

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International Advanced Subsidiary and Advanced Level

MARK SCHEME for the May/June 2015 series

9696 GEOGRAPHY

9696/31

Paper 3 (Advanced Human Options), maximum raw mark 50

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Production, location and change

Only one question may be answered from this topic.

1 (a) Fig. 1 shows one cartoonist's view of the importance of land tenure.

(i) With the help of an example, give the meaning of the term *land tenure*. [3]

Candidates may refer to the way in which farmers hold or own land 1. For the type of land tenure or a located example 2. These may include communal ownership, latifundia, state control, owner occupancy, sharecropping, etc. For a simple example 1 and a developed or detailed point 2, e.g. sharecroppers pay part of their harvest in rent or owner-occupiers make their own decisions and bear costs/benefits.

(ii) Suggest reasons why some land tenure systems might cause problems for the natural environment and farmers working the land. [7]

Good responses are likely to show a clear understanding of the concept of land tenure and some mention of at least one system. Some of the following problems may be covered: overcropping or overgrazing; lack of investment, incentives or security; debt, poverty, other. Generic responses may achieve the highest band. If either natural environment or farmers is missing, apply max. 5. Otherwise mark holistically, bearing in mind the mark bands 1–3, 4–5, 6–7.

For no response or no creditable response, 0.

(b) To what extent does the success of attempts to increase agricultural production depend on economic factors? [15]

Increasing agricultural production could be achieved by intensification, extension of cultivation and/or land reform. Quality responses may consider more than one of these but this is not necessary. Land reform is likely to stress social and political factors and so could be used to broaden the overall assessment. More than one attempt is needed although candidates may relate attempts to one country. Green Revolution technologies could be valid as more than one attempt if distinguished clearly. Economic factors may include agricultural technology, labour, capital, markets, transport, etc. but candidates may recognise clear links between economic factors and other factors, such as political.

Candidates will probably:

Level 3

Structure their response as an assessment based on two or more attempts and factors beyond simply the economic. Contain a high level of conceptual understanding. [12–15]

Level 2

Supply a satisfactory response which may be good in parts. Show sound understanding of two or more factors and some relevant detail on at least one attempt. For only one attempt, max. 10. [7–11]

Level 1

Produce a basic and probably generic response which may show limited understanding of factors, or agricultural production. Make little or no assessment. Notes and fragments remain at this level. [1–6]

For no response or no creditable response, 0.

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2 (a) With the help of examples, describe and explain the role of the following in the location of manufacturing and related service industries:

(i) economies of scale;

Enable average costs of production to fall as the volume of production increases. Internal economies of scale include spreading the costs of fixed capital such as machinery, bulk buying of materials and lowering the unit cost of management, finance and research. External economies of scale are due to the industry market or environment, e.g. access to a specialised labour pool. Choosing more spacious, greenfield locations, etc. may result.

(ii) functional linkages.

[10]

These refer to interrelationships between industrial activities through inputs and outputs. These can be forward, backward or other. Industries so linked encourage the growth of other industries in a country or region. Linkages can also help to explain the development of industrial agglomeration, e.g. clusters of highly-linked industries in particular locations. Linkages can also refer to outsourcing of enterprises spread across different countries.

Candidates may decide that there is little or no effect on location because of (i) inertia or technological change, and (ii) developments in transport, technology, etc.

Mark on overall quality bearing in mind the limited marks available and the mark bands and levels of response 1–4, 5–7, 8–10.

Allow up to 6 marks for each concept. For a response without at least one example in (i) and one example in (ii), max 7.

For no response or no creditable response, 0.

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(b) To what extent does transport influence the location of manufacturing and related service industries? [15]

This is an open question and responses are likely to vary considerably depending on scales and examples used. They may be broad with several located examples, based on knowledge of one area related to 1.4 of the syllabus, or both. Transport may refer to raw materials, components, finished products, workforce, etc. In general, transport costs fell since circa 1950 due to improved networks and carriers, greater flexibility, more efficient handling, innovation in design, larger units, etc. This allowed manufacturing to become more footloose and other factors to become more important. Despite this, many industries still prefer to locate on growth axes such as motorways, major rivers and coastal locations.

The question implies the current situation (present tense) rather than an historical approach beyond the 1970 suggested limit in the syllabus. Credit well responses that consider one or more of the following: a range of transport methods, contemporary examples and the changing importance of transport.

