

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

**MARK SCHEME for the October/November 2009 question paper  
for the guidance of teachers**

<b>9696/32</b>	<b>9696 GEOGRAPHY</b> Paper 32 (Human Options), maximum raw mark 50
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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.

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### Production, location and change

1 (a) Fig. 1 shows change in the areas growing wheat and speciality crops in the Prairies of Canada between 1993–5 and 2001–3. Canada is an MEDC in North America.

(i) Using Fig. 1, name the province which experienced the greatest absolute changes in cultivated area.

Saskatchewan.

[1]

(ii) Explain why increasing transport costs made growing wheat less attractive to farmers in the Prairies.

Classically, wheat is a bulky, low value crop. It is heavy to handle, transfer and transport and profit margins are low per tonne. Shifts in transport costs alter its profitability. No farmer wants to break even or lose money. Some candidates may know that the Prairies are remote and distances to market are great, but reward geographical understanding, as place knowledge is not required.

[4]

(iii) Many farmers in the Prairies, who traditionally had grown grain crops, started to raise cattle and pigs also. Suggest the possible advantages of this change in agricultural land-use and practices.

A number of **possible advantages** may be recognised, for example

- greater profitability, adding value by converting grains into meat
- integration of agricultural practices, e.g. fertiliser, pigs graze on stubble
- better use of labour around the year, overcoming grain's seasonality
- the stimulus to the rural economy, e.g. meat packing, local multiplier
- diversification, as a risk-avoiding strategy

A full answer consists of two or more **advantages**, for one, max. 3.

[5]

(b) How far do you agree that the extension of cultivation in an area has limited potential to increase agricultural production?

Extension (the use of more land area) may be compared with the potential of intensification (intensifying the use of existing land), but no particular approach is expected, and candidates' material is diverse. Extra land may simply not be available, because of other land users, tenure, physical features, borders, etc.

Candidates will probably:

L3 Structure their whole response as an assessment. Show detailed knowledge and a high level of conceptual understanding. Argue convincingly, using supporting examples effectively. [12–15]

L2 Produce a sound response, which may be good in parts, but which remains limited in overall detail or development. May sandwich a satisfactory descriptive response between evaluative comments. [7–11]

L1 Make a basic or fragmentary response which may show a faulty grasp of the extension of cultivation and/or little exemplar knowledge. Make one or more valid points, but offer little or no assessment. [0–6]

[Total: 25]

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2 (a) Explain why it is easy for businesses in the *informal* sector to start small, but difficult for them to grow large.

An invitation for candidates to develop the character of the informal sector.

It is **easy ... to start small** for a number of reasons; the informal sector being immediate, flexible, often consisting of an individual, without premises, unregistered (no permission sought or needed), responding to demand, using scrap materials, or offering a service, such as hawking food or selling souvenirs.

Most candidates are likely to be able to outline these kinds of factors.

It may be more challenging to identify why it is **difficult for them to grow large**.

Please be open to different approaches and arguments. Reasons may be,

- physical e.g. lack of premises, access to customers
- economic e.g. lack of capital, competition, setbacks
- social e.g. lack of skills to grow business, personal difficulties
- political e.g. come to notice of authorities and get prosecuted, government “clean-ups”, etc.

A more positive line on growth may legitimately be taken as a counter, for example in relation to Jua Kali in Kenya, or EPU loans in Zambia.

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. For a general response without examples, max. 6. [10]

(b) Assess the importance of location to manufacturing companies in the *formal* sector.

An invitation to consider **location**, both itself and in relation to other factors.

Location operates in a complex way; from classic resource locations, to the footloose nature of production, the spatial margins to profitability and the significance of political factors (e.g. regional incentives) and behavioural ones (e.g. personal choice). No particular approach is anticipated and candidates are free to direct their responses in any manner, based on the material they have.

Candidates will probably:

- L3 Structure their whole response as an assessment and demonstrate a “big picture” perspective, founded in detailed knowledge of industrial location and of other factors. [12–15]
- L2 Show reasonable to good knowledge and understanding of industrial location, but make an assessment which is partial or limited overall, either in depth or in development. May lack attention to other factors, or tend to explain rather than assess. [7–11]
- L1 Produce a response of basic quality which is descriptive in character and offers little or no effective assessment. It may remain theoretical, general or simply broadly located. Notes and fragments remain in this level. [0–6]

[Total: 25]

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## Environmental management

3 (a) Fig. 2 shows energy consumption per person, by country, in 2007.

(i) Explain *three* limitations of the information shown in Fig. 2.

