MARK SCHEME for the May/June 2015 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 May/June 2015 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

Production, location and change

Only one question may be answered from this topic.

1 (a) **With the help of examples, explain how agricultural technology affects agricultural land-use and practices on farms.** **[10]**

Agricultural technology could include mechanisation, irrigation, the use of chemical fertilisers and pesticides, HYV seeds, GM crops, artificial environments such as hydroponics, glasshouses or any relevant example which is applied technology. References to the Green Revolution are valid if technological.

Examples would include places, crops, seed varieties, types of machinery, etc.
For marks in the top band reference should be made to both land-use and practices.

Mark on overall quality, bearing in mind three bands of marks and levels of response:
1–4, 5–7 and 8–10.For an answer without examples, max. 6

For no response or no creditable response, 0.

(b) **How far do you agree that the difficulties in managing agricultural change for the farmer are the same as those at the national scale?** **[15]**

Taken from the syllabus 1.2: a case study illustrating the need for, and some of the difficulties in, the management of agricultural change in one country, at the scale of the holding or producer and at the national scale, with an evaluation of the attempted solutions. Aspects which the candidates might consider could be taken from 1.1 and 1.2. There may be reference to physical, economic, social or political factors or they may take an approach which considers difficulties in applying change through issues related to the Green Revolution, intensification or extension of cultivation. Any view on difficulties being the same or not is valid.

Candidates will probably:

Level 3
Produce a high quality evaluation, well founded in detailed knowledge of the difficulties in managing agricultural change. Demonstrate strong conceptual understanding and good skills both in structuring the response and in assessing whether the difficulties are the same or not. Impress by overall perspective and use of material. [12–15]

Level 2
Provide a response of sound quality which may be good in parts or as far as it goes. More likely to describe and explain than assess at the lower end and is limited in scope or development. [7–11]

Level 1
A basic answer which describes some difficulties of agricultural change with little attention to the farmer and the national scale. Notes or fragments remain in this level. [1–6]

For no response or no creditable response, 0.

2 (a) **Photograph A shows a coastal iron and steelworks at Ijmuiden in the Netherlands, an MEDC in Europe.**

Using evidence from Photograph A, describe and suggest reasons for the location of the iron and steelworks shown. **[10]**

Candidates are expected to use evidence from the photograph. They may wish to comment on other factors such as government policy which are not visible but these factors should not form a major part of the response. It is clearly a large, flat site in a coastal location where transport using water of raw materials and products would be important. Note stockpiles of different colours by the port basin. Other forms of transport might be referred to such as rail or road. In the background there is evidence of an urban area which could supply labour and arguably a market. There is also a green area separating the residential area from the industrial area.

Mark on overall quality, bearing in mind three bands of marks and levels of response: 1–4, 5–7 and 8–10. A response which remains descriptive but is otherwise sound could score max. 5. A detailed explanation is not required. Candidates could focus on developing a narrow range of points well or a range of factors more simply.

For no response or no creditable response, 0.

(b) **With reference to <u>one</u> country, explain the main issues in managing industrial change. Assess the success of attempts to solve these issues.** **[15]**

An opportunity to use the case study taken from syllabus 1.4. Any issues are valid: positive/negative; short term/long term; local/national; by industry or sector, etc. Also valid are attempts (e.g. by the government, by the industry, etc.).

Candidates will probably:

Level 3
Produce a high quality assessment, well founded in detailed knowledge of the chosen example(s). Impress by overall perspective and use of material. Well balanced in terms of issues, change and attempts. Consider at least two issues and attempts. **[12–15]**

Level 2
Provide a response of sound quality which may be good in parts or as far as it goes. Have a reasonable knowledge of industrial change and the issues, but less on the attempts to solve them. Make a satisfactory assessment which is limited in scope or development. May 'top and tail' with evaluative comment. **[7–11]**

Level 1
Struggle to deal with the topic through lack of a suitable example or overall perspective. Make one or more basic points about issues or only describe industrial change offering little or no assessment. Notes and fragments remain in this level. **[1–6]**

For no response or no creditable response, 0.

Environmental management

Only one question may be answered from this topic.

3   (a) **Fig. 1 shows the world distribution of oil reserves in 2011.**

     (i) **Describe the distribution of the oil reserves shown in Fig. 1.**   **[4]**

        The map is deliberately simple with the data and regions to facilitate description. Candidates need to identify the scale of the Middle East reserves which are larger (just) than the others combined and a clear second largest: South and Central America. Africa and Eurasia are close together, with more than double the reserves of the 3 smaller areas.

