

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
GCE Advanced Subsidiary Level and GCE Advanced Level

**MARK SCHEME for the May/June 2010 question paper**  
**for the guidance of teachers**

**9696 GEOGRAPHY**

**9696/32**

Paper 32 (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.

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

CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9696	32

## Production, location and change

1 (a) Fig. 1 is a model, based on the Green Revolution, showing how inequalities between farmers may be linked to agricultural change.

(i) Describe and explain what happens in stage 1 of Fig. 1. [5]

HYVs and other changes linked to the Green Revolution (GR) are adopted rapidly by farmers who have land and money and who are open to change or taking risks. The land may be used as security to buy new equipment, seeds, etc. and they may be able to get loans as they are well-regarded in the community or by government agencies. Fewer small farmers can adopt the changes, because of their economic status, indebtedness, etc., so a gap opens up between higher and lower income farmers as their rates of adoption vary. Credit three elements: the two groups' curves and the gap.

(ii) Suggest reasons why it becomes easier in stages 2 and 3 for lower income farmers to adopt new agricultural techniques. [5]

A number of reasons may be seen, for example,

- government schemes help lower income farmers to adopt changes by advice and training
- subsidies and loans become available
- these farmers observe and learn from the experience of others
- greater access to new techniques (e.g. information, new areas)
- other

(b) Why may the management of agricultural change be difficult? Support your response with one or more examples. [15]

Candidates are free to use any example(s) of agricultural change they have (syllabus 1.2), including the Green Revolution, and may respond at the scale of the holding or producer, or at the national scale. Any difficulties are relevant (social, economic, environmental and political).

### Candidates will probably:

**L3** Structure their response as an assessment, show detailed knowledge, a high level of conceptual understanding of agricultural change and argue convincingly, using the case(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 explaining difficulties. [7–11]

**L1** Make a basic answer which may show limited grasp of what agricultural change is and faulty understanding of management as a concept. Make one or more valid points in a generalised response. Notes and fragments remain in this level. [0–6]

[Total: 25]

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9696	32

- 2 (a) With the help of examples, explain how the quantity and quality of the labour supply may affect manufacturing. [10]

Candidates are free to approach the question as they choose, making best use of the material they have. Labour is one of many inputs to manufacturing.

The **quantity** of labour supply relates to issues such as viability, vacancies, low status of manufacturing employment in MEDCs, key positions unfilled and potentially to a lack of action, attention, care, supervision, etc. leading to lower output and/or lower standards. The **quality** of labour supply includes issues of health and energy, literacy, skills and training and may cover groups such as immigrants, women, children, etc. Accept other related issues such as unionisation, militancy and strikes under the heading of **quality**.

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) To what extent is manufacturing industry footloose (able to locate away from its raw materials)? [15]

Most candidates are likely to respond to an extent that varies with the type of industry and the locational context. Broadly, light industry is more footloose than heavy industry, because of its inputs (smaller, lighter, many components, easily transported, use of ubiquitous electricity, etc.). Even heavy industry may not be close to its raw materials today but, as sources are global, may be near to ports or break-of-bulk locations. However, factors such as inertia and government policies may work to keep manufacturing where it has been historically, e.g. as part of regional support for depressed regions.

**Candidates will probably:**

- L3** Provide an effective assessment of foot looseness, which differentiates between different examples and conveys a sense of contemporary reality in industrial location. [12–15]
- L2** Demonstrate reasonable to good knowledge and understanding of foot looseness. Offer a partial or limited assessment, maybe focused on one example or context. [7–11]
- L1** Find it difficult to make more than descriptive comments about industrial location and may show faulty understanding of foot looseness. Make a response of basic quality which may remain quite general. Notes and fragments remain in this level. [0–6]

[Total: 25]

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9696	32

## Environmental management

3 (a) Fig. 2 shows global consumption of coal in 1997 and 2007.

(i) Describe the main features shown in Fig. 2. [4]

A number of features exist in space (location) and time,

- world regions consume very different amounts
- small changes, both + e.g. N America and – e.g. Europe/Eurasia
- massive change in Asia-Pacific in 10 years

A full response contains some element of data support from Fig. 2.

(ii) Given that coal is heavy, wasteful and polluting, suggest reasons for its continued importance globally as a source of energy. [6]

There are many **reasons**, which include:

coal is plentiful (large reserves); relatively cheap to extract; the cheapest fossil fuel; can be stockpiled; is spread throughout the world; isn't vulnerable to geopolitical risks (unlike oil); is a cost-effective means to generate electricity; makes a moderate technological demand. Other factors include inertia and government choices.

Credit simple reasons **1** and developed reasons **2** to the maximum.

