

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International Advanced Subsidiary and Advanced Level

MARK SCHEME for the October/November 2014 series

9696 GEOGRAPHY

9696/31

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

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Production, location and change

- 1 (a) (i) In 2012, the USA experienced its worst drought in 50 years. Fig. 1 shows the drought's impacts on three US export crops (soybean, maize and wheat).

Use evidence from Fig. 1 to describe the impact of the drought on one of the crops shown. [4]

A full answer refers to **Fig. 1A** and the drop in 2012 of the value of exports, with data, **2**; and to **Fig. 1B** and the spike in price of the chosen crop, with data, **2**. Technical vocabulary and precision needed, no credit for explanation.

- (ii) Briefly explain what farmers can do to reduce the risk of water shortages. [6]

A full response could be made on irrigation alone (traditional methods and/or modern ones including drip, bubbler, boom, jet, etc.). Other ways are also creditable such as water conservation, e.g. by zero tillage; drilling wells; by selecting crops with lower water demands; or by changing land-use, e.g. from cropping to mixed farming. Mark holistically, bearing in mind three bands of marks, **1–2**, **3–4** and **5–6**.

- (b) 'It is easier to intensify agricultural production than to increase the amount of land being cultivated.' How far do you agree? [15]

This tests the syllabus content 'Issues in the intensification of agriculture and the extension of cultivation.' Any view may be taken and an evidence-based argument and assessment offered. It is likely that issues of land ownership, population pressure, marginal land, etc. mean that in many circumstances, given developments in agricultural technology, that intensification, whilst not easy, may indeed be the easier option.

Candidates will probably:

- L3** Structure their response as an assessment, show detailed knowledge, and a high level of conceptual understanding of both approaches. Argue convincingly and critically, using the example(s) effectively. [12–15]
- L2** Produce a sound response, which may be good in parts, but which remains limited and/or unbalanced in overall detail or development. May offer evaluative comments after a satisfactory descriptive or narrative response. [7–11]
- L1** Make a basic answer which may have a weak focus on intensification and extension or be faulty conceptually. Make one or more valid 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.

[Total: 25]

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- 2 (a) With reference to one or more examples, explain how different factors combine to influence the location of manufacturing industry. [10]

The syllabus lists ten locational factors and candidates may legitimately offer others. Despite the removal of Weber from the syllabus, a Weberian approach may be seen and drawn and is creditable (although limited in the 21st century). Any manufacturing industry is acceptable (accept processing and power generation). The 'related service industry' of the syllabus may itself be a factor.

Indicators of quality may include a sense of contemporary reality; a focus on the combination of factors and how they interact; a dynamic approach, showing that locational considerations and decisions change; and specific, named, located examples with convincing detail. For 8 or more marks, **combine** is needed.

Mark on overall quality, bearing in mind three bands of marks and levels of response: **1–4**, **5–7** and **8–10**. For a response without examples, **max. 6**.

- (b) Evaluate the success of the management of industrial change in manufacturing and related services in one country you have studied. [15]

A straightforward opportunity for prepared candidates to use the case study from syllabus 1.4. Any change and its management is valid, and one of the aspects published ('character, location and organisation') is a sufficient basis. Here the **success** criteria could be in terms of output, efficiency, profits, performance, exports, quality, etc. It could involve how well problems were solved, money used, people handled and objectives met. The evaluative approach matters more than the content, which depends greatly on the material that candidates have. If more than one country is taken, credit the better, or the best, example.

Candidates will probably:

- L3** Use detailed knowledge of change management in manufacturing and related service industry in the chosen country as the basis for a perceptive, convincing and well-structured evaluation. Impress by conceptual strength and/or command of the subject area. [12–15]
- L2** Show reasonable to good knowledge and understanding of manufacturing and related service industry in the chosen country, but offer an evaluation which is limited overall, partial or not the main focus of the response. May have a moderate amount of management content. [7–11]
- L1** Produce a response of basic quality which may remain general or broadly located. Struggle to select and apply material to this question or to deal with management conceptually. Take more of a descriptive approach, offering little or no effective evaluation. Notes and fragments remain in this level. [1–6]

For no response, or no creditable response, 0

[Total: 25]

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Environmental management

- 3 (a) Explain the factors which affect the balance between different sources of energy production at the national scale. [10]

The syllabus has factors 'including levels of development, resource endowment, capital, technology, pollution, energy policy'. To these may be added concerns such as cost, depletion, emissions and energy security.