        Mark on overall quality of comments. Simple repetition of data and a rank order could score 1 mark. Use of data is important for higher marks. Credit the idea that large reserves are not found where they are used in large quantities (or the reverse).

        For no response or no creditable response, 0.

     (ii) **Explain the environmental impact of transporting oil.**   **[6]**

        Explanation needs to focus on the environmental aspect. Examples could be from shipping, pipelines, roads or railways. Scale and frequency are important factors with major disasters such as shipping being contrasted with smaller but more frequent accidents from pipelines, roads or rail. A valid contrast could be made between water pollution and the spread of its impacts and the longevity and slow recovery rates of land pollution, particularly in cold environments.

        A well developed case study or more than one example could both be effective.

        Mark on overall quality of description with reference to the three mark bands:
        1–2, 3–4 and 5–6.

        For no response or no creditable response, 0.

(b) **For <u>one</u> named country, assess the contribution of renewable and non-renewable sources to the supply of electricity.** **[15]**

The question refers to 2.2 – the management of energy supply. Much depends on the named country. Clear knowledge of the main aspects of the energy mix used to generate electricity is expected in terms of renewable and non-renewable sources. Different aspects of supply might be considered such as the supply of large urban/industrial centres contrasted with more remote locations. Assessment might refer to the proportion or percentage of renewable and non-renewable sources and the trends over time. Further comment could be made on issues such as: environmental impact, sustainability/depletion, cost, etc. or resource endowment, imports and energy security.

Candidates will probably:

Level 3
Develop a high quality account of the contribution of both renewable and non-renewable sources of energy used to generate electricity in the chosen country. Illustrate the response with detailed and up-to-date knowledge and supporting examples. Clearly assess the contribution of both types of resources. [12–15]

Level 2
Provide a response of sound quality which may be good in parts or as far as it goes. May offer a response which is largely factual and explanatory, which may be partial in considering the contribution of renewable and non-renewable sources to the supply of electricity. At the lower end may write broadly about the chosen country. [7–11]

Level 1
Struggle to deal with the topic through lack of a suitable example, overall perspective, or faulty recall. Make one or more basic points about supply of electricity taking a descriptive approach, offering little or no assessment. Notes and fragments remain in this level. [1–6]

For no response or no creditable response, 0.

4 (a) With the help of examples, describe and briefly explain the main human causes of air pollution. [10]

Causes could be sources such as domestic, industrial, energy production, transport, raw material extraction or could be factors which lead to a high production of air pollution, such as concentrations of people and activities, population growth, deforestation by burning, demand for products, lack of control, lack of will/other priorities, cost cutting, accidents, etc. Agriculture contributes in a variety of ways.

Mark on overall quality, not seeking comprehensive answers (for **main**), with reference to the three mark bands and levels of response: 1–4, 5–7 and 8–10. For a response without examples, max. 6. Examples could be generic or named and located places.

For no response or no creditable response, 0.

(b) 'When an environment has started to degrade, nothing can be done to stop the degradation.'

With reference to one or more examples, how far do you agree? [15]

An opportunity to use the case study from 2.4 and aspects of 2.3 and 2.1. More than one environment can be used and since there is a case study requirement in 2.4 of one environment, there may be more detail on this than any other. The contention is deliberately simplistic to allow candidates to see the evaluative aspect of the question clearly. Degraded or degrading environment(s) can be at any scale, urban or rural, but the support may be much better with clearly defined environments.

Candidates will probably:

Level 3
Produce a high quality assessment, well founded in detailed knowledge of the chosen degraded environment(s). Demonstrate strong conceptual understanding of processes and outcomes and good skills both in structuring the response and in assessing how far the statement is true. Impress by overall perspective and use of material. [12–15]

Level 2
Provide a response of sound quality which may be good in parts or as far as it goes. May offer a response which is mainly explanatory and which may lack detail from the chosen example(s). Make a satisfactory assessment which is limited in scope or development. [7–11]

Level 1
Struggle to deal with the topic through lack of a suitable example(s) or overall perspective. Make one or more basic points about degradation, taking a descriptive approach, offering little or no assessment. Notes and fragments remain in this level. [1–6]

For no response or no creditable response, 0.

Global interdependence

Only <u>one</u> question may be answered from this topic.