(b) With reference to examples, assess the influence of short-term needs and longer term priorities on the ways in which energy is produced. [15]

Any forms of energy production may be considered, but most candidates are likely to focus on one or more methods to produce electricity. Timescale matters in a number of ways, for example in the case of CO<sub>2</sub> emissions and targets, in terms of the lifetime of facilities, such as the decommissioning of nuclear plants and with urgent needs to meet rising demands and overcome shortages. The use of fuel wood could make an interesting response.

### Candidates will probably:

**L3** Structure their whole response as an assessment, combining detailed knowledge of energy production, with high quality conceptual understanding of timescale and its influence. [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 which may not be well integrated with the rest of the answer. [7–11]

**L1** Struggle to deal with the topic through lack of knowledge of suitable examples or appreciation of timescale. Make one or more basic points about energy production. Take a descriptive approach, offering little or no effective assessment. Notes and fragments remain in this level. [0–6]

[Total: 25]

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9696	32

- 4 (a) With the help of one or more examples, describe and explain how water quality may be improved. [10]

“Issues of water quality” appear in the 2010 syllabus, explicitly for the first time, although water pollution has always been there. Candidates are free to use the example(s) they have and may refer to freshwater or saltwater, or both.

Water quality may be improved in a number of ways, which may be conceived broadly as:

- stopping or reducing pollution at source
- chemical or biological treatment or purification of water
- engineering, e.g. wells, storm drains, pipes
- biological intervention, e.g. introducing (or removing) plants

These may be pursued by different groups of people (stakeholders).

Please mark on overall quality, bearing in mind three levels of response and the mark bands 0–4, 5–7 and 8–10. For a general response without examples, **max. 6**.

- (b) Assess the significance of different factors in the degradation of one environment you have studied. [15]

An open question inviting the use of the case study (syllabus 2.4) although both factors in the degradation of rural and urban environments are studied more generally (2.3). Much depends on the case taken (which may be a water body).

Here **significance** relates to importance and thus scale (both spatial scale and timescale) and perhaps severity (for example in the case of a hazardous event or the release of a poison). It is likely that **factors** will be identified using the dimensions social, economic, environmental and political, although historical factors may also be recognised. It is valid to reason negatively, for example in assessing the lack of government control, or the absence of an alternative.

**Candidates will probably:**

- L3** Produce a high quality assessment, well-founded in detailed knowledge of the chosen environment. Impress by overall perspective and clear identification of the factors and their significance. [12–15]
- L2** Develop a response of sound quality which is good in parts, but which remains limited in perspective, detail and/or the assessment offered. At the lower end may consider the environment quite broadly. [7–11]
- L1** Make one or more basic observations about environmental degradation. Respond quite generally or descriptively. Fragmentary and note-form responses remain in this level. [0–6]

**[Total: 25]**

<b>Page 6</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE AS/A LEVEL – May/June 2010</b>	<b>9696</b>	<b>32</b>

## Global interdependence

- 5 (a) With the help of examples, describe and explain the different forms of aid which may be given. [10]**

This is the first examination of a topic introduced to the 2010 syllabus and is intentionally broad. The syllabus lists relief aid, development aid, tied aid and bilateral or multilateral aid, so covers both purpose and manner of delivery.

Comprehensive responses are not required, but it may be reasonable to expect at least three forms of aid to be covered. Please mark on overall quality, bearing in mind three levels of response and the mark bands of **0–4**, **5–7** and **8–10**. For a generalised response without examples, **max. 6**.

- (b) To what extent do you agree that aid has a negative impact on countries which receive it? [15]**

Opinions about, and perspectives on, the impacts of aid vary. There are ideological, financial and practical debates, and the negatives (and positives) may be social, economic, environmental and political.

Candidates are free to take any overall position on the issue, and to support their arguments from the material they have. One approach may be to consider this at different scales and in relation to different forms of aid, as in **(a)**.

### **Candidates will probably:**

- L3** Produce a high quality assessment of the impacts of aid, offering both breadth of perspective and supportive detail. Convince by their handling of the topic, structuring the response effectively. [12–15]
- L2** Produce a response of satisfactory to good quality. Show suitable knowledge of examples and fair to good understanding of the impacts of aid, but make a response which remains limited or partial in one or more ways (perspective, detail, assessment or structure). [7–11]
- L1** Make a few basic points about the impacts of aid, which may be descriptive and involve little effective assessment. Write quite generally. Offer a fragmentary or note-form response. [0–6]

**[Total: 25]**

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9696	32

6 (a) Fig. 3 shows a model for the management of national parks in the USA.

**With reference to Fig. 3, describe and explain how this model balances the demands of tourism with the need to conserve the environment.** [10]

An opportunity to interpret an unfamiliar resource, given candidates' knowledge and understanding of issues relating to demand, on the one hand, and environmental impacts on the other. Tourists may be both domestic and foreign.

