

**MARK SCHEME for the October/November 2011 question paper
for the guidance of teachers**

9696 GEOGRAPHY

9696/33

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

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

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Production, location and change

- 1 (a) Fig. 1 shows how the UN Food and Agriculture Organization (FAO) seeks to introduce mechanisation to small farms.

Use examples to explain the advantages and disadvantages of the use of agricultural technology on farms. [10]

The term *agricultural technology* may be interpreted to mean machines and other equipment. Irrigation technology and biotechnology (e.g. GM crops) may be included. Fig. 1 is a stimulus to thinking about change and its consequences.

The **advantages** may include: increases in efficiency and productivity; time-saving; ability to cultivate over larger areas; better crop handling and crop quality; etc. The **disadvantages** may include: rural unemployment; pollution; environmental degradation; loss of tradition; diminishing returns; risk; skills shortage; debt; etc.

Mark on overall quality, with reference to the mark bands and levels of response: **0–4, 5–7 and 8–10**. For a general response without examples, **max. 6**.

- (b) **With reference to one or more examples of manufacturing industry, explain the role of the government in influencing the location and productivity of your chosen example(s). [15]**

Candidates are free to develop their own approaches using their own case studies. Some may take a contemporary view of government-influenced change(s), others an historical view, although the syllabus dateline of 1970 may make this less likely. Location may be more straightforward to tackle than productivity, but this may help differentiation. For example, grants for, or loans to subsidise, modernisation or to encourage efficient working practices might be part of government plans to improve production and output in some industries, e.g. steel.

Candidates will probably:

- L3 Develop an assured and effective explanation and appraisal of government's role in relation to both location and productivity, combining detailed knowledge with an appraisal of the issues and of other factors. [12–15]
- L2 Provide a satisfactory outline of the role of government, which may be good in parts, but which remains somewhat broad in the use of the example(s) and limited in depth of knowledge and development of ideas. For a response on one aspect, probably location, max. 10. [7–11]
- L1 Offer, at the top of the level, a descriptive and general response, making a few simple statements about what the government did. May not make clear or specific reference either to location or to productivity. Fragmentary, list and note-form responses remain in this level. [0–6]

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- 2 (a) (i) Outline the main factors that lead to the concentration of manufacturing industry in a particular location. [5]

Classically this may be a resource location (energy, water, mineral, crop) or a transport location (e.g. node, port); more recently industrial estates and EPZs, etc. lead to such concentration. For candidates who have studied **Economic transition** as an Option, the vocabulary of initial advantages, multiplier, and derived advantages may be used. Other creditable approaches, such as government incentives, or the pursuit of profitability through agglomeration economies, external economies of scale, linkages, etc., exist.

Examples may be used to further such observations. A full answer consists of two or more developed **factors**.

- (ii) Briefly describe the diseconomies that can result from this concentration of industry. [5]

These diseconomies are the disadvantages of the multiplier effect or the undesirable effects of over-concentration in agglomeration. Description of possible diseconomies may include pollution and other environmental impacts, shortage of sites or room for expansion, so prices rise; congestion and transport or logistics issues such as delays, an increase in rates and charges; over-stretched utilities; growing undesirability of the area making it difficult to attract quality workforce, etc. Credit diseconomies **1, 2, or 3** to the maximum, depending on detail and development of descriptions.

- (b) With reference to manufacturing in a country that you have studied, describe and explain the causes and consequences of industrial change. [15]

Candidates are free to use an example of manufacturing at the national scale. Whilst confined to one country, however, comprehensive responses are not necessarily expected (for example a region or a single industry is fully acceptable). The twin key words are **causes** and **consequences** with the link being made to industrial change (of any kinds). Indicators of quality may include an appreciation of the many factors that cause change and of the global context of change in manufacturing.

Candidates will probably:

- L3 Provide an effective overview, which is dynamic in character, detailed and well-balanced between causes and consequences, at different spatial scales and over different time scales. Impress by conceptual content and structure the response well. [12–15]
- L2 Make a response which is sound overall and which may contain some good elements. Cover both causes and consequences, some in reasonable detail, perhaps with more emphasis on one than on the other. For one only, either causes or consequences, if done well, max. 10. [7–11]
- L1 Offer a basic answer describing industrial change which may be quite general to the chosen country, fragmentary about it, or relate to a country in name only. May make little or no specific reference to causes and/or consequences and lack a clear focus on manufacturing. [0–6]

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Environmental management

- 3 (a) The government of an LEDC recently decided to develop a new HEP scheme on a major river rather than to build a coal-fired power station near to its main coalfield.

Using your knowledge of energy production, suggest reasons for this choice. [10]

This can be approached in a number of ways, but the explanation should include the reasons for and advantages of HEP and reasons against and the disadvantages of coal-fired (thermal) power. Reasons may include,

- renewable and non-renewable (depleting) sources
- 'clean, green' and pollutive technologies
- multiple use of HEP schemes (flood control, irrigation, recreation)
- funding from donors e.g. aid or World Bank
- other

Mark on overall quality, bearing in mind three levels: **0–4, 5–7 and 8–10**. As a general response is justifiable, the usual maximum is not applicable.

