

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International Advanced Subsidiary and Advanced Level

**MARK SCHEME for the October/November 2014 series**

**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.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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## Production, location and change

- 1 (a) With the help of examples, explain how physical factors affect agricultural land-use and practices on farms. [10]

This is a straightforward demand. Answer quality may be determined by overall command of the topic; an appropriate interpretation of what **physical** factors are; exemplar detail; and links made to **agricultural land-use and practices on farms** (which may be treated as one, or as two distinct elements). A response on opportunities and on constraints presented by physical factors is one approach.

Candidates may interpret **physical** factors to include:

- o soils
- o climate and climatic hazards
- o relief and topography
- o vegetation
- o hydrology
- o pests and diseases
- o 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 an answer without examples, **max. 6**.

- (b) ‘Agricultural change can be difficult to introduce and achieve.’

With the help of a case study, how far do you agree? [15]

Derived from **syllabus 1.2**, a permissive demand about difficulties, allowing candidates to use the material they have. One indication of quality may be explicit attention to the two elements: **introduce** and **achieve**.

Candidates will probably:

- L3** Structure the response as an assessment and demonstrate strong conceptual understanding of agricultural change. Argue convincingly and critically, using the case study effectively. [12–15]
- L2** Produce a sound response, which may be good in parts, but which remains limited in overall case detail or the development of the argument. May conclude a narrative about agricultural change with some assessment. [7–11]
- L1** Make a basic answer which may focus weakly on the difficulties of agricultural change and on a case study. Make one or more valid points, but 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) Fig. 1 shows the location of the Gateway City Industrial Estate in Thailand, an NIC in Asia.

(i) Using evidence from Fig. 1, suggest why Gateway City is an attractive location for manufacturing and service industries. [5]

Access to Bangkok (city); network of major roads and highways; proximity to two airports (import components, export finished goods, visitors, etc.); access to ports (import/export); recreational potential of Pattaya/living environment. Combines a peripheral location (away from congestion, lower rents, room to expand) with good transport.

Mark on impression, bearing in mind three mark bands and levels of response, 1–2, 3–4 and 5. No response, or no creditable response, 0.

(ii) Describe three features of industrial estates, other than those shown on Fig. 1, which attract companies to locate. [5]

Any **features** are valid, such as financial incentives, security, infrastructure, linkages, available buildings, prestige, etc. These may be pursued generally or with reference to one or more examples.

Credit simple points 1 and developed points 2.  
For three 'soft' points, 2 in total.

(b) Assess the effects of government policy on manufacturing and related service industry in one country you have studied. [15]

A broad question from syllabus 1.4. Candidates can structure the response as they choose to make best use of the case study they have. Some may approach it over time, as government policy changed; or spatially, for example in relation to regional development. The syllabus lists 'character, location and organisation', but any **effects** are valid. If more than one country is taken, credit the better, or best, one.

**Candidates will probably:**

**L3** Use detailed knowledge of government policy as the foundation for an impressive and well-structured assessment of effects. Recognise different outcomes over space and/or time or for different groups. [12–15]

**L2** Show reasonable to good knowledge of industry in the chosen country, although grasp of government policy may be broad. Make an assessment which is partial or restricted overall in which one or two effects may dominate. At the lower end the overview may be quite general. [7–11]

**L1** Produce a response of basic quality which may be broadly located. Write descriptively, offering little or no real assessment. 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) Fig. 2 shows the results of research into carbon footprints for electricity produced from renewable sources of energy. The carbon footprint is the total measure of carbon emissions from the life cycle of a product or process.

With reference to Fig. 2 and your own knowledge, describe the environmental impacts of any two types of renewable sources of energy. [10]

Candidates are free to choose any two types shown, or, technically to introduce one of their own (biofuels being the notable omission from the diagram). The potential of choosing nuclear is considerable. The simple command **describe** allows credit for scope, detail and examples. The issue of sustainability and low impact power production may be seen. The **environmental impacts** may include carbon footprint (Fig. 2), effects on landscape, effects on ecosystem, visual pollution, short-term and long-term effects, collateral effects, e.g. further down river system in relation to HEP, etc.

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 an answer without examples, **max. 6**.

- (b) **Assess the consequences of the depletion of non-renewable energy resources.** [15]

The main **consequences** may be seen as: increased investment in renewables including nuclear; efforts to find new reserves of non-renewables and/or new resources, such as shale gas; promoting energy efficiency; and moves to ensure energy security. Candidates may be credited for ‘the consequences of the consequences’ such as abandoned coal mines, etc. Whilst there is potential overlap with (a) in one dimension, double credit should be avoided.

