

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International Advanced Subsidiary and Advanced Level

MARK SCHEME for the May/June 2015 series

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 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.

® IGCSE is the registered trademark of Cambridge International Examinations.

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9696	32

Production, location and change

Only one question may be answered from this topic.

1 (a) Photograph A shows an agricultural system in the tropics.

(i) Describe the inputs to the agricultural system shown in Photograph A. [5]

The command is 'describe' so candidates are expected to show knowledge of inputs which can be seen in, or inferred from, the photograph. Inputs may be physical, such as slope, soils, climate, or human, such as labour, capital or technology.

Quality comes from the description of more than one input. Clear reference to Photograph A is required for 4 or more marks. Two well developed descriptive points, with reference to the photograph, could score full marks. For a list, max. 2.

For no response or no creditable response, 0.

(ii) Using Photograph A, explain how production in the agricultural system might be increased. [5]

As the command is 'explain', features from the photograph might be used as a focus for explaining change, e.g. from manual labour and draught animals to appropriate machinery, from small size of fields to larger ones. Other possibilities would be capital for better inputs such as chemical fertilisers or higher quality seeds.

Points need to be linked to increasing production to score 4 marks or more. Mark on overall quality of explanation and use of photograph, with reference to the three mark bands 1–2, 3–4 and 5.

For no response or no creditable response, 0.

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9696	32

- (b) For one country you have studied, explain why there was a need for agricultural change. To what extent have changes been made and how successful have they been? [15]

An opportunity to use the case study from syllabus 1.2. There are three things to do: to explain the need for change and assess both the extent to which changes have been made and their success. The scale could be national or holding/producer, but there is no requirement for more than one. If more than one country is taken, mark each separately and award the candidates the best mark.

Candidates will probably:

Level 3

Provide an effective and reasonably balanced answer. Explain clearly the need for change in agriculture. Develop an assessment which considers both the extent and the success of the changes, based on detailed knowledge and supporting evidence from the chosen country. [12–15]

Level 2

Make a reasonable attempt to explain the need for change and some knowledge of one or more changes made. Makes use of example(s) in support which may be limited in breadth, depth or focus. Provide some assessment of progress and success which may be simply stated at the lower end. [7–11]

Level 1

Give a basic answer which may have a weak focus on agricultural change and what was done. Make one or more valid descriptive or explanatory points, but offer little or no meaningful assessment. Notes and fragments remain in this level. [1–6]

For no response or no creditable response, 0.

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9696	32

- 2 (a) (i) Define the term *economies of scale* for manufacturing industry and explain why they occur. [4]

Economies of scale are the cost advantages that enterprises obtain due to size. This is explained – since cost per unit of output generally decreases with increasing scale as fixed costs are spread out over more units of output. Often operational efficiency is also greater with increasing scale, leading to lower variable cost as well.

They may be derived internally or externally (not needed for a full response). For the definition only, max. 2.

For no response or no creditable response, 0.

- (ii) Using examples, explain the advantages that may result from industrial agglomeration. [6]

These are the advantages that firms obtain by locating near each other. It relates to economies of scale (especially external) and linkages. Costs of production may decline significantly (firms have competing multiple suppliers, so greater specialisation and division of labour result). Even when multiple firms in the same sector (competitors) cluster, there may be advantages because that cluster attracts more suppliers and customers than a single firm could alone. Candidates may also consider linkages between firms and the development of a labour pool which is more skilled, specialist and competitive in terms of training costs and/or wage rates. Access to infrastructure, e.g. transport and security, may matter in some contexts.

Mark on overall quality of explanation, with reference to the three mark bands 1–2, 3–4 and 5–6. Max. 4 for a response without examples.

For no response or no creditable response, 0.

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9696	32

(b) Assess the extent to which markets affect the location of manufacturing and related service industries. [15]

A broad approach to location with an evaluative demand, so candidates should introduce other factors into the assessment. Examples could come at any scale of place or by type of manufacturing or related services. There might be a temporal approach for a particular place, industry or service. Candidates could approach the response from a market or location perspective or taking globalisation as the context.