- (b) How far do you agree with the view that 'nuclear power is too risky an option in the uncertain world of the 21st century'? [15]

Candidates are free to adopt any position (cf. New Zealand and France) and to argue both theoretically and using evidence from recent decisions, scares, disasters e.g. NE Japan 2011, etc. The risks are to both environment and people and fall into three main areas: secure and safe transport of fuels; operation of nuclear plants; and disposal of wastes.

Candidates will probably:

- L3 Present a mature and perceptive assessment, which is comparative or relative. Demonstrate high level knowledge and understanding of energy issues, especially the nuclear option; impress by the approach taken and the contemporary perspective. [12–15]
- L2 Have sound to good knowledge of nuclear power and reasonable understanding of energy issues. Provide an account of the option which is satisfactory to good, but which may be limited in scope or detail, or at the lower end, somewhat unconvincing. [7–11]
- L1 Make a basic response of a largely descriptive character. Offer one or more simple observations about nuclear power which may show faulty recall or understanding. Offer fragments, notes or points. [0–6]

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- 4 (a) Fig. 2 shows the proportion of wild land remaining in the UK, an MEDC in Europe, in 2008.

Explain why it is important to protect some environments, such as unspoilt or wilderness areas. [10]

The map is included as a general stimulus, to demonstrate how little wild land is left overall and to show the lack of wild land in the south of the UK. A full answer may, however, be made without reference to the map.

The question may be approached in a number of ways. Protection is offered to areas which are considered at risk in some way(s) and/or under pressure.

There may be social, economic and political reasons for environmental protection, such as obtaining drugs from the rainforest, or the health benefits of recreation and the great outdoors, as well as environmental ones.

Mark on overall quality, bearing in mind three levels: **0–4, 5–7 and 8–10**. For a general response, **max. 6**.

- (b) **With reference to one named located degraded environment, assess the effectiveness of attempts to improve environmental quality. [15]**

Candidates need to introduce the **attempts** in order to assess what has and has not been achieved. Clearly much depends on the example but effectiveness may be treated in different ways, e.g. the return of plants and animals, appearance, improvements for local people, etc.

Candidates will probably:

L3 Produce a high quality assessment, well-founded in detailed knowledge of the chosen environment. Demonstrate strong conceptual understanding and good skills both in structuring the response and in assessing the outcomes. Impress by overall perspective and use of material. [12–15]

L2 Develop a response of sound to good quality. Whilst satisfactory as far as it goes, candidates may lack one or more of breadth of knowledge of attempts, case detail, conceptual grasp, skills in and/or the language of assessment. At the lower end may deal more with effectiveness quite generally. [7–11]

L1 Make a response which is more a description than an assessment. Give a few basic observations about the environment but lack specific knowledge of attempts and/or effectiveness. Fragmentary and note-form responses remain in this level. [0–6]

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Global interdependence

5 (a) Suggest reasons for the increasing popularity of ecotourism holidays. [10]

Candidates study both reasons for the growth of tourism in general and ecotourism itself. Reasons may include,

- search for new experiences
- fashion
- effective promotion / media coverage
- unattractiveness of more traditional forms, e.g. mass tourism and of destinations (cf. life cycle model)
- education
- interest in environmentally-friendly or 'green' activities
- lowering costs of ecotourism per person, as supply increases
- other

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 (of sources, destinations, companies, promotions, etc.) **max. 6**.

(b) Assess the extent to which tourism contributes to improving the quality of life of the local population in tourist destinations. [15]

Candidates are free to develop any position on the above issue, using the material they have. For this reason, balanced responses are not necessary, however, at A Level, when assessing, candidates should be able to make some comments on 'the other side'. This may be, for example, about the negative impacts of ecotourism on quality of life, or the positive ones of mass tourism. The syllabus is written in terms of "environments, societies and economies", so a broadly-based approach to quality of life is desirable. This may include the perceptual and psychological, as well as the physical and actual.

Candidates will probably:

- L3 Produce a high quality assessment, showing strong conceptual understanding of the sector and detailed knowledge of local contexts. Impress by overall perspective and the ability to weigh and judge. [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. For a response which is on one tourist destination only, max. 10. [7–11]
- L1 Make one or more basic observations about the effects of tourism. Scale and/or focus on quality of life may be weak. Respond quite generally or descriptively. Fragmentary and note-form responses remain in this level. [0–6]

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6 (a) Figs 3A and 3B show the total overseas development aid and overseas development aid as a percentage of national income for selected countries. [5]

(i) Describe the pattern of aid illustrated by both graphs, Figs 3A and 3B.

