

## MARK SCHEME for the October/November 2008 question paper

### **9696 GEOGRAPHY**

**9696/03**

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.

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

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

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

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



|        |                                     |          |       |
|--------|-------------------------------------|----------|-------|
| Page 2 | Mark Scheme                         | Syllabus | Paper |
|        | GCE A LEVEL – October/November 2008 | 9696     | 03    |

- 1 (a) With the help of examples, explain why the output of a farm holding may vary from year to year. [10]

Any examples valid, depending on the agricultural system(s) and case(s) studied. Simply there are no certainties about output: factors (below) combine to affect output and hazards/unforeseen circumstances may be significant  $\pm$ .

- social e.g. personal/family reasons, labour skills, decision-making
- economic e.g. credit, availability/quality of inputs, machinery, labour supply
- environmental e.g. water supply, pests and diseases, weather, hazards
- political e.g. government schemes, political instability

For a one dimensional response **max. 5**. For a general response **max. 5**.  
Mark on overall quality, bearing in mind three levels: **0–4, 5–7 and 8–10**.

- (b) Fig. 1 shows seven possible components of “a second green revolution” for India, an LEDC in South Asia, taken from a speech made by its Prime Minister in 2006.

To what extent do you agree that the co-operation of different groups of people is the key to increasing agricultural productivity? Support your answer with one or more examples you have studied. [15]

Fig. 1 is intended to get candidates thinking. Experience shows that those who refer to stimulus materials tend to be either strong candidates who interpret the resource to their further advantage, or weak candidates, lacking examples, who would, in this case, attempt to use it as ‘India’. The resource hints at co-operation between, for example,

- financial institutions, the government and those receiving credit (3)
- those engaged in scientific research, the government, industry (4, 6, 7)

This co-operation between groups at all scales is clearly vital, but not the sole key to increasing agricultural productivity. Whilst most candidates are likely to argue in this way, any position, if supported, is acceptable.

**Candidates will probably:**

- L3** Structure their response as an assessment, identify different groups of people and their co-operation clearly and in detail for the example(s), have good conceptual understanding of productivity. Consider the role of other factors and may refer to conflicts of interest. [12–15]
- L2** Produce a sound to good quality response, showing satisfactory to good knowledge of an example or examples and some ability to identify different groups of people and their co-operation. Remains limited in detail, understanding, structure and/or the assessment offered. [7–11]
- L1** Make one or more basic observations. Produce a response which is descriptive or general in character, or offer an unsupported assessment. Heavily irrelevant, conceptually faulty and fragmentary responses remain in this level. [0–6]

**[Total: 25]**

|        |                                     |          |       |
|--------|-------------------------------------|----------|-------|
| Page 3 | Mark Scheme                         | Syllabus | Paper |
|        | GCE A LEVEL – October/November 2008 | 9696     | 03    |

- 2 (a) Describe and explain the possible advantages for manufacturing industry of locating on an industrial estate. Support your answer with one or more examples. [10]

Advantages include:

- provision of infrastructure e.g. transport, power supply
- grants, subsidies, preferential rates and other financial incentives
- provision of factory shells or units
- specialist facilities e.g. waste disposal
- room for expansion
- interaction with other businesses and/or linkages
- security
- prestige?
- other

No separate mark allocation for description and explanation. Mark on overall quality, bearing in mind the three levels, **0–4**, **5–7** and **8–10**.

- (b) Explain why a location close to the market may be important *both* for some types of agriculture *and* for some types of manufacturing industry. [15]

The similarities for the two sectors are clear in classic market locations:

|            | agriculture                    | industry                                   |
|------------|--------------------------------|--|
| perishable | e.g. dairy, some horticulture  | baked goods, fashion, newspapers           |
| bulky      | e.g. some vegetables, (timber) | furniture, bottled drinks (weight-gaining) |
| high value | ? local e.g.                   | electronics, jewellery?                    |
| other      |                                |  |

The explanation should consider the nature of the products; demand, where relevant; transport and transport costs and provide some cost-benefit analysis. Better quality responses may acknowledge that whilst market locations remain important in some contexts, they have diminished in overall importance with transport changes and markets' becoming multiple and international.