5 (a) **Fig. 2 shows the percentage of gross national income (GNI) contributed to international aid by the world's top 20 MEDCs.**

(i) **Describe the data shown in Fig. 2 in relation to the UN target.**   **[3]**

Mark holistically with a sense of pattern being important for full marks. The pattern is that only four out of 20 countries have met the target, although other groupings can also be credited. There should also be reference to the average and/or total for full marks. Candidates should read data and give examples. For a response without data, max. 2.

(ii) **Using one or more examples, explain how tied aid creates issues in both donor countries and receiving countries.**   **[7]**

Tied aid is specified in 3.2 of the syllabus.

For donor countries, issues might include the political difficulties of justifying spending on aid to some groups due to a perceived perception that tied aid is better for their country's economy. There are concerns about the use of tied aid by other countries such as the emerging economies of China and India.

For receiving countries, issues such as: choice over spending, the increased economic cost of tied aid, type and focus of projects, suitability of technology, market distortions, etc. might be developed. Examples could be countries, projects or indeed issues.

For the top band there should be some comment about both donor and receiving countries; however, more comment is expected for receiving countries. Mark on overall quality, using the bands 1–3, 4–5 and 6–7. For a response without examples, max.5.

For no response or no creditable response, 0.

(b) **'For LEDCs, tourism is a better route to development than trade.'**

Discuss this statement with reference to located examples. **[15]**

An invitation to link 3.1 and 3.3 and to encourage more access to the topic. The focus may be more on one than the other, balance is not needed. Either approach is acceptable and any view is valid. The question asks for LEDCs to be considered not MEDCs. It is expected that candidates will consider negative aspects of trade such as dependency on commodities and fluctuating world prices, access to markets, the role of trade agreements and trade barriers. They may also consider the rise of NICs, which have benefited from trade. However, this should not dominate the response since the question refers to countries and a route to development. Tourism has both positive and negative economic implications, but is increasingly seen as a way towards development, particularly if the focus is upon sustainable tourism.

Candidates will probably:

Level 3
Produce a high quality discussion demonstrating strong conceptual understanding of both sectors and good skills in structuring the response and in assessing the relative merits and demerits of tourism and trade. Offer balance in the discussion and come to a measured view.
[12–15]

Level 2
Provide a response of sound quality which may be good in parts or as far as it goes. May offer a response which is unbalanced in coverage of trade and tourism, with a limited focus on development. Make a satisfactory assessment but one that is limited in scope or depth.
[7–11]

Level 1
Struggle to deal with the topic through lack of suitable examples or overall perspective. Make one or more basic points about tourism and/or trade, offering little or no assessment. Notes and fragments remain in this level. [1–6]

For no response or no creditable response, 0.

6 (a) According to the World Tourism Organization (UNWTO), 9% of jobs are in tourism.

Describe and explain the benefits and problems of high employment in tourism to local and national economies. **[10]**

The question refers to paragraph 3.3 of the syllabus. There may be reference to benefits such as direct and indirect employment, increased income and the multiplier effect both locally and nationally. Taxation revenue may increase at both levels. Problems might include low wage rates and terms of employment which are exploitative of workers, issues of unemployment related to seasons or economic fluctuations at home and abroad. There may be reference to negative impacts on local employment structure and lower production in agriculture locally or nationally. The creation of imbalances in regional development might also be considered.

To enter the highest mark band there needs to be reference to all four aspects of the question. Mark on overall quality, bearing in mind the three bands of marks and levels of response: 1–4, 5–7 and 8–10.

For no response or no creditable response, 0.

(b) With reference to <u>one</u> tourist area or resort, explain the issues it faces and assess how each of these issues is managed. **[15]**

Clearly much depends on the tourist area or resort chosen. Better responses will have a balance between issues and their management rather than a separation of issues and management. Issues are clearly more than problems and better responses will consider issues, rather than simple problems. Issues do not have to be taken from more than one dimension (social, economic, environmental and possible political), but there needs to be more than one issue to fulfil the question's demand.

Candidates will probably:

Level 3
Produce a high quality assessment, well founded in detailed knowledge of the chosen example. Demonstrate strong conceptual understanding and good skills both in structuring the response and in assessing how the issues are managed. Impress by overall perspective and use of material. [12–15]

Level 2
Provide a response of sound quality which may be good in parts or as far as it goes. May offer a response which is mainly explanatory with a satisfactory but limited assessment. At the lower end may answer broadly and lack detail from the chosen tourist area or resort. Make limited links between issues and their management. For one issue developed well, max. 10. [7–11]

Level 1
Struggle to deal with the topic through lack of a suitable example or overall perspective. Make one or more basic points, more about problems in tourist destinations than issues. Consider management briefly, offering little or no assessment. Notes and fragments remain in this level. [1–6]

For no response or no creditable response, 0.