Indicators of quality may include a sense of contemporary reality; a focus on the combination of factors and how they interact; a dynamic approach, showing how considerations and the balance of sources of energy change; and specific examples with convincing detail. For 8 or more marks, **the balance** is needed.

Mark on overall quality, bearing in mind three bands of marks and levels of response: **1–4**, **5–7** and **8–10**. For a response without examples (countries, energy sources, locations, policies, etc.) **max. 6**.

- (b) Assess the success of one named located scheme to produce electricity. [15]

Candidates are free to use any example that they have. The **success** of the scheme may be judged in a number of ways, or dimensions, for example,

- environmental what impacts does it have? resource use?
- economic is it cost-effective? profitable? a stimulus to growth? meeting demand?
- social how has it affected the standard of living? local communities?
- political does it achieve its objectives? bring prestige? attract criticism and protests?

It is particularly creditable to consider **success** from the viewpoints of different groups of people and to identify conflicts of interest, e.g. for an HEP station: government, landowners, local residents, consumers, fishermen, etc. (**AO 4.3**).

For responses about energy strategy, rather than a scheme, max. 10, in L2

Candidates will probably:

- L3** Structure their whole response as an assessment, combining detailed knowledge of the scheme, with high quality conceptual understanding. Recognise the perspectives of two or more groups of people. [12–15]
- L2** Provide a response of sound quality which may be good in parts or as far as it goes. Give a satisfactory, but limited, assessment which may not be integrated with the rest of the answer. [7–11]
- L1** Struggle to deal with the topic. Make one or more basic points about power production, which may be general and lacking a located example. Answer descriptively, offering little or no effective assessment. Notes and fragments remain in this level. [1–6]

For no response, or no creditable response, 0

[Total: 25]

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4 (a) Fig. 2 shows a leaflet about recycling waste in Sutherland, Scotland, UK.

With the help of one or more examples, explain how recycling waste contributes to reducing the risk of environmental degradation. [10]

The items shown in the stimulus resource (paper, tins and cans, glass, textiles and shoes) relate to land pollution through landfill, and/or air pollution through incineration, and, possibly, water pollution through seepage from waste sites.

Candidates may point out that the risks of environmental degradation are at different points of each product's life cycle from obtaining the raw materials to disposal. Any examples may be used, from can collections in schools to the use of industrial waste materials by the informal sector; from greywater systems to the proportion of recycled paper in newspapers set against pulp from agro-forestry. Some candidates may refer to concerns about 'dump at sea' and/or burning as methods of waste disposal.

Mark on overall quality, bearing in mind three bands of marks and levels of response: **1–4**, **5–7** and **8–10**. For no response, or no creditable response, 0.
For a response without examples, **max. 6**.

(b) **How far do you agree that the 'polluter pays' approach to solving pollution is better in theory than in practice?** [15]

The '**polluter pays**' approach depends on being able to identify and call to account the polluter(s) in any given environment, context or event. This may be easier in the case of an isolated incident, such as the oil spill in the Gulf of Mexico in 2010, than for ongoing, routine or complex situations, e.g. along a major river such as the Rhine, where there are many potential polluters in several countries and fault may be difficult to establish. Reference may be made to other issues such as corruption, a 'pollute and pay' approach by some companies, and to the cost and difficulty of the legal process involved.

Candidates will probably:

L3 Produce a very good quality assessment, based on strong conceptual understanding and detailed knowledge of pollution and its management. Demonstrate a high level of skill in analysis and argument, structuring the response well. Impress by overall perspective. [12–15]

L2 Develop a response of sound to good quality. Whilst satisfactory as far as it goes, candidates may lack detailed knowledge, firm conceptual grasp of this approach and/or skills in and the language of assessment. At the lower end may deal with pollution quite generally. [7–11]

L1 Make a response which is more a description than an assessment. Offer a few basic observations about pollution and how to deal with it. Notes and fragmentary responses remain in this level. [1–6]

For no response, or no creditable response, 0

[Total: 25]

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Global interdependence

5 (a) Describe and explain the causes of debt at the national scale. [10]

Here **debt** may be interpreted broadly to cover any instance where a country's borrowing exceeds its payments, or, more narrowly, to mean the situation in the early 1980s, when money was owed by LEDCs largely, to MEDCs mainly, in what is termed the debt crisis because of the scale and severity of the problem.