### Candidates will probably:

- L3** Develop a high quality assessment of the consequences of the depletion of two or more energy resources, based on detailed and reasonably up-to-date knowledge. Recognise more than one outcome, structuring the response well. [12–15]
- L2** Provide a response of sound quality which may be good in parts or as far as it goes. Make a satisfactory assessment which is limited in scope (consequences) or in development (detail). For a response on one energy resource, **max. 10**. [7–11]
- L1** Struggle to deal with the topic through lack of knowledge or overall perspective. Make one or more basic points about energy resources. Identify one or more consequences in a descriptive approach, offering little or no 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) Explain the main factors which lead to the degradation of urban environments. Support your response with one or more examples. [10]

There is some synopticity here with the urban content of the Human Core, which is compulsory on Paper 1 for AS. The syllabus gives factors as 'e.g. urbanisation, industrial development, inadequate infrastructure', to which may be added generic factors such as scale, complexity, cost, poor governance and any location-specific ones known to candidates.

The use of the word **main** might help avoid a long list of **factors** and may indicate answer quality if some sense of relative importance is given, or, if say, the two judged to be pre-eminent are explained in some detail.

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

- (b) Assess the success of attempts to protect one or more environments at risk. [15]

Any environments are acceptable at any scale, from a local nature reserve to the world's oceans. In the past, the Amazonian rainforest, coral reef ecosystems, the Murray-Darling basin, Australia, and named national parks, have performed well.

Candidates need to make clear the nature of the environment(s), the nature of the risk(s) and the nature of the measures in order to assess their success. This may be considered in terms of environmental degradation, improvement in environmental quality and reduction or removal of risks. Responses which identify different outcomes in different locations, over time, or in relation to different groups of people, are especially creditable.

**Candidates will probably:**

- L3** Produce a high quality assessment, well-founded in detailed knowledge of the chosen context(s). Impress by overall perspective and clear identification of the measures and their varying effectiveness. [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. At the lower end may consider success quite broadly. [7–11]
- L1** Make one or more basic observations about environmental protection. Respond quite generally or descriptively, offering little or no assessment. 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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## Global interdependence

- 5 (a) **With the help of one or more examples, describe the nature of Fair Trade and briefly explain what it seeks to achieve.** [10]

**Fair trade** is an organisation or movement and market-based approach aiming to help producers in LEDCs gain better (fairer) trading conditions. Candidates may distinguish between the fair trade movement (lower case) and Fair Trade (upper case) which relates to the certification of a range of products which can carry the Fairtrade logo, but as that is quite a sophisticated distinction to make, it is not required. In terms of **nature** it involves the payment of a higher price to exporters as well as production meeting higher social and environmental standards. The main focus is on exports from LEDCs to MEDCs, such as coffee, cocoa, sugar, tea, bananas, honey, cotton, tinned and fresh fruit, chocolate, flowers and craft products.

Mark on overall quality and detail of the example(s), bearing in mind three levels of response and the mark bands **1–4**, **5–7** and **8–10**. For no response, or no creditable response, 0. For a well-developed response without examples, **max. 6**.

- (b) **How far do you agree that receiving aid creates more problems than it solves for the countries which accept it?** [15]

The problems of aid of different types (relief, development and tied, in syllabus **3.2**). Candidates are free to develop their own evaluative response using the material they have. The **problems** created might include aid dependency; tied aid; money mismanagement; where the aid gets used; what happens when the aid package expires; who benefits, etc. Those solved or partly solved may include poverty, hunger, safe water, disaster relief, etc. Indicators of quality could be the detail of the examples used and a sense of reality and complexity.

### Candidates will probably:

- L3** Demonstrate strong understanding of the problems created and the problems solved by receiving aid. Whilst not making a comprehensive response, convince by overall perspective, use of evidence and skills in assessment. [12–15]
- L2** Develop a satisfactory answer which may be good in parts. Show sound knowledge and understanding of problems created and solved. Make a response that remains partial or limited in one or more ways: overall perspective, balance, exemplar detail or assessment. [7–11]
- L1** Make a few basic points which may be more descriptive or explanatory of aid than evaluative. Write generally and/or not reflecting the focus of the question set. Fragments and notes remain in this level. [1–6]

For no response, or no creditable response, 0.

[Total: 25]

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- 6 (a) Table 1 gives the results of research into the effects on tourists of taking an ecotourism holiday.

Using Table 1 and your own knowledge, explain how ecotourism seeks to avoid the negative impacts associated with traditional tourism. [10]

The **negative impacts** are on environment(s), society and economy. Evidence in Table 1 is strongest in relation to environment (effects ranked 2, 3, 5 and 7); but the first rank effect is social. Candidates would need to introduce economic negative impacts themselves, e.g. minimising leakage, avoiding price inflation for local people, using local products rather than costly imports, etc.

The explanation offered may be in terms of conception, commitments, stakeholders, scale, awareness-building, educative programme, hands-on experience of conservation, investment of profits in the local community, etc.