Economic transition

Only <u>one</u> question may be answered from this topic.

7 (a) **Fig. 3 shows the spatial organisation of vehicle production by Japanese TNCs in Asia for 2010.**

   Describe and suggest reasons for the spatial organisation shown in Fig. 3. **[10]**

   A question with reference to syllabus paragraph 4.2. There are several aspects of this paragraph such as: 'global patterns of resources, production and markets'; 'foreign direct investment and the new international division of labour'; 'factors affecting the growth and spatial structure of transnational corporations'. Other valid points may be offered as reasons.

   Spatial organisation might focus on production for the Asian and Japanese market: luxury and mid-range from Japan and low priced models elsewhere, or organisation of the production of parts and the flow of parts from one block of the diagram to another.

   Mark on overall quality, bearing in mind three bands of marks and levels of response: 1–4, 5–7 and 8–10.

   For no response or no creditable response, 0.

   (b) **With reference to examples, how far is industrial growth in newly industrialised countries (NICs) linked to deindustrialisation in MEDCs?** **[15]**

   From the syllabus section 4.2, an invitation to assess the relationship between industrial growth in NICs and deindustrialisation in MEDCs, with the use of examples. There may be reference to broad factors such as the role of TNCs, FDI and reference to the NIDL, but assessment needs to come from the examples. There may be a view that the two are not closely linked, because of the role of the state in countries such as China and South Korea and the fact that reindustrialisation is an ongoing process in MEDCs. The nature and types of industry have also changed. A response recognising the dynamism of globalisation and change could perform well.

   Candidates will probably:

   Level 3
   Produce a high quality assessment, well founded in detailed knowledge of the chosen examples. Demonstrate strong conceptual understanding and good skills in structuring the response and in assessing the strength of the link. Impress by overall perspective and use of material, with a balance between industrialisation and deindustrialisation. [12–15]

   Level 2
   Provide a response of sound quality which may be good in parts or as far as it goes. May offer a response which is descriptive and imbalanced between industrialisation and deindustrialisation and lacking detail from the chosen countries. Make a satisfactory assessment which is limited in scope or development. [7–11]

   Level 1
   Struggle to deal with the topic through lack of suitable examples or overall perspective. Make one or more basic points about industry or industrial change, offering little or no assessment. Notes and fragments remain in this level. [1–6]

   For no response or no creditable response, 0.

8 (a) Describe and explain how social and economic inequalities can be measured effectively. **[10]**

Much will depend on the chosen measures but a full answer should include social and economic measures of inequality. A comparison of the relative merits of single criterion and multiple criteria measures at a broad level is likely and creditable. Scale is not specified, so observations of the effectiveness at different scales might form part of a top band response. Comment on the collection of data is creditable as 'measured' is in the question, but focus on this alone would not characterise a good response.

Mark on overall quality, bearing in mind three bands of marks and levels of response: 1–4, 5–7 and 8–10. For a response which only focuses on economic or social inequalities, max. 6.

For no response or no creditable response, 0.

(b) With reference to <u>one</u> country, evaluate the success of its development policy. **[15]**

A reference to syllabus section 4.4. The development policy could be national, regional or both and might consider social and economic elements. Urban-rural issues are also valid. The evaluation may be of relative success/failure, suitability, cost/benefit, popularity, the meeting of aims or of the values and attitudes underlying the policy.

Candidates will probably:

Level 3
Produce a high quality assessment, well founded in detailed knowledge of the chosen country and its development policy. Demonstrate strong conceptual understanding and good skills in structuring the response. Provide an evidence-based assessment of the success of the policy. Impress by overall perspective and use of material. [12–15]

Level 2
Provide a sound response which may be good in some respects. Make a satisfactory assessment, which is limited in scope or development, detail for the chosen country and examples. [7–11]

Level 1
Make a descriptive response about the country and a policy, offering little or no assessment. Write loosely with little secure knowledge of the chosen country or understanding of development. Notes and fragments remain in this level. [1–6]

For no response or no creditable response, 0.