Candidates will probably:

Level 3

Structure the response as an assessment which considers markets and location perceptively. Make use of examples to advance and support the view(s) expressed. Argue effectively and show high level conceptual understanding. [12–15]

Level 2

Produce a sound response about industrial location which may be good in parts, but which remains limited in overall detail or development. May ‘top and tail’ a narrative with evaluative comments about the significance of markets or cover other factors satisfactorily, perhaps defining markets in a limited manner. [7–11]

Level 1

Make a basic response which lacks skill in selecting and applying information to the actual question set. Offer one or more valid points about industrial location but little or no assessment. Fragmentary and note form responses remain in this level. [1–6]

For no response or no creditable response, 0.

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9696	32

Environmental management

Only one question may be answered from this topic.

- 3 (a) Describe and explain the advantages of one type of renewable energy and one type of non-renewable energy. [10]

Renewable energy sources include hydro-electric, wind, solar and biofuels. Types of non-renewable energy include fossil fuels such as coal, oil and natural gas. Nuclear may be considered either as renewable or as non-renewable. Credit one. Nuclear produces a vast amount of energy from a small amount of radioactive material. Its raw material (uranium) is available and relatively cheap. It is regarded as a relatively clean way of producing large amounts of energy (notwithstanding issues of waste disposal and incidents).

Biomass may be regarded as conditionally renewable or non-renewable. It is a cheap and readily available energy source. If the crops or trees are replaced, biomass can be a long-term, sustainable energy source. Biomass energy is relatively cheap and reliable and can be generated from everyday human and animal wastes, vegetable and agriculture wastes, straw, etc. Heat energy from biogas is 3.5 times the heat from burning wood, so cooking time is reduced. Pressure on forest can be reduced when biogas is used for cooking. Biogas is a more cost effective means of acquiring energy compared with oil.

Possible advantages of non-renewables are included below for information. The following detail is not expected from candidates.

Coal and gas are ready-made fuels. Most non-renewable sources of energy are relatively easy to transport from one area to another. Cost of producing non-renewable energy is low as they are naturally available and the technologies are well established. Supplies remain of all three, some in abundance (despite depletion and price issues).

Coal supplies will last longer than oil or gas. It is easily combustible, and burns at low temperatures, making coal-fired technology cheaper and simpler than others. Coal is widely distributed around the world (found in many more places than other fossil fuels). Much coal is relatively simple to mine, making it by far the least expensive fossil fuel to obtain. Coal-powered generation scales well, making it economically possible to build a variety of sizes of generation plants.

Oil is relatively cheap to extract and to convert into transportation energy. It is a highly compact portable source of energy used for most forms of mechanical transportation. A range of other products can be made from oil. Other components (propane, butane) make excellent compact sources of portable cooking fuel and heating in areas that do not have access to or infrastructure for natural gas.

Gas (natural gas) burns more cleanly than the other fossil fuels (45% less carbon dioxide emitted than coal and 30% less than oil). It is easily transported via pipelines and relatively easily by tankers (on land and sea). It can be piped into homes to provide heating and cooking principally or supplied in small tanks. Gas can be more economical than electricity and is quicker in cooking and water heating.

No division of marks between the description and the explanation. No credit for disadvantages.

Mark on overall quality, bearing in mind the three bands of marks and levels of response: 1–4, 5–7 and 8–10. Quality could come from a range of advantages or a more in-depth explanation of at least two. Supporting examples would also add to the quality of a response but are not needed as a general response could be highly effective. For a response which considers only renewable or non-renewable max. 6.

For no response or no creditable response, 0.

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9696	32

- (b) Describe the reasons for the development of one named located scheme for the production of electricity. Assess how far the scheme contributes to meeting the country's overall energy demands. [15]

From the syllabus 2.2, at the national and local scales. A located scheme needs to be put into its national context, using knowledge of both aspects and an understanding of how far energy demands are or can be met by the chosen scheme. Reference to overall energy strategy could be included along with specific reference to the contribution of other sources or schemes. Reasons for the development of the scheme may be related to any objectives: local, national, prestige, aid-related, etc.