Mark on overall quality and detail of the example(s), bearing in mind three levels of response and the mark bands **1–4**, **5–7** and **8–10**. For no response, or no creditable response, 0. For a well-developed response without examples, or for one which uses Table 1 only, without the **own knowledge** required, **max. 6**.

- (b) **Assess the importance of the factors which influenced the growth and development of one tourist area or resort you have studied.** [15]

From syllabus **3.4**. Skills of selection, application and direction of learned material to the question set will be to the fore. The response should be multi-dimensional (economic, social/cultural, environmental, political, and, perhaps, historical) and, ideally, gives some sense of the factors' relative importance.

**Candidates will probably:**

- L3** Structure the whole response as an assessment and consider the relative significance of factors in two or more dimensions. Impress by conceptual content, analysis and use of detailed evidence from the chosen case. [12–15]
- L2** Provide a response of sound to good quality which is satisfactory as far as it goes but which could be developed further in detail, scope or in the assessment offered. For a one-dimensional answer, **max. 10**. [7–11]
- L1** Make one or more simple points about the growth of tourism. Write generally and descriptively, offering little or no assessment. May repeat learned material of little relevance. Offer notes or fragments. [1–6]

For no response, or no creditable response, 0.

[Total: 25]

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## Economic transition

- 7 (a) With reference to one or more examples, explain the concept of core-periphery in regional development. [10]

An effective approach covers the character of the core and its development; the character of the periphery; and the nature of the linkages and flows of labour, materials, capital, innovation, etc. between them. This may be seen classically in terms of Friedmann's work, for example, or in a broader way, recognising more than one core area and different kinds of peripheral areas or regions.

In recent years, exemplar content has been taken from Brazil, Italy and Malaysia, however any examples are valid and some candidates will use home country.

Credit a sketch map or schematic diagram, if used.

Mark on overall quality and detail of the example(s), bearing in mind three levels of response and the mark bands **1–4**, **5–7** and **8–10**. For no response, or no creditable response, 0. For a well-developed response without examples, **max. 6**.

- (b) Fig. 3 shows two measures of development for two LEDCs in Africa in 2009.

With the help of Fig. 3, evaluate the effectiveness of different measures of social and economic inequality. [15]

A diagram from the UN Human Development Report 2009 with one composite index (HDI) and one single criterion measure (GDP/PPP) to open up the idea that different measures demonstrate different things about inequality.

### Candidates will probably:

- L3** Provide an effective evaluation of a range of measures of social and economic inequality, both individually and comparatively overall. Demonstrate sound conceptual understanding of inequality and of measurement and/or data issues. Structure the response well. [12–15]
- L2** Produce a sound response which lacks full development but which may be good in parts. May take a broad but shallow approach to the measures or a narrow one, perhaps depending on Fig. 3 at the lower end. If no reference is made to Fig. 3, **max. 10**. May add assessment to the end of a more explanatory piece. [7–11]
- L1** Make a descriptive response, rather than an evaluative one. Knowledge of measures may be quite general, loose or faulty. Note-form and fragmentary responses remain in this level. [1–6]

For no response, or no creditable response, 0.

[Total: 25]



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**8 For one country you have studied:**

**(a) Outline its policy for social and economic development; [10]**

This may be at the national scale, or regional scale within the country (4.4).

There may be named policy initiatives and dates, priorities and aims or objectives and some detail of governance (regime, leadership). Others may outline the problems which the policy was made to address, creditably, as the introduction to briefer coverage of the policy.

Some may take an approach over time where one type of regional policy has, for example, superseded another.

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.

**(b) Evaluate attempts to overcome some of the difficulties faced in following the policy you outlined in (a). [15]**

An open question to allow candidates to use the material they have. An effective response involves identifying **the difficulties** clearly as well as the **attempts**. Much depends on the nature of both. The evaluation will vary but may cover relative success or failure, strengths and weaknesses, gaps and oversights, cost-effectiveness, etc. Recognition of different outcomes in different places or for different groups of people is particularly creditable.

**Candidates will probably:**

**L3** Provide an effective evaluation of attempts in the chosen policy context. Show detailed knowledge of difficulties and solutions. Demonstrate strong conceptual understanding of development and structure the response well. **[12–15]**

**L2** Produce a sound response, which lacks full development, but which may be good in some respects. Take a broad but shallow approach to attempts or a rather restricted one, maybe not making them or the difficulties, explicit. May produce a narrative in which, at the lower end, both remain embedded. For a response on one attempt, **max. 10**. **[7–11]**

**L1** Make a descriptive response about development rather than an evaluative one. Write loosely showing little engagement with either difficulties or attempts. Note-form and fragmentary responses remain in this level. **[1–6]**

For no response, or no creditable response, 0.

**[Total: 25]**