

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
GCE Advanced Subsidiary Level and GCE Advanced Level

MARK SCHEME for the May/June 2011 question paper
for the guidance of teachers

9696 GEOGRAPHY

9696/31

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

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

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9696	31

Production, location and change

1 Fig. 1 shows actual and projected trends in world food production, 1995–2018.

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

The actual trends increase with fluctuations, e.g. Africa, except for MEDCs which is quite flat. Projections are all of growth, but vary, the greatest in Latin America, Asia Pacific performing strongly, the least in MEDCs, 3, with some elements of data support 1.

(ii) Outline three reasons for the projected growth in food production. [6]

Credit each reason 2, or exceptionally if well-developed, 3.

For example:

- increasing demand as world population grows
- increased use of irrigation
- intensification e.g., through use of machines, fertilisers
- education, agricultural extension, training
- land reform
- government programmes and incentives

also credit, if offered

- positive representation of data (UN source).

(b) Use one or more examples to explain why agricultural change is easier to achieve in some cases than in others. [15]

An open question allowing candidates to use the material they have. The explanation is itself an assessment. Appeal may be made to reasons such as desire for change, resistance to change, education/literacy, profit motivation, barriers, availability of finance, external assistance, weather, government will, attitudes, food demand, suitability of initiatives, etc.

Candidates will probably:

L3 Provide an effective and comparative overview, identifying reasons and/or factors clearly and supporting their responses with detailed evidence on both sides. [12–15]

L2 Offer an explanation which is satisfactory as far as it goes, perhaps containing good points, but lacking detail or development. May be unbalanced towards “some” or “others”. [7–11]

L1 Make a simple response of basic quality which may be general, or descriptive rather than truly explanatory. Focus weakly on “agricultural change”. Offer notes or fragments. [0–6]

[Total: 25]

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9696	31

- 2 (a) Using examples, explain how and why some manufacturing industries may have economies of scale while other manufacturing industries have diseconomies of scale. [10]

Economies of scale may be *internal*, e.g. by specialisation, bulk purchasing or spreading fixed costs, such as of machinery, over more output or *external*, e.g. a specialised labour pool or reduced costs of supplies.

Economies of scale cause average costs to be lower in large-scale operation than in small scale ones, so an increase in the scale of the business will lead to a reduction in unit costs.

Diseconomies of scale are usually seen as the challenges and costs of increased communication and decision-making within larger companies and the resultant inefficiencies. May also be the result of mergers/take-overs where there is repetition of functions in different parts of the business. Diseconomies of scale make costs per unit higher in large-scale operations and may represent the loss of former economies of scale through growth.

Mark on overall quality, not seeking comprehensive answers, bearing in mind the three bands of marks and levels of response: **0–4**, **5–7** and **8–10**. Max. 6 for a response without the required examples.

- (b) With reference to one country, assess the success of the government in changing the character and location of manufacturing industry and its related services. [15]

The syllabus requires a case study of the management of industrial change for one country; this may be a text book case study, or, hopefully, from the home country. The government role may be treated broadly to mean direct and indirect impact.

Candidates will probably:

- L3 Demonstrate detailed knowledge and preparedness for this issue and provide a well-organised assessment. Have a good understanding of government policy and action in relation to manufacturing in the country chosen and offer exemplification in an evaluative context of what has and has not been achieved. [12–15]
- L2 Have satisfactory knowledge of government policy on manufacturing in the chosen country and offer suitable examples. Provide a sound assessment which has some merits, but which remains partial and not developed in breadth or detail. [7–11]
- L1 Lack the knowledge of a country, understanding of industrial change, skills in assessment, etc., to offer anything more than a basic, general or descriptive response. Notes and fragments remain in this level. [0–6]

[Total: 25]

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9696	31

Environmental management

3 Fig. 2 shows the capacity of wind turbines installed each year by world region, 2003 to 2008.

(a) Describe and suggest reasons for the trends shown in Fig. 2. [10]

General increases in Europe, North America and Asia: particularly rapid for the latter two. In Latin America, Africa and Middle East and Pacific, much lower installation levels and no discernable trends. Trends need data support from Fig. 2.

Suggested reasons will probably be economy or development based to explain the differences in the trends, but can equally be population based, especially in the case of the Pacific region. Some areas, notably Middle East are rich in oil so see little need to develop renewables. Technology transfer is needed in many regions and other priorities may exist, etc.

