MARK SCHEME for the May/June 2014 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 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Production, location and change

1 (a) Fig. 1 shows actual and projected trends in global population and food supply, 1970–2050.

(i) Describe the trends shown in Fig. 1. **[4]**

Both actual and projected trends are of growth with the balance between food shortage and surplus shifting just before/in 2010. **2**
Rates of growth differ: linear for food supply and a decline in rate for population, with some elements of data support. **2**

(ii) Outline **three** ways by which food production has increased. **[6]**

A variety of **ways** exist, for example:
- increased use of irrigation
- intensification e.g. machines, fertilisers (can credit separately)
- education, agricultural extension, training
- land reform
- government programmes and incentives
- extensification.

Mark on overall quality, using mark bands **1–2**, **3–4** and **5–6**.

(b) With reference to one or more examples, assess the extent to which food production is certain to increase. **[15]**

An open question allowing candidates to use the material they have in relation to factors affecting agricultural land use and practices on farms and issues arising from intensification and extension of cultivation. **(b)** may be answered in connection with Fig. 1 or separately from it, e.g. using a case study. A judgement is required: an entirely negative or positive view is possible but will probably be self-limiting in 'assessing'. Better responses will address the word **certain**, for example by considering constraints.

Candidates will probably:

L3 Develop a detailed and well-exemplified assessment, perhaps using a case study in a flexible way. Show good knowledge of how food production can be raised and the challenges that maintaining this may involve. Argue clearly with supporting evidence on both sides. **[12–15]**

L2 Make a reasonable attempt to assess increasing food production, which is satisfactory as far as it goes. May contain good points, but lack detail or development. May be unbalanced (positive/negative). **[7–11]**

L1 Make a simple response of basic quality which may be general and descriptive rather than evaluative. Offer notes or fragments. **[1–6]**

For no response or no creditable response, **0**.

2 (a) (i) Describe what is meant by the term *informal sector*. **[4]**

Informal sector is that part of the economy operating outside official government recognition (primarily in LEDCs). Two types may be recognised: coping/survival strategies such as: casual, temporary or unpaid jobs; subsistence agriculture, multiple job-holding and unofficial earning strategies such as vending or underground/illegal activities.

Alternatively defined using job security as the measure: those 'who do not have employment security, work security and social security'. Both definitions imply a lack of choice in involvement with the informal economy. Participation may also show a wish to avoid regulation or taxation.

Mark holistically, looking for two or more of the above key aspects in the description.

(ii) Explain how the economic and social impacts of the informal sector vary from country to country. **[6]**

Informal employment makes up 48% of non-agricultural employment in North Africa, 51% in Latin America, 65% in Asia, and 72% in sub-Saharan Africa. If agricultural employment is included, it rises to beyond 90% in India and much of sub-Saharan Africa. Estimates for MEDCs are 5 to 15%. In LEDCs the largest part of informal work, around 70%, is self-employed, in MEDCs wage employment predominates. Sector varies by gender and may include child labour. Impacts may be on individuals, family, community, etc.

Average size of the informal economy, (percentage of official GNI, 2000) LEDCs 41%, transition countries 38% and in MEDCs (OECD) 18%.

Credit an outline of the differences in contribution economically between countries and the use of data. Question is **how** not 'why', so watch what is being explained. Mark on overall quality with reference to the three mark bands: **1–2**, **3–4** and **5–6**. For no responses or no creditworthy response, **0**.

(b) 'Government policy is the most important factor in recent industrial change'. Using examples, how far do you agree? **[15]**

A broad question. Change can be location and/or character and/or organisation. Candidates might outline how government action led to or responded to industrial change. Both are valid approaches. Other factors may be derived from the factors of production (e.g. raw materials, energy, markets, transport, land, labour, scale economies, technology) and the national or global context. Response quality is about the argument presented and evidence used not specific factors. Note the syllabus dateline is 1970.

Candidates will probably:

L3 Demonstrate detailed and relatively up to date knowledge of industrial change. Provide a well-organised assessment. Impress by conceptual context and ability to weigh government and other factors with a sense of their relative importance. **[12–15]**

L2 Show satisfactory knowledge of industrial change with use of examples. Provide a sound assessment which may have some good elements but which remains partial and is not developed in breadth or detail. For a response based on one example, max. 10. **[7–11]**

L1 Offer a basic, descriptive response, rather than an evaluative one, which may be generalised. Show a little understanding of industrial change. Struggle to address the question set. Fragmentary and note-form responses remain in this level. **[1–6]**

For no response or no creditable response, **0**.