Candidates will probably:

Level 3

Describe the reasons for the development of the scheme effectively. Structure the rest of the response as an assessment and provide a secure and perceptive treatment of the part the scheme plays in meeting the national demand for energy. Use sound knowledge and detailed evidence in support of the response, showing strong conceptual understanding of the energy sector. [12–15]

Level 2

Produce a sound response which lacks full development, but which may contain good elements. Offer a description which may be partial or limited in scope or depth. May make a satisfactory, but limited assessment of the scheme's contribution to meeting national energy demand. At the lower end may follow a more narrative approach with some simple assessment. For an overall electrical energy strategy, rather than a located scheme, max 10. [7–11]

Level 1

Make a basic and descriptive response about a scheme, offering little or no effective assessment. Write loosely or quite generally about energy in the country chosen, lacking focus on the question, or perhaps showing faulty understanding or recall. Fragmentary and note form responses remain in this level. [1–6]

For no response or no creditable response, 0.

Page 8	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9696	32

4 (a) Fig. 1 shows a world map of the percentage of population with access to safe drinking water in 2011.

(i) Describe the pattern of access to safe drinking water shown in Fig. 1. [6]

Candidates may use the key as a way of describing and might exemplify each class, but **pattern** is more than this. Regions, continents, or MEDC/LEDC may be used as a basis for pattern. Higher achieving responses may pick out clear patterns and anomalies and show secure knowledge of names of continents, regions or countries.

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

For no response or no creditable response, 0.

(ii) Explain two limitations of using a map at this scale to study water quality. [4]

Mark each of the two limitations 1, 2 or 3 marks to the maximum. Simpler responses may state rather than truly explain the limitations. Indicators of quality include clear consideration of the importance of the element of world scale and the use of examples from Fig. 1 or candidates' own knowledge. Examples could include reference to uneven classes in the key; a large portion of the world in one colour (blue); inability to distinguish differences within countries, especially large ones such as Russia; or any other valid idea. Each limitation must relate to scale.

For no response or no creditable response, 0.

Page 9	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9696	32

- (b) **With reference to one located degraded environment, assess the importance of understanding the causes of the degradation in order to improve the environment successfully.** [15]

An opportunity to use the case study from syllabus 2.4, and to link causes of degradation to whether the environment was successfully improved or not. Causes may be of any type (social, economic, environmental, political, historical) and at any scale. The evaluation may be approached from the causes or the success, but should link them together.

Candidates will probably:

Level 3

Produce a high quality assessment, well founded in detailed knowledge of the chosen degraded environment. Impress by overall perspective and clear assessment of how understanding the causes of the degradation is linked to the success of improving the environment. [12–15]

Level 2

Develop a response of sound quality which is good in parts, but which remains limited in perspective, detail of the degraded environment and/or the assessment offered. At the lower end may link the causes of the degradation and success of improving the environment quite simply. [7–11]

Level 1

Make one or more basic observations about the degraded environment. Describe one or more causes in a response which may be poorly focussed and offers little or no assessment. Fragmentary and note form responses remain in this level. [1–6]

For no response or no creditable response, 0.

Page 10	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9696	32

Global interdependence

Only one question may be answered from this topic.

5 (a) (i) Give the meaning of the terms *visible trade* and *invisible trade*. [4]

Visible trade is the exchange across borders (or import and export) of goods which can be seen or touched, such as wheat, coal or vehicles. *Invisible trade* is transactions that occur across borders or between countries for services which cannot be seen or touched, e.g. payments for services such as tourism or education, remittances, financial transfers between companies, etc.

Mark holistically to avoid crediting the same idea twice. Examples may be given and should be credited.

For no response or no creditable response, 0.