The debt crisis occurred because of a combination of factors; large-scale lending by the World Bank and the IMF, to newly-independent LEDCs, for economic development, e.g. infrastructure, at a time when their economies were growing. The world recession of the 1970s and early 1980s and the increase in oil prices caused countries to start to default on repayments. Once behind, there was little prospect of catching up. In some countries, the financial situation was worsened by instability, the cost of civil wars, corruption, etc. The explanation may be seen as including attitudes to lending and borrowing, power structures in international decision-making and trade, global capitalism, etc. Other **causes** of debt include odious debt (incurred by a government that does not serve the people's best interests) and the consequences of war, crop failure, hazardous events, etc.

Mark on overall quality, scope and detail, bearing in mind three levels of response and the mark bands of **1–4**, **5–7** and **8–10**. The use of named countries, dates, events and statistics should be credited. For no response, or no creditable response, 0. For a response without examples, **max. 6**.

(b) Assess the success of attempts to overcome the international debt crisis. [15]

The attempts may be multilateral by the international community, e.g. G8, Jubilee campaign, in debt cancellation and debt reduction, or countries' own initiatives, bilaterally, or internally such as by focussing on exports or by privatisation. The assessment may consider who gained/lost, timescale, remaining – or new – debts and the role of other factors, e.g. corruption, instability continuing a 'crisis'.

Candidates will probably:

- L3** Structure the response as an assessment, demonstrating strong conceptual understanding of debt relief. Convince by global perspective, exemplar detail for two or more attempts and analysis of what has and has not been achieved. [12–15]
- L2** Produce a satisfactory to good assessment of sound quality overall. Show some knowledge of attempts to overcome the debt crisis. Develop a response which is limited in one or more ways (perspective, examples, analysis, assessment). For one attempt, max. 10. [7–11]
- L1** Make a few basic points about debt and/or debt reduction in an approach which is descriptive, offering little or no real assessment. Write quite generally. Fragmentary and note-form responses remain in this level. [1–6]

For no response, or no creditable response, 0

[Total: 25]

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6 (a) Fig. 3 shows the life cycle model of tourism.

Explain which type of tourist destination you consider to be (i) the best described, and (ii) the least well described, by this model. [10]

Located in syllabus **3.3 the development of international tourism** and within it a 'critical appreciation of the life cycle model of tourism'. Candidates are free to make their own choices and offer their own evidence. Likely destination choices for **(i)** are of mass tourism; sun, sand and sea holidays; package tourism, or some similar traditional resorts. Examples seen may include the Costa Del Sol, Spain and Goa, India. For **(ii)** an ecotourism destination is a likely choice; but cruising, wilderness tourism, e.g. in the Antarctic; adventure tourism; medical tourism and green tourism destinations may be seen. Credit the application of the model in terms of 'fit' for **(i)** and to justify 'the least well' in **(ii)**.

Mark on overall quality, scope and detail, bearing in mind three levels of response and the mark bands of **1–2**, **3–4** and **5**. Allow flexibility to **6/4** and **4/6**. For no response, or no creditable response, 0. For a response without examples, **max. 3** (or **2** where a sub-total of 4 marks is used).

(b) **'Creating the right product for the right market is the key to success in tourism.'**

With reference to one or more examples, how far do you agree? [15]

At this level, any question suggesting one thing is **'the key to success'** provides an opportunity to demonstrate complexity and the dynamic interaction of factors in more than one dimension. Candidates need to focus on the advertising and promotion element in the statement, and to range more widely, for example with reference to customer service, quality, value for money, security, and to external influences, e.g. fashion, the global economy, media coverage, catastrophe, etc.

In terms of success, sustainability could provide a useful analysis.

Candidates will probably:

L3 Provide a convincing personal assessment of the statement's validity. Impress by overall perspective and conceptual understanding of tourism. Make evidence-based analysis and argument, using the example(s) effectively. **[12–15]**

L2 Provide a response of sound to good quality which is fine as far as it goes but which remains underdeveloped in detail, dimensionality or in the assessment offered. At the lower end may simply agree with the statement and support it. **[7–11]**

L1 Make one or more simple observations about successful tourism. Answer superficially or offer a generalised piece lacking a clear located example. Take a descriptive, more than an evaluative, approach. **[1–6]**

For no response, or no creditable response, 0

[Total: 25]

Economic transition

7 (a) Fig. 4 shows calories consumed per person per day, by country, 2003–5.