Whilst the question may be approached in different ways, plenty of evidence can be seen relating to:

- |                            |   |
|----------------------------|---|
| the demands of tourism     | e.g. car parks, information, campsites, visitor centre and services (such as toilets? rubbish bins? water?) |
| environmental conservation | e.g. zoning, marked trails, car park provision (to avoid indiscriminate parking), planning                  |

It recognises that most visitors arrive in vehicles and that most want only to drive and stop and look (aka "snap and go" tourists). Those interested in the wilderness areas have access via numerous trail heads, some marked, more unmarked in the outer ring.

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**

**(b) Evaluate the impacts of tourism in *one* tourist area or resort you have studied.** [15]

The syllabus lists "impacts ... on local environment(s), society and economy". These may be seen as positive and negative, immediate and longer term, etc. Quality may be seen in the supportive detail offered and in responses which identify how impacts or levels of impact differ between places and groups of people, e.g. hotel owners, seasonal workers, local residents.

**Candidates will probably:**

- L3** Structure the whole response as an evaluation, making effective use of the chosen example. Demonstrate strong conceptual understanding of the sector and of change over time. Structure 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 depth, detail, or in the evaluation offered. For a response in one dimension (environmental, social, economic), **max. 10**. [7–11]
- L1** Offer a description more than a real evaluation. Make one or more simple observations about impacts in the chosen destination. Write a generalised piece. Notes and fragments remain in L1. [0–6]

**[Total: 25]**

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9696	32

## Economic transition

7 Fig. 4 shows the United Nations' Human Poverty Index (HPI), by country, in 2008.

**Describe and explain the advantages and disadvantages of using Fig. 4 to study social and economic inequality.** [10]

Candidates may usefully consider what the index does and does not show, and what the map representation does and does not show. For example,

advantages HPI is internationally recognised and accepted as a measure: map gives useful overall impression

disadvantages HPI is only available at the national scale, cf. regions, gender: map has broad classes without numerical values

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**.

**(b) To what extent have attempts to promote social and economic development been successful in one country you have studied?** [15]

A broad question allowing candidates to select and apply the material they have in the manner of their own choosing. Better responses are likely to address social development as well as economic development, for example through education or healthcare. Attempts may be national, regional or address the needs of particular groups of people who are marginalised.

### Candidates will probably:

**L3** Offer a convincing assessment which impresses by its overall perspective, detailed attempts and conceptual understanding of development. [12–15]

**L2** Provide a response of sound quality, which may be good in parts, but which is limited in knowledge and understanding of development, and partial in the assessment it makes. For a response on one attempt, **max. 10**. [7–11]

**L1** Make one or more basic observations about development. Struggle to select and apply their material in response to the question set. Answer generally and/or descriptively, offering little or no effective assessment. [0–6]

**[Total: 25]**



Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9696	32

- 8 (a) Define the term *newly industrialised country (NIC)* and suggest what factors help to account for the emergence and growth of NICs in the global economy. [10]

NICs are a new inclusion in the 2010 syllabus and so examined for the first time.

**NICs** are a varied group of countries which have developed from being LEDCs, and have experienced the development of the secondary, tertiary (and quaternary) sectors. Many authors identify different generations of NICs, such as “the Asian Tigers” (Singapore, Hong Kong, Taiwan and South Korea) and the STICs or second tier (e.g. Indonesia, Colombia, Turkey).

The factors which help to account for their emergence and growth include,

social factors	e.g. education and skills training, work ethic
economic factors	e.g. high levels of inward FDI, stable currencies, EPZs
environmental factors	e.g. accessibility, resources
political factors	e.g. government planning, stability

in a context of the emergence of TNCs and global production and markets

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**.

- (b) With reference to development *within* a country or countries, assess the success of attempts to reduce regional disparities. [15]

Regional disparities are the differences in levels of development between regions. Many governments intervene attempting to reduce these gaps, usually by enhancing the development of peripheral regions, sometimes by limiting further development of the core region(s). Any **attempts** are valid and success may be seen both in terms of overall regional divergence/convergence and in terms of detail about specific outcomes, both positive and negative, for people and places.

**Candidates will probably:**

- L3** Develop an effective assessment of the success of two or more attempts to reduce regional disparities in the chosen country or countries. Found the response on detailed evidence and show strong conceptual understanding of development. [12–15]
- L2** Produce a sound response which lacks full development, but which may contain good elements. May approach the topic broadly, or ‘top and tail’ a narrative piece with some assessment. [7–11]
- L1** Make a descriptive response and offer little or no effective assessment. Write loosely or quite generally about development. Show faulty recall or understanding of regional disparities. Offer a note-form or fragmentary response. [0–6]

**[Total: 25]**