Candidates will probably:

Level 3

Provide an effective assessment involving different aspects of transport, scales and examples. Construct a detailed and well organised argument. [12–15]

Level 2

Show reasonable to good knowledge and understanding of the effect of transport but provide an account which may be good in parts but limited in relation to scope, exemplification, quality of assessment or structure. [7–11]

Level 1

Make general remarks about transport, products or markets which are largely descriptive. Include few or no examples and offer little or no assessment. Notes and fragments remain at this level. [1–6]

For no response or no creditable response, 0.

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Environmental management

Only one question may be answered from this topic.

3 Table 1 shows percentage total energy use for selected MEDCs in Europe in 2011.

(a) (i) Describe the variations in the contributions of different sources of energy shown in Table 1. [5]

There are different ways in which this could be approached. For full marks, expect coverage of each of the sources of energy with some accurate data support.

- Fossil fuels dominate in all but Iceland and France with 3 countries over 70%.
- Only Iceland sources the majority of its energy from alternatives and nuclear power (84.4%); some are much lower, e.g. Poland 0.4%, although France 47%.
- Most countries use combustibles for <10% with only Denmark exceeding this (20.8%).

For a 'highest and lowest' approach with data support, or for rewriting Table 1 in words, max. 3.

(ii) Suggest reasons for the variations you described in (i). [5]

Factors are likely to refer to different dimensions (physical, economic, political, social) and may involve both resource endowment and imports. Candidates may have specific knowledge of some countries but this is not necessary for a full response.

Mark holistically on overall quality of reasoning, bearing in mind three bands of marks, 1–2, 3–4 and 5.

For no response or no creditable response in (i) or (ii), 0.

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- (b) For one named located scheme producing electricity, outline the views of different groups of people of the scheme and assess the extent to which these views influenced its development and success. [15]

Candidates are likely to choose a power station, although other schemes, such as a wind farm, could be suitable if studied in detail in 2.1 of the syllabus and already producing energy. Credit well those which consider the scheme from the viewpoints of different identifiable groups, e.g. local residents, landowners, government, consumers, environmentalists.

Candidates will probably:

Level 3

Structure their whole response as an assessment related to several different groups. Impress through detailed knowledge of the scheme, high level understanding of views, attitudes and possible conflicts and clarity of argument linked to the scheme's development and success. [12–15]

Level 2

Provide a response of sound quality that may be good in parts. Show a clear understanding of the attitudes of at least two different groups of people and give some assessment of the development or the success of the scheme or both. For an overall electrical energy strategy, rather than a scheme, max. 10. [7–11]

Level 1

Describe a source of supply or a scheme but struggle to address the question. Details of a scheme or groups of people and their views may be very limited or non-existent. Note form or fragmentary responses remain in this level. [1–6]

For no response or no creditable response, 0.

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4 (a) With reference to examples, explain why the demand for water varies. [10]

Candidates are likely to approach the question in a variety of ways but the focus must be on demand rather than supply. Look for responses which refer to two or more dimensions: physical (climate); economic (domestic, manufacturing, agricultural, transport, technological requirements linked to standard of living and capital); social (population size, cultural demand); political (schemes and policies). Credit well those which link factors such as economic development, standard of living and domestic demand.

Mark on overall quality not necessarily seeking a wide variety of factors but bearing in mind the three bands and levels of response, 1–4, 5–7 and 8–10. For a response without exemplar support, max. 6.

For no response or no creditable response, 0.

(b) Assess the difficulties of managing either water quality or air quality. [15]

Management can be interpreted at various scales: local producers, industry, government, international agencies. Difficulties may involve the nature of pollutants, accidents, management issues (who, what, where, how, etc.) and the interaction of some of the following factors:

- physical – size and character of body of water or atmosphere/micro-climate
- social – population, education/literacy, cultural links
- economic – development issues, costs, financing, sources of pollution, corruption
- political – priorities, cross-border treaties/issues, global issues, e.g. oceans.

Candidates will probably:

Level 3

Provide an impressive, though not comprehensive, perspective, supported by at least one example and difficulties in two or more dimensions. Show strong conceptual understanding of environmental management. Provide clear, well structured, contemporary, evidence-based arguments to assess the difficulties. [12–15]

Level 2

Develop a satisfactory to good attempt at explanation linked to the difficulties. Demonstrate reasonable knowledge of a few reasons or limited ideas about a broader range and offer a satisfactory, but limited, assessment. At the lower end may deal with difficulty quite broadly. [7–11]

Level 1

Write descriptively about water quality/pollution or air quality/pollution with little or no evaluation of difficulty. Include partial or inaccurate explanation. Exemplar support may be absent or very limited. Simply offer fragments or notes. [1–6]

For no response or no creditable response, 0.