In Fig. 3A The USA made the greatest contribution, approx. US\$29 000 million; France, Germany and the UK, all gave about US\$11 000 million and a continuum to Denmark, approx. US\$3 000 million. Information in Fig. 3B (ODA as % of national income) is more valuable. It shows Sweden and Norway gave over 1% of their national income, yet USA and Japan just 0.2%. Reference should be made to both Figs and data used in support of the descriptions made. For one Figure only, in detail, **max. 3.**

(ii) Explain why countries, such as those shown in Figs 3A and 3B, are willing to assist other countries in their development. [5]

A variety of reasons exist as to why countries may commit to giving aid. Some contributions may be for humanitarian reasons/disaster aid; most are likely to be in the form of bilateral/tied aid given as part of a trade/services agreement. There may be pressure from organisations like the UN to give a certain percentage of national income, or from initiatives such as the G8's. Colonial ties and former conflicts may be relevant. Credit explanation and use of examples.

(b) "Trade has proven to be instrumental to poor countries' development. Aid has not." Fredrik Erickson, (International Policy Network, 2005)

With reference to examples, how far do you agree with this statement? [15]

The classic issue of the value of trade versus aid and the pros and cons of each. Much is written about the problems associated with aid: dependency, undermining local employment structures, delaying governments getting to grips with the economy, inappropriate large scale schemes, uncertain, corruptible, etc. On the other hand, trade (if free/fair/regulated) may promote economic independence, provide income, support local employment and be more appropriate? Yet powerful counter-arguments exist for both. Indicators of quality may include that the type of trade or aid influences a country's development; and the level of sophistication of the arguments.

Candidates will probably:

L3 Impress by the perspective of the response made the handling of the conceptual content and the use of exemplar detail in support of the argument, whilst not being comprehensive. [12–15]

L2 Make a satisfactory attempt to tackle the issues and offer an assessment, which may contain good elements, but which is limited in detail or development, or unbalanced overall. [7–11]

L1 Provide a basic answer that may be broadly descriptive of the subject area or simply fragmentary. Make one or more simple observations about trade or aid, which may remain general and unsupported. [0–6]

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Economic transition

7 (a) Define the term *deindustrialisation* and explain its occurrence in MEDCs. [10]

Candidates should present ***deindustrialisation*** as the process of change in an economy that makes manufacturing decrease in importance and which shifts an economy from being dominated by manufacturing (and processing) industry to being dominated by the tertiary, quaternary and quinary sectors. It may be seen as also involving the change from heavy to light manufacturing. Its occurrence in MEDCs is a manifestation of global shift and the further development of the global economy, involving the emergence and growth of TNCs, the NIDL and global production networks and supply chains in the search for profit-maximisation through comparative and competitive advantage, market penetration, etc. Simply, it is cheaper to manufacture, process and assemble in LEDC and NIC locations than in MEDC ones.

Mark on overall quality, not seeking comprehensive answers. Please bear 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) Why is it difficult for governments to succeed in their plans for social and economic development? [15]

An open question allowing candidates to use the material they have and to develop their own line of argument. The government may be global, national, regional, municipal or local. Social development includes education and healthcare, but also the family, gender empowerment, etc.

Economic development may be interpreted broadly. The word “plans” is permissive. Difficulties may be of any kind and order of magnitude, from local rivalries, to war, climate change, AIDS in Africa, etc.

Candidates will probably:

L3 Provide an evaluative explanatory account, founded on examples of government planning and addressing both social and economic development. Impress by clear identification and perceptive treatment of some of the difficulties. [12–15]

L2 Make a sound response, satisfactory at the lower end and good at the upper end, but which remains partial or limited in scope, detail and/or cohesion. For social development or economic development, only (probably economic) max. 10. [7–11]

L1 Offer a basic quality response which may relate simply to one idea, e.g. ‘lack of money’, or consider difficulty superficially. May offer recall knowledge about development with little or no connection to the question set. Fragmentary and note-form responses remain in this level. [0–6]

[Total: 25]

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8 Fig. 4 shows the core-periphery model of regional development within a country. With reference to one or more examples:

(a) Describe and give reasons for the flows into the growth core region; [10]

The growth core region is the first to develop and is therefore the most demanding in terms of labour, capital, and materials (goods, commodities).

It is also the region with the most opportunities (e.g. jobs, potential for profit), so is the natural destination of flows. Any example(s) may be credited.

Mark on overall quality, not seeking comprehensive answers and rewarding understanding of flows and knowledge of the chosen example(s). Please bear 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) Assess the extent to which the core-periphery model in Fig. 4 applies. [15]

Much depends on the chosen example(s), but possible indicators of quality include: reference to all four regions, **A–D**; the identification of elements of match and mismatch; and, maybe, an appreciation of the nature, role and use of models with respect to reality. An annotated sketch map or diagram could contribute effectively to the answer (and save time).

Candidates will probably:

L3 Develop a well-structured and well-supported assessment of the model's applicability to the chosen example(s), identifying elements which do and do not match and showing some appreciation of the nature, role and use of models. [12–15]

L2 Provide a sound response, which may be good in parts, with elements of description, explanation and assessment, but which remains partial or limited in detail or development. May sandwich a description and explanation between pertinent but relatively brief opening and closing evaluative comments. [7–11]

L1 Make one or more valid observations. Struggle to interpret the model and apply it to the chosen country or countries. May give a generalised response without an effective example. Fragmentary and note-form responses remain in this level. [0–6]

[Total: 25]