**Candidates will probably:**

- L3** Synthesise their knowledge and understanding of market locations in the two sectors well and provide a high quality explanation, supported by diverse and/or detailed examples. [12–15]
- L2** Provide a sound to good response which may deal with the two sectors separately. Develop a good explanation of market locations but may lack detailed knowledge of examples or seem somewhat dated. [7–11]
- L1** May take a theoretical 'models' approach or offer only a few basic explanatory points, being quite descriptive in approach. Notes and fragments remain in this level. [0–6]

**[Total: 25]**

|        |                                     |          |       |
|--------|-------------------------------------|----------|-------|
| Page 4 | Mark Scheme                         | Syllabus | Paper |
|        | GCE A LEVEL – October/November 2008 | 9696     | 03    |

- 3 (a) With the help of examples, describe the nature and potential of *renewable* energy resources (excluding nuclear sources). [10]

**renewable** sources are all, in principle, limitless and can be used repeatedly, being either a flow of nature, such as wind, water (HEP), tides, solar power, or a living thing, such as trees or biomass. In the case of living things, the rate of usage must not exceed the rate of replacement. The energy potential of renewables is massive overall, but spatially variable and constrained technologically, economically and politically in many parts of the world.

Mark on overall quality of generality and specificity, bearing in mind three levels of response: 0–4, 5–7 and 8–10.

- (b) Assess the importance of *non-renewable* energy resources in the energy strategy of one country you have studied. [15]

Unless the candidate has the example of, say, Norway, non-renewables are highly likely to dominate the energy mix. Signs of quality may include the use of data in support of the response, country detail, appreciation of the role both of resource endowment and of imports, the ability to address **importance** in an exploratory manner e.g. through knowledge of the country's economic sectors or of changes over time, including relative to non-renewables.

**Candidates will probably:**

**L3** Structure their whole response as an assessment and demonstrate a strong overall perspective on the topic. Use detailed knowledge of the chosen country effectively and show good conceptual understanding of the energy sector, both non-renewables and renewables. [12–15]

**L2** Produce a sound to good response, which whilst satisfactory remains partial or limited in terms of knowledge of the example and/or understanding of the sector and/or the assessment made. [7–11]

**L1** Make a few basic observations about energy in the chosen country or produce a general response without an example or with an example in name only. Struggle to define non-renewable sources appropriately. Take a descriptive approach and offer little or no real assessment. [0–6]

**[Total: 25]**

|        |                                     |          |       |
|--------|-------------------------------------|----------|-------|
| Page 5 | Mark Scheme                         | Syllabus | Paper |
|        | GCE A LEVEL – October/November 2008 | 9696     | 03    |

- 4 (a) (i) Fig. 2 shows the percentage of world population and the percentage of the world's fresh water, by region, in 2003. Describe the relationships shown between the two variables. [5]

One possible approach to the resource is:

% pop < % water in three regions: N America, S America, Oceania 1

% pop > % water in three regions: Europe, Asia, Africa 1

variable percentages and disparities (examples and % evidence) 3

- (ii) Outline the *main* arguments in favour of hydro-electric power (HEP). [5]

Arguments (plural) include,

- non-polluting, seen as environmentally-friendly, does not produce emissions or contribute to global warming (reserve 2)
- greatest current energy potential amongst renewables
- has flexibility to meet changes in demand
- competitive running costs
- may be part of multi-purpose scheme e.g. flood control
- other

A maximum of 3 marks if only one **argument**, well-developed.

- (b) Why do attempts to prevent water pollution often fail? [15]

Attempts to prevent water pollution fail for a number of reasons (social/behavioural, economic, physical and political). Any approach and examples may be taken. Credit well realistic accounts which do justice to the interaction of factors and the likely complexity of most situations.

The term **water pollution** allows, but does not require, the consideration of both fresh water and salt water (marine environments).

**Candidates will probably:**

- L3** Provide a high quality explanation of the role of different factors in the failure of attempts to prevent water pollution. Convince by overall perspective and the handling of evidence, whilst not producing a fully comprehensive argument. [12–15]
- L2** Make a response of overall sound quality which may be good in parts but which remains partial. Demonstrate limited knowledge of specific attempts and/or limited understanding of factors and/or limitations of explanation (skills, structure and language). [7–11]
- L1** Struggle to deal with the question set or to select and apply their material suitably. Make one or more basic observations about failure, perhaps sweeping in character. Make a response which is more descriptive in approach than explanatory. [0–6]

[Total: 25]

|        |                                     |          |       |
|--------|-------------------------------------|----------|-------|
| Page 6 | Mark Scheme                         | Syllabus | Paper |
|        | GCE A LEVEL – October/November 2008 | 9696     | 03    |

5 (a) Describe and explain recent changes in exports from *one* country you have studied. [10]

Syllabus has a dateline of 1960, please interpret **recent** as any time period since then (a very recent perspective, of, say, the last few years is permissible) as it is **changes in exports** which needs to be the focus.