Environmental management

3 (a) Fig. 2 is a cartoon about the generation of electricity. With the help of Fig. 2 explain some of the problems of supplying a country's electricity. **[10]**

The cartoon challenges accepted views about energy. There may be consideration of one country or examples from more than one. The **problems** may relate to electricity generation or supply issues such as cost, scale, increasing demand, access and sustainability (economy, environment).

Mark on overall quality, not seeking comprehensive answers, bearing in mind the three bands of marks and levels of response: **1–4**, **5–7** and **8–10**. For no creditworthy response, **0**. Evidence is required from beyond Fig. 2. For a response on one problem, if well-developed and illustrated, **max. 6**.

(b) United Nations Millennium development goal 7 target 7 states:
"Halve by 2015 the proportion of people without access to safe water and basic sanitation."
How far do you agree that meeting this target and extending it to more people might be difficult? **[15]**

The goal for safe water supply was actually met in 2012. Candidates are not required to have knowledge of the MDGs and should not be penalised.
Difficulties might include:
- increased demand and issues of competition
- water pollution
- lowering of water tables and depletion of aquifers
- climate change and precipitation related to population distribution
- socio-economic issues e.g. people's ability to pay, infrastructure
- political issues e.g. water usage across political boundaries
- other e.g. technological, corruption, catastrophe

A positive argument could be made, e.g. about development projects in urban areas and the ability to reuse and treat water.

Candidates will probably:

L3 Structure the whole of the response as an assessment. Consider both access to safe water and to basic sanitation. Make effective use of detailed evidence and show good conceptual understanding of the issues and context. **[12–15]**

L2 Provide an assessment of sound quality, which may be good in parts, but which remains partial or limited overall. Take a broad but shallow, or a more detailed but narrow approach. **[7–11]**

L1 Make one or more basic points about safe water or basic sanitation. Write loosely or have little knowledge of the factors influencing the provision of these basic needs. Offer little or no effective assessment. Notes and fragments remain in this level. **[1–6]**

For no response or no creditable response, **0**.

4 (a) Describe and explain trends in the consumption of fossil fuels in LEDCs and in MEDCs. **[10]**

Globally there are increases in oil, gas and coal consumption which have grown steadily over the last 25 years. There are short term variations, such as in 2009, global energy consumption dipped in response to the economic downturn, but it more than recovered in 2010. Data show that overall energy consumption is growing, rising by 2.5 per cent in 2011.

Trends differ between LEDCs and MEDCs. Oil consumption is predicted to rise by 54% by 2025, much of this in Asia. Asia Pacific region has already overtaken North America in oil consumption. Consumption of coal and gas are rising faster than oil. Coal is the faster: the largest rise in coal consumption is in Asia Pacific. Some regions are showing small falls. Gas consumption is rising fastest in emerging China and India (LEDCs in terms of the question) from relatively low bases. Middle East consumption is relatively high and is increasing at quite rapid rates. Europe remains the greatest consumer of gas.

Explanation of trends resides in the dynamic interaction of factors: physical, economic, social and political. Credit increases slowing down due to deindustrialisation, greater efficiency and changes to alternative energy.

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

(b) With reference to <u>one</u> degraded environment, evaluate the effectiveness of attempts to improve it and explain the challenges which remain. **[15]**

Any degraded environment at any scale is acceptable. The nature of the chosen environment and its problems could be linked to challenges being addressed and to those that remain. Attempts may be policies and practices. Effectiveness can consider successes and failures, maybe related to the environment or people's lives. Challenges which remain may be linked to the original causes of degradation or to new factors such as climate change, population pressure or political change.

Candidates will probably:

L3 Produce a high quality evaluation, well-founded in detailed knowledge of the chosen environment. Impress by overall perspective and clear identification of the attempts and their effectiveness. Develop an insightful explanation of the remaining challenges. **[12–15]**

L2 Develop a response of sound quality which is good in parts, but which remains limited in one or more of case detail, conceptual grasp, challenges which remain, skills in and/or the language of assessment. At the lower end may consider effectiveness quite broadly. **[7–11]**

L1 Make a response which is more of a description than an assessment. Lack specific knowledge about attempts and/or effectiveness. Respond generally or use an example in name only. Fragmentary and note-form responses remain in this level. **[1–6]**

For no response or no creditable response, **0**.

