>two</u> energy sources for its electrical power.**

France   [1]

(ii) **Give the percentage range of electrical power generated from renewable sources among the countries in Fig. 1.**

4 to 51, 51-4 or 47% [UK and Sweden] working not needed   [1]

(iii) **Suggest reasons why the use of coal to generate electricity varies from country to country.**

A combination of factors, including resource endowment, imports, financial costs, industrial needs/structure, energy policy, environmental concerns on emissions etc. No EU knowledge expected, any countries may be used, answer from geographical understanding of resources, demand and supply, energy policy, etc.   [8]

(b) **To what extent does a rising standard of living account for changes in the demand for electricity in <u>one</u> country you have studied?**

The syllabus [**2.2**] requires the study of one country's energy strategy and 'some of the issues of changes in demand and supply'. Candidates are likely to refer to the domestic sector, but should recognise demand from other sectors, e.g. industry, business, agriculture, tourism (which may also contribute to a rising standard of living?). Candidates may explain trends in household electricity consumption, such as a shift from traditional sources, e.g. fuelwood; rural electrification; and the growth in ownership of consumer goods and appliances, e.g. TVs. Clearly much depends on the country studied and, as such, no particular position is anticipated in the assessment made.

Candidates will probably:

L3 **12–15** develop a high quality assessment of changes in electricity demand for the chosen country. Show detailed and reasonably up-to-date knowledge, good conceptual understanding. Structure the response well.

L2 **7–11** 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.

L1 **0–6** struggle to deal with the topic through lack of a suitable example or overall perspective. Make one or more basic points about electricity consumption. Take a descriptive approach, offering little or no assessment. Notes and fragments remain in this level.

[Total: 25]

4 Choose <u>one</u> example of a degraded environment.

Any example at any scale is valid, whether rural or urban. Whilst it may be challenging to handle large-scale examples, such as global TRF, it is acceptable to do so.

(a) Describe and explain the factors which contributed to the environment's degradation.

Clear identification of **factors** is highly creditable as many candidates may produce a narrative account of what happened. Factors may be in any dimension,

social	e.g. population pressure, traditionalism
economic	e.g. profit motivation, short-term gains
environmental	e.g. contributory hazards, water losses
political	e.g. instability, corruption, lack of control

Signs of quality may include good detail, a balance of description and explanation and a sense of the interaction of factors resulting in degradation.

Mark on overall quality, bearing in mind three bands of marks and levels of response: **0–4, 5–7** and **8–10**.   [10]

(b) To what extent have attempts at upgrading the quality of your chosen environment been effective?
Candidates need to introduce the **attempts** in order to assess what has and has not been achieved. Clearly much depends on the example but effectiveness may be treated in different ways e.g. the return of plants and animals, environmental quality, improvements for local people, etc.

Candidates will probably:

L3 12–15   produce a high quality assessment, well-founded in detailed knowledge of the chosen environment. Demonstrate strong conceptual understanding and good skills both in structuring the response and in assessing the outcomes. Impress by overall perspective and use of material.

L2 7–11   develop a response of sound to good quality. Whilst satisfactory as far as it goes, candidates may lack one or more of: breadth of knowledge of attempts, case detail, conceptual grasp, skills in and/or the language of assessment. At the lower end may deal more with effectiveness quite generally.

L1 0–6   make a response which is more a description than an assessment. Make a few basic observations about the environment but lack knowledge of attempts and/or effectiveness. Fragmentary and note-form responses remain in this level.

[Total: 25]

5 (a) With the help of examples, describe how changes in the global market may affect trade in <u>visible</u> goods.

Suggest interpret **changes in the global market** permissively to allow candidates to use the **examples** they have. Changes may be in supply/demand, substitutes, trade agreements, innovation, economic development, political changes, hazards, other. Any **visible** goods are valid such as agricultural products, minerals, manufactured goods.

Mark on overall quality, understanding of the global market, scope and detail of examples, bearing in mind three levels of response and the mark bands of **0–4, 5–7** and **8–10**.   [10]

(b) How may global inequalities in export earnings from tourism be explained?

Candidates may recognise that **tourism** is an invisible export and that **global inequalities** are considerable. It is likely that most candidates will locate their response within their home region, such as between countries within Africa, or between islands in the Caribbean and a truly **global** perspective or context may distinguish the work of better candidates. Some may see scale as relevant as larger countries may have larger earnings (even from small tourism sectors). Global position may be seen, e.g. the Mediterranean for the European market, the Caribbean for the USA, etc. Responses should recognise a combination of factors,

social	e.g. fashion, trends in tourism, attitudes
economic	e.g. supply/demand, leakage, investment
environmental	e.g. attractions: sun, sand and sea, heritage, eco, negative externalities such as pollution, low bldg quality, noise
political	e.g. nature of regime, government policy, stability

Candidates will probably:

L3 12–15 demonstrate strong understanding of tourism as an export and, whilst not making a comprehensive response, convince by their 'big picture' perspective, use of examples from more than one world region and multi-dimensional factor awareness.

L2 7–11 produce a satisfactory to good explanation of overall sound quality. Show some knowledge of inequalities in tourism earnings and fair to good understanding of the sector, but develop a response which remains limited in one or more ways (perspective, examples, explanatory factors or structure).