(ii) Explain how the World Trade Organization (WTO) encourages trade between countries. [6]

Membership of the WTO itself encourages trade. The WTO deals with the global 'rules' of trade between countries. Its main function is to ensure that trade flows as smoothly, predictably and freely as possible. At the core of this are its agreements, negotiated and signed by the majority of trading countries and ratified in their parliaments to help producers of goods and services, exporters, and importers conduct business. A country should not discriminate either between its trading partners or between its own and foreign products and services. Two ways the WTO encourages trade are by lowering trade barriers and discouraging 'unfair' practices, such as export subsidies or 'dumping' products cheaply, below cost, to gain market share. For LEDCs, it involves giving them advice, time to adjust and some special privileges. Mark on overall quality with reference to the three mark bands 1–2, 3–4 and 5–6, crediting examples.

For no response or no creditable response, 0.

Page 11	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9696	32

(b) How far do you agree that the international debt crisis can be solved through trade alone? [15]

An open question to allow candidates to use the material and perspectives that they have from their location and the course, e.g. syllabus section 3.2: 'Debt and aid and their management'. Any relevant argument is acceptable and debt issues in both MEDCs and LEDCs are valid. No particular position is expected, but the issue suggests complexity, and dynamic and contemporary responses should be rewarded.

Candidates will probably:

Level 3

Produce a high quality assessment, showing strong conceptual understanding of the international debt crisis and the role of trade and other factors. Impress by overall perspective, use of evidence and the ability to weigh and judge. [12–15]

Level 2

Develop a response of sound quality which is good in parts, but which remains limited in scope, detail about debt and trade and/or the assessment offered. [7–11]

Level 1

Make one or more basic observations about the international debt crisis, although the focus on the question and trade may be weak. Respond quite generally or descriptively. Fragmentary and note form responses remain in this level. [1–6]

For no response or no creditable response, 0.

Page 12	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9696	32

- 6 (a) **With the help of examples, suggest reasons for the continued popularity and importance of mass tourism.** [10]

A straightforward explanatory demand with two elements: continued popularity and importance. Mass tourism may be defined as tourism that involves thousands of people going to the same resort often at the same time of year.

Reasons for popularity could include its cheapness (e.g. package deals), ease, media influence, development of new destinations or rejuvenation of others, holiday entitlement, growth of disposable income, comfort/lack of challenge, etc. Its importance may be related to the ability to generate wealth (for companies, individuals or locations) via investment in mass tourism and package holidays and for individual tourists as giving them the type of holiday they want.

Examples may be of destinations, of companies, hotel chains and providers, etc. Mark on overall quality, bearing in mind the three bands of marks and levels of response: 1–4, 5–7 and 8–10. For a response without examples, max. 6.

To achieve the top band, both **continued popularity** and **importance** must be addressed well.

For no response or no creditable response, 0.

- (b) **Fig. 2 shows a model of sustainable tourism.**

Assess the extent to which this model can be applied to a tourist area or resort you have studied. [15]

A question designed to focus on section 3.4 of the syllabus. It prompts candidates to consider the three aspects of sustainability and requires them to use the skill of application of this unfamiliar model to any case study.

If candidates attempt a tourist area or resort in more than one country, mark each separately and credit the best assessment.

Candidates will probably:

Level 3

Develop a strong assessment of where the chosen tourist area or resort sits in relation to the model presented. A critique of the model may be offered in relation to the chosen destination and the type(s) of tourism found there. Impress by use of detail from the case study and overall perspective. [12–15]

Level 2

Make a sound attempt to apply the model to the case study, which may be good in parts, but possibly lacking in one dimension and/or detail. Base the response on secure knowledge of the area or resort which is detailed at the top of this level, but broader lower down. Provide an assessment which may lack depth. [7–11]

Level 1

Give a simple answer, struggle to make the evaluation that is needed and simply describe some of the characteristics of the tourist area or resort. Knowledge may be general or weakly recalled and understanding of sustainability faulty. Fragments and note form responses remain in this level. [1–6]

For no response or no creditable response, 0.