Clearly much depends on the country chosen and the changes (in visible and invisible exports). Signs of quality in the description may include dates, volume or value data such as dollars or percentages, changes in positioning and relative importance of certain items. In the explanation credit well a combination of factors (social, economic, environmental, political).

For description only **max. 5.**

(b) To what extent does the success of a country's international trade depend on factors outside the country? Support your answer with examples. [15]

Anticipate 'to a certain extent' responses, where candidates use **examples** to show the complexity of **factors**, both internal and external, which make for trading **success**. These may include:

|               | outside country   | inside country                      |
|---------------|---|-------------------------------------|
| social        | e.g. fashion, population growth                           | education and skills                |
| economic      | e.g. demand, competition                                  | marketing, investment               |
| environmental | e.g. exhaustion of other sources<br>(also inside country) | weather<br>quality of raw materials |
| political     | e.g. trade agreements/blocs, stability                    | government role                     |

It is legitimate to take a broad approach to the question and establish 'the big picture', supporting it with examples or to establish extent by considering one or more examples (countries or goods/services) in detail. Candidates may use the material they have in the manner they choose. The relationship between imports and exports and the balance of trade or balance of payments are pertinent.

**Candidates will probably:**

- L3** Develop a high quality assessment, which convinces in terms of the knowledge and understanding shown and which demonstrates a good perspective on external and internal factors in trading success. [12–15]
- L2** Provide a sound response which may be good in parts. Show some limitations of knowledge (scope or exemplar detail), understanding (factor awareness) and/or assessment (skills, language or structure). [7–11]
- L1** Make a few basic observations in the general subject area but have difficulty dealing with their material in the required manner outside/inside the country. Take a descriptive approach, offering little or no assessment or an unsupported opinion. Answer quite generally. Fragments and notes remain in this level. [0–6]

[Total: 25]

|        |                                     |          |       |
|--------|-------------------------------------|----------|-------|
| Page 7 | Mark Scheme                         | Syllabus | Paper |
|        | GCE A LEVEL – October/November 2008 | 9696     | 03    |

- 6 (a) Fig. 3A shows changing levels of demand for tourism services in a tourist area or resort. Figs 3B and 3C show possible levels of supply of tourism services in the same area. [10]

- (i) Describe and suggest reasons for the fluctuations in demand shown in Fig. 3A. [5]

This is the seasonality of which candidates are well aware. Demand relates mainly to holiday seasons in the main source area(s) for a destination and to seasonal changes in weather experienced.

For the description 2/3 and for the explanation 3/2.

- (ii) Using examples, suggest ways that hotels and tourist authorities may try to increase the number of tourists at times of low demand (as shown in Figs 3B and 3C). [5]

A number of **ways** are possible:

- diversifying the market, promotion in new non-traditional source areas
- diversifying the product, e.g. the conference trade, off-peak deals, packages, speciality holidays e.g. fitness
- raising the game e.g. exclusivity, luxury, eco-tourism?

Mark on overall quality, **ways 1, 2 or 3** in combination.

- (b) To what extent do you agree that eco-tourism avoids the negative impacts associated with traditional forms of tourism? [15]

There is a growing awareness that eco-tourism is neither as low impact or the panacea it was once proposed to be. It does, however, remain small-scale and carefully managed compared to the excesses of mass tourism.

**Candidates will probably:**

- L3** Provide an effective assessment of eco-tourism compared to traditional forms of tourism, which does not need to be comprehensive or fully balanced to convince by the detailed knowledge shown, argument made and overall perspective. [12–15]
- L2** Develop a sound response which may be good in part(s) but which remains limited in specific knowledge, breadth of understanding and/or balance. Offer some assessment but may simply use it as ‘head and tail’ to their narrative. [7–11]
- L1** Take a descriptive approach to eco-tourism and/or traditional forms, finding it hard to direct their material to the question set. May write generally without located examples or just use country names. May find it hard to recognise any negative impacts associated with eco-tourism or not interpret the term robustly? [0–6]

[Total: 25]

|        |                                     |          |       |
|--------|-------------------------------------|----------|-------|
| Page 8 | Mark Scheme                         | Syllabus | Paper |
|        | GCE A LEVEL – October/November 2008 | 9696     | 03    |

7 (a) Table 1 shows percentage employment by sector for the world and selected world regions in 1994 and 2004.