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Global interdependence

Only one question may be answered from this topic.

- 5 (a) (i) Describe two ways in which Fair Trade can help agricultural producers in LEDCs. [4]

Accept any relevant ways; these may include how Fair Trade initiatives allow producers to benefit from:

- receiving a higher proportion of the final price by reducing the role of middlemen
- higher prices charged for Fair Trade certificated goods in MEDCs
- increased security of market and a more equitable balance between them and the rest of the supply chain (often TNCs)
- increased income and quality of life especially for small/medium-scale producers
- other elements, such as training, media attention.

Credit each way 2 to the maximum.

- (ii) Suggest reasons why some LEDCs have changed from being net exporters of agricultural commodities to being net importers of agricultural commodities. [6]

A full response offers reasons for both falling exports and increasing imports. Suggestions may include:

- exports falling because of decreasing supply, fair or unfair competition, changing structure of the economy, change in demand, hazards, etc.
- imports increasing because of population increase, change in tastes, growth in affluence, free trade, other.

Mark holistically on overall quality bearing in mind three bands of marks, 1–2, 3–4 and 5–6. For either decreasing exports or increasing imports, max. 4.

For no response or no creditable response, 0.

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- (b) To what extent do you agree that attempts to reduce the debt of poor countries have caused as many problems as they have solved? [15]**

Candidates are likely to argue ‘to some extent’ but do not expect balance. Responses may include why debts need to be reduced, specific attempts, and their success or failure. Attempts may be debt cancellation, debt rescheduling; conditions set by the IMF such as SAPs or PRSPs (devaluation of currencies, privatisation of industries and services, encouragement of FDI, reduced government social spending). The reality of write-offs of bilateral debt may be challenged as may be the HIPC initiative for multi-lateral debt relief. Credit responses which use examples and explore sectors in poor countries which benefitted from debt cancellation, such as health care and education, or specifics, such as immunisation.

Candidates will probably:

Level 3

Demonstrate clear conceptual understanding and an ability to examine attempts critically. Take a broad approach to debt relief and integrate detailed examples in order to reach a well-argued assessment. [12–15]

Level 2

Provide a sound critical approach which may be good in parts, with reference to at least two or more attempts to reduce debt problems. Offer a partial assessment of attempts. For a response about one attempt, max. 10. [7–11]

Level 1

Produce largely descriptive comments on one or two aspects of debt relief or stray into causes of debt rather than solutions. Offer little or no assessment. Notes and fragments remain at this level. [1–6]

For no response or no creditable response, 0.

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6 (a) Fig. 2 shows tourism's total contribution to GDP and employment in six selected countries in Asia Pacific in 2012.

(i) Describe the varying importance of tourism to the countries shown in Fig. 2. [4]

The mark allocation and the wording of the question indicate general variations rather than details about each country. Tourism is less important in Indonesia and Japan <10% for both measures; Cambodia and Thailand are higher 26% and 17% GDP; but tourism dominates the economy of Vanuatu (45% employment, 50% GDP). % GDP and employment are similar in most countries, though GDP is approx. 5% higher than employment in Cambodia, Indonesia, Thailand and Vanuatu. Point mark, reserving the fourth mark for data support.

(ii) Suggest reasons for the variations you described in (i). [6]

Tourism is a major invisible export so candidates may refer to factors from syllabus section 3.1, such as resource endowment, locational advantage, historical factors, local and national factors, environments and policies. Knowledge of the countries in Fig. 2 is not required. Another approach is by considering other sectors, e.g. agriculture, manufacturing, services, etc. and economic development.

Mark holistically on overall quality bearing in mind three bands of marks, 1–2, 3–4 and 5–6.

For no response or no creditable response, 0.

(b) With reference to one or more tourist destinations, assess the extent to which tourism brings real benefits to the society and the economy. [15]

Benefits and costs to society and economy may include environmental issues if related to the other two dimensions. Candidates are likely to adopt an 'it depends' approach with reference to the character of their chosen destinations, the nature of the tourist development(s) and the policies adopted by local businesses, the tourism industry and/or government. Quality responses are likely to address the idea of 'real benefits' directly, cover varied measures of success, consider the short and long term, or different places and groups of people, e.g. seasonal workers, hotel owners, other service providers, local residents.