Page 13	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9696	32

Economic transition

Only one question may be answered from this topic.

- 7 (a) With reference to one transnational corporation (TNC), describe and explain its global spatial organisation and operation. [10]

From syllabus section 4.2. A full response covers both global spatial organisation and operation, although some candidates may not distinguish the two. The use of a diagram or sketch map could be used to illustrate and assist a response and credited accordingly.

Global spatial organisation may include global HQ, regional HQs, R&D, manufacture, production, assembly, retail, etc. Much depends on the choice of TNC, the sector(s) in which it operates and its main product(s).

Operation may include decision-making; flows of finance, employees and products; training; branding and customisation; innovation; advertising, etc.

No division of marks between the description and the explanation. If more than one TNC attempted, mark each separately and credit the best response. 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) How far do you agree that social and economic inequalities cannot be reduced through economic development alone? [15]

An invitation to assess at any scale, the causes of and solutions to social and economic inequality. No particular position is expected in terms of agreement or disagreement with the idea in the question. Better responses may consider more than one argument or use examples which demonstrate the validity of different approaches.

Candidates will probably:

Level 3

Develop an effective and convincing argument about how both social inequalities and economic inequalities are reduced. Base the response on detailed evidence and show strong conceptual understanding of development. [12–15]

Level 2

Produce a sound response which remains partial or limited overall, but which may contain good elements. May approach the topic of reduction of social and economic inequalities broadly, or 'top and tail' a narrative piece about development with some assessment. [7–11]

Level 1

Make one or more basic observations about development, in which understanding of inequalities is slight or, perhaps, faulty. Offer little or no assessment or a simple unsupported statement. Fragmentary and note form responses remain in this level. [1–6]

For no response or no creditable response, 0.

Page 14	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9696	32

- 8 (a) Fig. 3 shows progress towards providing universal primary education for selected world regions.

Describe, and suggest reasons for, the differences in progress towards achieving universal primary education. [10]

On Fig. 3, the world regions which have the highest percentages of countries that have reached the target are Europe and Central Asia, Latin America and Caribbean and Middle East and North Africa. Sub-Saharan Africa has the fewest countries that have reached the target. Only one region has no countries that are seriously off the target: South Asia. Sub-Saharan Africa has the most countries seriously off target.

Reasons suggested could include reference to issues such as:

- levels of development
- development priorities and spending
- attitudes to gender
- accessibility and remoteness
- investment in education (schools, teachers, equipment, etc.)
- reasons for non-attendance, e.g. child labour, instability
- other

Credit the development of reasons, rather than a simple listing of ideas, and those in which the reasons are focussed on **differences** and not simply one element, such as lack of progress. Mark on overall quality bearing in mind the three mark bands 1–4, 5–7 and 8–10. Look for overall coverage, not requiring comprehensive answers. For description only, max. 4.

For no response or no creditable response, 0.

- (b) **With reference to one country you have studied, evaluate the effectiveness of attempts to reduce regional inequalities.** [15]

Reference to syllabus 4.3 and 4.4. The focus needs to be on attempts and their effectiveness within the context of regional policy. The approach may be core-periphery or between named regions. Credit clear criteria for **effectiveness** (success or failure) such as convergence/divergence, impacts on people, the local economy, etc. Analysis may include unforeseen problems, constraints, issues of timescale, etc. If more than one country is taken, mark each separately and credit the best.

Candidates will probably:

Level 3

Develop a secure and perceptive evaluation of the attempts for reducing regional inequalities in the chosen country. Base the response on detailed evidence and show strong conceptual understanding of the topic. [12–15]

Level 2

Produce a sound response about the reduction of regional inequalities which lacks full development, but which may contain good elements. May approach the topic broadly, or 'top and tail' a narrative piece with some evaluation. [7–11]

Level 1

Make a descriptive response and offer little or no evaluation. Write loosely or quite generally about regional inequalities. Fragmentary and note form responses remain in this level. [1–6]

For no response or no creditable response, 0.