(i) Give the meaning of the term *tertiary* sector. [1]

Services, the service sector, or industries providing a service.

(ii) Describe the changes in employment in the primary sector in world regions between 1994 and 2004. Support your answer with information from Table 1. [4]

All decreased 1 except East Asia, which remained steady 1 (57.7%)  
variable levels and % decreases and data support 2

(iii) Suggest reasons for the variation in changes in employment in the secondary sector between 1994 and 2004. [5]

No credit for establishing the **variation in trends**: some decrease, some are quite steady and some increase. The **reasons** may include economic development, industrialisation/deindustrialisation, globalisation, global shift and may appeal to local factors e.g. government policy.

(b) To what extent do you agree that the globalisation of economic activity is of little help to the world's poor? [15]

Somewhat overstated to assist an evaluative response. Globalisation gets some bad press and may be of little help to the poorest: those who are marginalised, subsistent, illiterate, perhaps discriminated against. Yet the socio-economic status of thousands of poor people has been improved through factory employment (but working conditions, lack of controls, alleged exploitation etc. need to be considered.) Jobs bring not only income and a rising standard of living but may **help** by skills training, work discipline – and work experience – that allow further improvement. Note that no particular overall position is expected.

**Candidates will probably:**

**L3** Develop a perceptive assessment of what globalisation may and may not offer to the world's poor, using diverse examples effectively. Impress by the way in which the response is structured and expressed and by the well-judged handling of material. [12–15]

**L2** Provide a sound, but ultimately limited, response which may have some good elements. Show satisfactory knowledge and understanding of globalisation and some appreciation of the position of the poor. Lack breadth or depth of exemplars or a thoroughgoing assessment? [7–11]

**L1** Have difficulty in using their material to address the question set. Make one or more basic and perhaps general observations. Take a descriptive approach, offering little or no assessment. [0–6]

[Total: 25]



|        |                                     |          |       |
|--------|-------------------------------------|----------|-------|
| Page 9 | Mark Scheme                         | Syllabus | Paper |
|        | GCE A LEVEL – October/November 2008 | 9696     | 03    |

8 In a list of the world's 100 largest economies published in the year 2000, 51 were transnational corporations (TNCs) and 49 were countries.

(a) Describe and explain briefly the spatial organisation of *one* named TNC you have studied. [10]

A schematic diagram or sketch map would assist the candidate and may save time here. **Describe** should cover locations between and within continents and/or countries and functions. For **explain** candidates may refer to corporate strategy plans and objectives, profit maximisation, competitiveness, market penetration, trade blocs, government policy, the international spatial division of labour etc.

Credit well accounts which do more than see high end functions in MEDCs and low end production functions in LEDCs and which offer some convincing detail.

(b) How many countries be disadvantaged by the decisions made by TNCs about the location of their operations? [15]

In several ways depending on the candidate's judgement and understanding, for example,

- some countries will never be chosen as manufacturing locations because of their poverty/remoteness/instability/unsuitability
- MEDCs may lose production as costs rise and difficulties increase
- LEDCs/NICs may lose production in the same way as other locations become more competitive
- TNCs may take any \$ package on offer and relocate when it expires
- TNCs may exploit a country's people and/or environment
- other

**Candidates will probably:**

**L3** Select and apply their knowledge and understanding highly effectively and produce a strong assessment of several ways in which countries may be disadvantaged by TNCs' location decisions. Impress by a 'big picture' perspective and MEDC/NIC/LEDC content weighed. [12–15]

**L2** Produce a sound response based on satisfactory to good knowledge and understanding of TNCs and countries. Provide a satisfactory but limited assessment which may be broad but quite general or overly narrow. For a response on **one** way countries may be disadvantaged, max. 10. [7–11]

**L1** Make one or more basic points about disadvantage. Struggle to use the material they have in the manner required. Produce a descriptive and rather general response, perhaps not referring to countries much or at all. Responses which are heavily irrelevant, fragmentary, or which demonstrate faulty understanding, remain in this level. [0–6]

**[Total: 25]**