Global interdependence

5 (a) **Fig. 3 shows selected trade flows within the global south in 2008.**

    (i) **Describe the patterns of trade shown in Fig. 3. .** **[4]**

S. America and Africa have overall inflows whilst Asia has an outflow. Amounts are greatest for Asia and least for Africa.
Mark on overall quality, reserve **1** for data manipulation

    (ii) **Briefly explain why patterns of global trade change.** **[6]**

Candidates may use Fig. 3 and/or their own knowledge of trade patterns. Detailed explanation is not expected. Likely factors include:
- emergence of market economies such as BRICs or NICs
- liberalisation and the growing role of global supply chains
- changing trade barriers
- technology-led decreases in transport and communication costs
- action of trade blocs, trading agreements, etc.

Candidates may explain the rapid growth in LEDC trade to 37% globally, approximately half is 'South-South', i.e. between LEDCs.

Mark on overall quality of explanation with reference to the three mark bands: **1–2**, **3–4** and **5–6**. For no response or no creditworthy response, **0**.

(b) **'If global trade was fair, aid would not be needed'.**
Discuss this statement with reference to located examples. **[15]**

Candidates may focus on the fairness or unfairness of trade in any way they choose. They may refer to issues arising from trade blocs, colonial ties, preferential agreements and competition from cheaper producers. The role of the World Trade Organization in promoting 'free trade' may be outlined, the difficulties arising for small countries or the power relationships between MEDCs and LEDCs. Protectionism and trade 'wars' may follow. Links between trade and development might be outlined. 'Fair Trade' may be used to show how a better trading system can work, particularly at the local scale. Aid may be elaborated in relation to trade. Aid's positive aspects would help the discussion.

Candidates will probably:

L3 Produce a high quality discussion, showing strong conceptual understanding of global trade and aid. Reason strongly as to why trade may be unfair and difficult. Impress by overall perspective, use of examples and ability to judge. **[12–15]**

L2 Develop a response of sound quality which is good in parts, but which remains limited in scope, exemplar detail and/or the assessment offered. **[7–11]**

L1 Make one or more basic observations about global trade and aid, although the focus may be weak and understanding faulty. Respond quite generally or descriptively. Offer fragments or notes. **[1–6]**

For no response or no creditable response, **0**.

6 (a) Describe and explain recent trends in international tourism. **[10]**

Trends may be in terms of types of tourism, destinations or other changes, such as the use of the internet.

Types of tourism include niche tourism with examples such as ecotourism, adventure tourism, sports tourism, wilderness tourism, etc.

Greatest growth in market share as destinations is occurring in the Middle East, Asia and Africa. Market share is high in North America and Europe but is reducing. South America and the Caribbean are growing the slowest with a larger increase in Central America.

Candidates may focus upon Asia. As background, in Asia and the Pacific, for the first time ever, inbound tourism arrivals surpassed 200 million in 2010. Overall, the Asia-Pacific regional share of world arrivals rose by 1.2% in 2010, to a 22% share among world regions.

The successful marketing stories of India and Malaysia, massive rail expansion in China, new resort developments in Singapore and Macao, China and the revitalised policy of Japan towards tourism, as well as the "visit year" campaigns in Bangladesh, Nepal and Sri Lanka, helped buoy Asia-Pacific tourism. ASEAN also adopted a long-term tourism strategy to help the development of the tourism sector in the sub-region. The resurgence in economic growth and international trade, in particular intraregional trade, resulted in an increase in demand for business travel. Middle-class incomes are rising in many countries, associated with the popular enthusiasm for "rising Asia", and boosting demand for travel within the region. Travel restrictions and visa requirements are continuing to be eased or reduced by governments. The high level of investments – new resorts, hotels, attractions and airline services – coming on stream induce a "bandwagon" effect, bringing with them the need for marketing efforts to ensure that new products and services are seen and experienced.

Many LEDCs are more open to foreign direct investment and may offer incentives to investors, promoting the industry via the internet and trade fairs.

Mark on overall quality, bearing in mind three levels of response and the mark bands **1–4**, **5–7** and **8–10**. For a general response without examples, **max. 6**. For no creditworthy response, **0**.