Candidates will probably:

Level 3

Structure the whole response as an assessment of both dimensions based on detailed and secure exemplar material. Demonstrate high level conceptual understanding and the ability to analyse and construct arguments about 'real benefits'. [12–15]

Level 2

Provide a response of sound to good quality but which is likely to be unbalanced (society/economy and/or benefits/costs), limited in scope or depth or in the quality of the assessment. For a response about society or economy, max. 10. [7–11]

Level 1

Offer a description rather than an assessment. Make a few observations about the benefits or costs of tourism relating to a destination or generically. Notes and fragments remain in this level. [1–6]

For no response or no creditable response, 0.

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Economic transition

Only one question may be answered from this topic.

7 (a) Fig. 3 shows selected information for the car industry in China, a NIC in Asia.

With the help of Fig. 3, describe and suggest reasons for the recent growth of the car industry in China. [10]

Syllabus 4.2 includes FDI, NIDL, TNCs and the emergence of NICs. Candidates are not expected to have their own knowledge of China as an NIC but should use Fig. 3 to access information and derive reasons. Description may include rapid rise in production from around 2 million cars in 2000 to approx. 14 million in 2011 (7X), overtaking the USA and producing a quarter of world car production. Exports increased rapidly over this period from 15 000 to 560 000 (37 times).

Reasons may include:

- growing internal market/growth in personal affluence/middle class emergence
- penetration of market given its potential
- inward FDI and growth of joint ventures increase capital and technology
- successful entrepreneurship
- large, relatively cheap labour supply
- free trade since joining WTO
- other.

Credit use of geographical terminology and thoughtful application of evidence from Fig. 3. For responses which describe well but do not explain, max. 5. Those which lift information from Fig. 3 without any own input or additional input remain in the lowest band.

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

For no response or no creditable response, 0.

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- (b) Explain the causes of global inequalities in social and economic wellbeing and assess which causes are the most important. [15]

This is an open question allowing candidates to make use of *knowledge* at the global scale (country, continent, hemisphere, etc.). Factors may be physical or human, internal or external, and may include historical factors. Indicators of response quality may include the integration of detailed examples, explicit attention to social and economic elements, and perceptive assessment of which causes are the most important.

Candidates will probably:

Level 3

Develop a perceptive assessment of a variety of causes supported by relevant exemplar material. Convince by a critical view which reaches specific conclusions about which causes are the most important. [12–15]

Level 2

Provide a sound overview, or a reasonably detailed explanation of two or more causes. Show satisfactory knowledge and understanding of the topic, but which is limited in scope, dimensions, use of examples, assessment and/or structure. For a response on social wellbeing or economic wellbeing only, max. 10. [7–11]

Level 1

Have difficulty relating inequalities in wellbeing to specific causes or provide one or more basic and largely general observations. Take a mainly descriptive approach, offering little or no assessment. Notes and fragments remain in this level. [1–6]

For no response or no creditable response, 0.

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- 8 (a) (i) Describe the characteristics of core areas which enable them to grow and dominate a country. [7]

Characteristics of core areas may include natural endowment (climate, soil, mineral or energy resources), strategic location and acquired/human features such as historical (effects of colonisation, relationships with neighbouring countries); social (customs, education); economic/technological (organisation, investment, infrastructure); political (centre of government, good governance). A full response requires the use of two or more of these dimensions to explain both core growth and core dominance.

Mark holistically according to three bands of marks 1–3, 4–5, and 6–7.

For no response or no creditable response, 0.

- (ii) Explain the term *spread effects*. [3]

Spread effects involve the movement of economic development and its associated prosperity outwards from the core to the periphery or neighbouring zones, e.g. upward transition zone (Friedmann). They may be in the form of investment, the spread and relocation of industry, development of infrastructure, remittances, etc.

- (b) For one or more countries, assess the difficulties in achieving social and economic development. [15]

Candidates may refer to issues such as poverty, hunger, child mortality, health of mothers, numbers in primary education, HIV/AIDs, other diseases, environmental sustainability, equality between nations or genders, etc. The MDGS are not in the syllabus but may be credited if taken. Difficulties may be social/cultural, economic, political or environmental and at any scale.

Candidates will probably:

Level 3

Produce an impressive assessment based on knowledge of development difficulties, processes and outcomes. Include two or more development difficulties and at least two dimensions in the assessment. Provide well thought out, supported arguments. [12–15]

Level 2

Offer a response of sound quality which may be good in parts but which is limited in depth, scope, knowledge of examples, understanding of development or assessment. For responses on one difficulty, max. 10. [7–11]

Level 1

Provide a few simple observations about difficulties which may be generic or poorly linked to development. Struggle to include relevant detail or examples or to provide meaningful assessment. Note form and fragmentary responses remain in this level. [1–6]

For no response or no creditable response, 0.