Mark on overall quality, not seeking comprehensive answers, bearing in mind the three bands of marks and levels of response: **0–4**, **5–7** and **8–10**. Descriptive responses remain in the lowest band, whilst only reasons may be awarded up to 7.

(b) For a named country, assess the extent to which renewable energy sources can meet its energy needs. [15]

Candidates may well focus on electricity generation, but there are many other energy needs, particularly transport, but also cooking and heating, etc. The balance of the argument will depend on the country chosen, MEDC or LEDC. Few countries can depend on renewables for even their electricity generation.

Candidates will probably:

L3 Develop a high quality assessment of the energy scene, supported by detailed examples from the chosen country. Demonstrate high order conceptual understanding. Structure the response effectively and make an assessment based on the evidence provided. [12–15]

L2 Provide an assessment of sound quality, which may be good in parts, but which remains partial or limited overall. It may be broad and lack detail, possibly concentrating on electrical generation with limited consideration of the relative roles of renewables and non-renewables. [7–11]

L1 Make one or more basic points about renewable and non-renewable energy sources. Have little specific knowledge of the chosen example and offer little or no true assessment. Notes and fragments remain in this level. [0–6]

[Total: 25]

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9696	31

4 (a) With the help of one or more examples, explain how water pollution may be reduced. [10]

An open question allowing candidates to use the material they have (freshwater or saltwater, LEDC or MEDC, broad in scope or specific/localised).

Water pollution may be reduced in a number of ways, including by:

- improving sanitation
- tightening legislation on standards
- fines and the 'polluter pays' approach
- education
- restricting use of substances, e.g. pesticides, chemical detergents
- protecting water sources, e.g. capping wells
- 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, **max. 6**.

(b) By 2025 it is estimated that 2 billion people will face water scarcity.

Why is it so difficult to meet the global demand for water?

It is widely reported that water is the next major global environmental issue of the 21st century after energy and carbon emissions and so joins the 9696 syllabus. Here issues of quantity of water and of water quality are relevant.

The main difficulty is that, although the planet has enough fresh water in total, it is available in excess in areas of low demand (such as South America), and heavily demanded in areas of shortage (notably Africa). Political issues at borders; social issues of lifestyle, e.g. water-consumptive choices in Australian cities; and economic issues, e.g. demand from irrigation. Climate change, population increase and economic development exacerbate the difficulties.

Candidates will probably:

- L3 Produce a high quality assessment, well-founded in detailed knowledge of the global context. Impress by overall perspective and clear identification of the key factors and their significance. [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 the global situation quite broadly. [7–11]
- L1 Make one or more basic observations about water demand and supply. Respond quite generally or descriptively. Fragmentary and note-form responses remain in this level. [0–6]

[Total: 25]

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9696	31

Global interdependence

5 Fig. 3 is a cartoon showing one view of global interdependence. [10]

- (a) Describe and explain the relationships between MEDCs and LEDCs in relation to giving and receiving different types of aid.

An open question allowing candidates to use the material that they have; any forms of aid are acceptable, e.g. relief aid, development aid, tied aid, etc. The **relationships** are complex and various. Much depends on the examples chosen. Look for specific detail as part of the description and a measure of analysis for the explanation. Aspects of power and influence, history, neo-colonialism, etc. may be pertinent. The cartoon, if referred to, shows South America and Africa pinned to an institution in an MEDC, presumably, by dollars.

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 **max. 6**.

- (b) Consider the view that the costs of receiving aid are far greater than the benefits. [15]

An opportunity to undertake some basic cost/benefit analysis (CBA) and to use the example(s) a candidate has. Costs and benefits may be economic, social, environmental and political; short, medium and long term. The scale may be national, regional, local, communities and individuals. A consideration of dependency is likely.

Candidates will probably:

- L3 Develop a high quality response, offering a consideration which is distinguished by its conceptual basis, contemporary knowledge 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 consideration given. [7–11]
- L1 Make a response which is more a description than a consideration, or which may simply agree with the question. Write broadly or generally about outcomes, rather than CBA. Offer fragments or notes. [0–6]

[Total: 25]

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9696	31

6 (a) Describe the debt crisis of LEDCs and explain how it occurred. [10]

The debt crisis is the name given to the situation that the world found itself in by the early 1980s, *debt*, because money was owed by LEDCs largely to MEDCs and *crisis* because of the scale and severity of the problem.

Candidates may include material about debt relief assuaging the crisis in significant measure, but this is not necessary.