Describe and explain the strengths and limitations of the measure and of the map in Fig. 4 for studying global inequalities in social and economic wellbeing. [10]

The map is familiar; the measure may not be. Strengths and limitations include:

	strengths	limitations
calories per person per day	<ul style="list-style-type: none"> * easy to understand * single criterion/clear * allows global comparison * other 	<ul style="list-style-type: none"> * inaccuracies of data used? Now dated. * multiple criteria indices better? * no indication of diet/foodstuffs eaten * national – hides variation e.g. M/F or child, urban/rural * other
map	<ul style="list-style-type: none"> * visual, the map ‘speaks’ * readily interpreted * clarity * other 	<ul style="list-style-type: none"> * classes obscure data * inequalities cannot be quantified * no data for some countries * other

Mark on overall quality, bearing in mind three bands of marks and levels of response: **1–4, 5–7 and 8–10**. For no response, or no creditable response, 0.

For a well-developed answer about the measure or the map, **max. 6**.

(b) To what extent do you agree with the view that global inequalities are caused more by physical factors than by human factors? [15]

No particular position is expected, although physical determinism, or denial of physical/environmental factors, seem unlikely. Indicators of quality may include links made between physical and human factors; recognition of human dimensions (social, economic, political, historical) and contemporary evidence of global inequalities with exemplar detail.

Candidates will probably:

L3 Offer a convincing assessment which impresses by its perspective, detail and strength of approach to the topic. Analyse both physical and human factors in a judging manner and structure the response well. **[12–15]**

L2 Provide a response of sound quality overall, which may be good in parts, but which remains limited in detail, overall understanding of the causes of global inequalities or the assessment made. **[7–11]**

L1 Make one or more simple observations about the causes of global inequalities. Struggle to select and apply learned material in response to the question set. Answer generally and/or descriptively, offering little or no assessment. **[1–6]**

For no response, or no creditable response, 0.

[Total: 25]

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- 8 (a) With the help of examples, explain why some locations attract more foreign direct investment (FDI) than others. [10]

This may be answered at any scale, for example regionally within China, or between different countries in a continent such as Europe, or a trade bloc such as ASEAN. It may be expressed positively in terms of features or factors which attract investment, or negatively in terms of constraints or counter-indications to potential investors. Explanations are likely to be made in different dimensions, and may include some of the following reasons:

- economic incentives, tax breaks, potential profit, access to new markets, infrastructure
- social cultural distance, language, literacy, work ethic, education
- physical raw materials, climate, access, distance
- political government schemes, governance, local/regional policy

Mark on overall quality, bearing in mind three bands of marks and levels of response: **1–4**, **5–7** and **8–10**. For no response, or no creditable response, 0.
For high reward, reference to the **others** in the question is needed.

- (b) To what extent is the global organisation of one named transnational corporation (TNC) truly global? [15]

Candidates should use the case study of ‘the global spatial organisation and operation’ of a TNC from **4.2**. It is likely, even where a TNC is present in all continents that it is not **truly global**. Indicators of quality may include contemporary detail, such as presence/absence and the differentiation of different functions spatially, e.g. HQ, regional HQs, R&D, production, sales, etc. If more than one TNC is taken, credit the better, or the best, only. Credit a sketch map or schematic diagram, if used to support the analysis.

Candidates will probably:

- L3** Provide an effective assessment of the global organisation of the chosen TNC. Show detailed knowledge of the case, skills in analysis and strong conceptual understanding of globalisation as the context. Structure the response well. [12–15]
- L2** Produce a sound response, which lacks full development, but which may be good in some respects. Show satisfactory knowledge of the chosen TNC and some ability to analyse. May take a broad but shallow approach, with a limited focus on the question set at the lower end. [7–11]
- L1** Make a descriptive response about the TNC rather than an evaluative one. Write quite generally, loosely or about the TNC in name only, lacking specific information or a focus on the question set. Note-form and fragmentary responses remain in this level. [1–6]

For no response, or no creditable response, 0.

[Total: 25]