L1 0–6 make a few basic points which may be more descriptive of tourism rather than explanatory of inequalities in earnings. May over-generalise or have a local and inadequate basis from which to respond or fail to interpret the terms of the question appropriately? Simply offer fragments or notes.

[Total: 25]

6 (a) Fig. 2 shows how local people's attitudes to tourism may change as a destination develops. 'Irridex' or index of tourist irritation (Doxey, 1975).

(i) Suggest reasons why local people welcome tourists initially in the stage called 'Euphoria' in Fig. 2.

Several **reasons** are possible, of which the first two are key,

- novelty value, new experience, interest (reserve **2**)
- prospect of making money e.g. through offering accommodation or transport or providing foodstuffs (reserve **2**)
- other e.g. at direction of local leaders or because of good reports from other destinations

Examples may be credited if they advance the explanation offered. [5]

(ii) Suggest possible ways of reducing conflicts between local people and tourists in the stage called 'Antagonism' in Fig. 2.

Again, several **ways** are possible, addressing the behaviours and attitudes both of local people and of tourists, suggestions may include:
- language learning
- visitor education and promoting cross-cultural awareness
- training of tourist sector workers
- negotiation between hoteliers and community representatives
- identifying and diffusing flashpoints e.g. over a scarce resource such as water, or over local access to 'private' beaches
- policing measures
- zoning
- other, such as limiting numbers or changing target market

Mark on merit, crediting **ways 1, 2** or **3** in combination. [5]

(b) To what extent has the development of <u>one</u> tourist area or resort you have studied brought positive changes to the lives of local people?

Whilst a balanced approach is not required, an appreciation of both positive and negative changes is. Here **lives** suggests that social and economic changes may form the heart of the response, but environmental changes may also be relevant.

Candidates will probably:

L3 **12–15** structure the whole response as an assessment and consider changes, both positive and negative in at least two dimensions. Make effective use of a detailed example.

L2 **7–11** provide a response of sound to good quality, which is fine as far as it goes, but which remains underdeveloped in detail, dimensionality or in the assessment offered.

L1 **0–6** make one or more simple observations about the changes that tourism brings. Offer a generalised piece lacking a clear located example. Take a descriptive more than an evaluative approach.

[Total: 25]

7 (a) Describe and briefly explain the connections between industrial growth in some LEDCs and deindustrialisation in MEDCs.

One aspect of globalisation which requires knowledge of both kinds of economies and their development and of such concepts as the international spatial division of labour. At its simplest, changes in the factors of production and in externalities mean that production has been relocated from MEDCs traditional industrial heartlands to some LEDCs (allow NICs). Profit maximisation is the key for TNCs, but other factors, such as penetrating new markets, also matter.

No separation of marks for description and explanation.
For a general answer using 'LEDCs' and 'MEDCs' only, **max. 5**. [10]

(b) To what extent is the North-South divide, shown in Fig. 3, helpful in understanding today's global economy? Support your answer with examples.

Brandt's N-S divide is included as a stimulus to consider **today's global economy**. Candidates may see that it might be helpful in offering,

- a different way of seeing/dividing the world
- division into two principal groups: MEDCs and LEDCs
- historic and current basis for key inequalities
- other

But that it is limited and may not be helpful in that it is,

- dated now (1980)
- appears fixed rather than dynamic
- a continuum is more realistic than two groups (?"divide")
- globalisation is complex spatially and organisationally
- NICs ignored in basic division
- TNCs and groupings such as G8 matter as much as countries
- key aspects ignored e.g. OPEC, emergence of China
- other

Candidates will probably:

L3 12–15 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.

L2 7–11 provide a response of sound quality overall, which may be good in parts, but which remains limited in knowledge and understanding of the world, analysis of the figure or the assessment made.

L1 0–6 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.

[Total: 25]

8 Choose <u>one</u> country's development policy at <u>either</u> the national scale <u>or</u> the regional scale (between the different regions within that country).

As expressed in the syllabus, to allow a choice of scales, but to avoid a world region. Candidates must answer from the same country throughout.

(a) (i) Outline the government's development priorities.

May be economic and social, or simply economic.

(ii) Describe <u>one</u> government development project or scheme in your chosen country.

Any clear initiative is acceptable, regardless of scale, cost or timescale.

Credit specificity and detail in both sub-parts. Mark **(a)** flexibly to allow the candidates' best use of the example they have. Suggest use **6/4** to **4/6** unless the weighting is exceptional. [10]

(b) Assess the extent to which the government's development policy has been successful.

Purposefully broad, again, to allow candidates to use the example of a country's **development policy** which they have. The assessment should consider comparative success or failure and may offer data or other evidence in support. Indications of quality may include an appreciation of spatially diverse outcomes or of the significance of timescale in getting results. Candidates may be critical of the way the policy was framed or identify other unforeseen factors which have contributed to the successes/failures.

Candidates will probably:

L3 12–15 provide an effective assessment of the success of development policy in the chosen country, basing their judgment on clear and detailed evidence. Demonstrate sound conceptual understanding and an appreciation of comparative success/failure over space and/or time.

L2 7–11 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 inadequate and narrow, approach to the chosen country. May tack assessment on at the end of a narrative piece.

L1 0–6 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 the country's development policy. Note-form and fragmentary responses remain in this level.

[Total: 25]