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, some strongly. 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 both to lending and borrowing, power structures in international decision-making and trade, global capitalism, etc.

Mark on overall quality, scope and detail of examples, bearing in mind three levels of response and the mark bands of **0–4**, **5–7** and **8–10**. The use of named countries, dates and statistics of the sums involved should be credited. For a response without examples, **max. 6**.

(b) To what extent is tourism a sound foundation for economic development? [15]

Most candidates are likely to take a conditional, 'it all depends' approach, taking into consideration the nature of the country, its economy and the nature of tourism proposed or developed. Compare for example, island ecotourism with the resorts in stagnation and decline in the life cycle model. Elements of soundness, such as direct and indirect job creation, income generation, skills training, the multiplier effect and a raised tax base may be contrasted with elements of environmental damage, risk and disruptive events from terrorism to hazards. Some candidates may consider policy and management issues. The local and/or the national scale 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 and development. Offer fragments or notes. [0–6]

[Total: 25]

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9696	31

Economic transition

7 (a) (i) Give the meaning of the term *foreign direct investment* and explain how it occurs. [5]

Foreign direct investment (FDI) is investment made to serve the business interests of the investor in a company in a different country from the investor's country. Classically, it involves a business and its foreign affiliate within a TNC and some element of interest and/or control.

FDI may be inward (received) or outward (given/made). Different types may be identified, such as greenfield FDI (investment in new plant or facilities when starting up), or mergers, which accounts for most FDI, enabling a TNC to expand. Mark holistically (definition/explanation), for one, **max. 4**.

(ii) With the help of an example, explain the meaning of the term *new international division of labour (NIDL)*. [5]

A good explanation encompasses all the words and ideas here:

new it emerged recently associated with globalisation

international across countries in the global production network

division of labour work is split up into tasks/functions for efficiency.

The example is preferably named and located, but may be generic.

Mark holistically on quality (example/meaning of the term).

(b) To what extent do you agree that globalisation creates more winners than losers? [15]

The key to the question is uneven development within the world economy. Candidates are free to develop their own approach and to interpret “winners and losers” at any scale. It is possible to argue that MEDCs (home to the majority of TNCs) win; that NICs also win (some more than others); that people who gain jobs and income win, etc. Those who may be seen as losing include workers in MEDCs where factories close; workers in LEDCs where hours are long, wages low, health and safety poor, etc; and those who suffer collaterally from environmental pollution, family breakdown, or from TNCs' relocation in search of the next low-cost location. Answer quality may be judged on overall argument, use of evidence and contemporary perspective.

Candidates will probably:

L3 Offer a convincing assessment, addressing the question directly and providing an effective argument supported by detailed evidence from different locations. [12–15]

L2 Provide a response which has a “satisfactory so far” quality to it, and which may contain good elements. The response may be unbalanced (focussed on either winners or losers), or top and tail a narrative about globalisation with evaluative comments. [7–11]

L1 Make one or more simple statements about globalisation, but lack the material, conceptual framework to make more than a basic response. Notes and fragments remain in this level. [0–6]

[Total: 25]

Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9696	31

8 (a) Fig. 4 shows the Human Development Index (HDI) for India in 2001.

Describe and explain the strengths and the limitations of the information given in Fig. 4 for studying development within India. [10]

Candidates should consider both the index (HDI), the UN's "preferred" measure of development, but which is seen as weak on gender and other aspects of empowerment; and the representation, which is graphic but dated, has no names, locators, etc.

Mark on overall quality, not seeking comprehensive answers, bearing in mind the three bands of marks and levels of response: **0–4**, **5–7** and **8–10**. The exemplar support may legitimately be confined to India (Fig. 4) or be wider by association and for illustration.

(b) Assess the success of one or more attempts to overcome regional disparities in development within a country you have studied. [15]

In the past a variety of countries have been seen, notably Malaysia, Brazil and Italy, but any country may be used. The state government structure and sheer scale of India in (a) makes it an unlikely choice.

This is a classic question for which many will be prepared. Indicators of quality may include the specificity of the attempts (names, dates, locations, elements), an overall perspective on the chosen country and the development and differentiation of the assessment.

If more than one country is taken, credit the better, or the best, response.

Candidates will probably:

- L3 Structure the response as an assessment and provide effective treatment of success in overcoming disparities in the chosen country. Provide detailed evidence in support of their work 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 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 regional disparities, perhaps showing faulty understanding or recall. Offer notes or fragments. [0–6]

[Total: 25]