(b) 'Dependency upon tourism always leads to problems for economy, society and environment.'

With reference to one or more tourist areas or resorts, how far do you agree? **[15]**

Candidates may describe the pros and cons of economic, social and environmental aspects of tourism and talk about concepts such as the multiplier effect, carrying capacity and the life cycle model. The term 'dependency' in the question is important and may be a discriminator in the way the response is developed. Elements of soundness would include a balance of economy, society and environment and the ability to argue against the statement. Local, regional or national scales may be taken.

Candidates will probably:

L3 Develop a high quality response, offering an assessment which is distinguished by its conceptual basis, detailed knowledge, evidence-handling and overall perspective.
[12–15]

L2 Provide a response of sound to good quality, which is satisfactory as far as it goes, but which remains underdeveloped in detail, scope or in the assessment made. **[7–11]**

L1 Make a response which is more a description than an assessment and which may lack content and focus. Write broadly or generally about tourism. Offer fragments or notes.
[1–6]

For no response or no creditable response, **0**.

Economic transition

7   (a)   **Table 1 shows average inflows of _foreign direct investment_ (FDI) to LEDCs in selected world regions between 1970 and 2009.**

(i)   **Explain the meaning of the term _foreign direct investment_.**   **[2]**

FDI is direct investment into production in a country by a company located in another country **1**. For some development, that this may include investment in new plant or facilities, by buying a company in the target country or by expanding operations of an existing business in that country; or inward/outward. **1**

(ii)   **Describe and suggest reasons for the pattern shown in Table 1, supporting your response with information from the table.**   **[8]**

Overall, the percentage of world inflows to the three regions has increased, with a decrease for South and Central America and Africa (11.7 to 8.6%, 5.2 to 3.0%) and an increase for Asia (7.7 to 17.8%). The drop for Africa and South and Central America mostly took place after 1970–79. The main increase for Asia was in the 1980s and it peaked 1990–99. Description needs changes and some use of data.

Suggested reasons relate to the global economy, regional policy, national scale decisions, TNCs as main actors, etc.

Mark on overall quality, with reference to the three mark bands **1–3, 4–6** and **7–8**. For no response or no creditworthy response, **0**.

(b)   **'Overall, GDP is the best way to measure economic and social wellbeing.' How far do you agree that this is true?**   **[15]**

No particular view is anticipated and the term 'best', is open to interpretation. Most candidates will demonstrate how some measures are better than others (e.g. multiple-criteria). Some may address related issues such as data collection, data processing, lack of data and politically influenced statistics.

Candidates will probably:

L3   Offer a convincing assessment, addressing the question directly and providing an effective argument supported by detailed evidence from different locations. Demonstrate strong conceptual understanding of issues related to measuring development.   **[12–15]**

L2   Provide a response which has a "satisfactory so far" quality to it, and which may contain good elements. Offer an assessment which is limited in detail or development.   **[7–11]**

L1   Make one or more simple statements about development measures. Offer little or no assessment perhaps only agreeing with the assertion. Notes and fragments remain in this level.   **[1–6]**

For no response or no creditable response, **0**.

8 (a) Describe the differences in regional development within <u>one</u> country. **[10]**

Disparities in development could be regional or national, economic or social, urban and rural. There may be a focus upon income disparities within countries such as China or on policy regions in, say, Brazil.

Mark on overall quality, not seeking comprehensive answers, but looking for clear differences to be established, maybe supported by data as well as examples. Use 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 the differences you identified in <u>(a)</u> result from human factors? **[15]**

A straightforward evaluative question allowing candidates to argue from the knowledge base outlined in **(a)**.

Assessment may include human or environmental (physical) factors and could take a theoretical approach bringing in ideas related to core-periphery, cumulative causation, spread and backwash effects. A historical context may be introduced.

Candidates will probably:

L3 Develop an effective assessment of the causes of differences in regional development identified in **(a)**. Found the response on detailed evidence and show strong conceptual understanding of development. **[12–15]**

L2 Produce a sound response which lacks full development, but which may contain good elements. May approach the topic broadly, or 'top and tail' a narrative account of factors and causes with some assessment. **[7–11]**

L1 Make a basic and descriptive response and offer little or no effective assessment. Write loosely or quite generally about differences in regional development, perhaps showing faulty understanding or recall. Offer notes or fragments. **[1–6]**

For no response or no creditable response, **0**.