Please credit any valid limitation, using your geographical judgement, either about the index or the representation. These may include,

- obscures inequalities e.g. rural/urban, elite/poor
- breadth of classes
- impossible to retrieve numerical data
- only shows commercially traded fuels (but in many countries wood, wastes, renewables, etc. are important)
- other

Suggest credit each supported **limitation 2** or **1** to the maximum. [5]

(ii) Suggest reasons for the very high level of energy consumption (6.0 toe or more per person) in some parts of the world in Fig. 2.

Broadly energy consumption mirrors economic development, wealth and the structure of the economy. There is also a clear link to climate, both cold areas (heating) and hot areas (air conditioning, etc.) Some parts of the world are energy-rich, e.g. the Middle East (oil and gas), Norway (HEP), Iceland (geothermal). Credit may be given to other reasons, such as attitudes to energy consumption, political considerations, etc. [5]

(b) With the help of examples, examine the arguments in favour of, and the arguments against, the use of renewable sources of energy.

Candidates may be more familiar with the weighty arguments **in favour of** (potential, sustainability, flexibility, suitability for LEDCs, etc.), rather than those **against** (inability to meet demand, environmental impact, site-specificity, etc.). The command word **examine** involves an element of evaluation or judgement.

Candidates will probably:

L3 Develop a high quality examination of the arguments, supported by detailed and diverse examples. Demonstrate high order conceptual understanding. Structure the response effectively. [12–15]

L2 Provide an examination of sound quality, which may be good in parts, but which remains partial or limited overall. It may be broad and lack detail, or be specific on a narrower base. For a response dealing with one direction of argument, probably, in favour, max. 10. [7–11]

L1 Make one or more basic points about renewable energy. Have little knowledge of the breadth or detail of the arguments and tend to describe renewables. Notes and fragments remain in this level. [0–6]

**[Total: 25]**

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**4 With reference to *one* environment which is protected from the risk of degradation:**

Candidates are free to use any example they have, although some scales may be easier to handle than others. It is important that there is an element of protection in place.

**(a) describe why the environment needed protection;**

The description ideally covers where it is, what it is like, for example rare or fragile, and perhaps why and to whom it is significant. Past or potential threats may be described e.g. pressures on it, conflicting uses, etc.

Depending on the example, it may be possible to identify needs of different magnitudes, which originate in different dimensions (environmental, social, economic, political), or from different groups of people.

Suggest mark flexibly, bearing in mind three bands of marks and levels of response: 0–4, 5–7 and 8–10. [10]

**(b) assess the effectiveness of the measures put in place for its protection.**

Clearly, candidates need to introduce **the measures** in order to assess their effectiveness, but the weight is on the assessment. A variety of measures will be seen depending on the chosen environment, e.g. a national park, a tourist coast, the Amazon rainforest, a protected fishery, a greenbelt, etc. Some may link it back to the **threats** in (a), or, perhaps, new ones?

Candidates will probably:

L3 Produce a high quality assessment, well-founded in detailed knowledge of the protection 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 knowledge of measures taken, conceptual understanding, and skills in and/or the language of assessment. At the lower end may deal with effectiveness quite generally. [7–11]

L1 Make a response which is more a description of the environment than an assessment. Make a few basic points, which may be general. Have little specific knowledge of measures and/or their effectiveness. Fragmentary and note-form responses remain in this level. [0–6]

**[Total: 25]**

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### Global interdependence

- 5 (a) **With the help of examples, explain why the trading partners of countries change over time.**

It would be unusual for a country to retain the same trading partners (plural) even if one or two partners – such as a near neighbour – are maintained.

Candidates are free to use the examples which they have and to develop an appropriate explanation. In terms of factors the most likely ones are economic, such as profitability, demand, economic development, competition, etc. and political, for example in relation to colonial and neo-colonial relationships, trade blocs and trade agreements, e.g. with China in the 21st century.

Please mark responses flexibly, so that no area of the world is advantaged or disadvantaged and bearing in mind the three bands of marks and levels of response: 0–4, 5–7 and 8–10.

For a response which is a detailed explanation of the shifts in trading partners of a single country, max. 7. [10]

- (b) **Assess the consequences for LEDCs of dependence on the export of a small number of products.**

This is the classic case of an export sector based on one or more primary products, mainly agricultural, such as coffee, cocoa, bananas and sugar.

It includes minerals, such as copper in Zambia, and, if spotted, allows the consideration of dependence on tourism as an invisible export, now the largest income earner in some LEDCs especially 'small' economies e.g. islands.

Candidates are likely to consider a country's vulnerability and how changes in supply and demand of the products put individuals, groups and the economy at risk from a sudden knock, a longer downturn or a major crisis.

Candidates will probably:

- L3 Structure their whole response as an assessment and demonstrate a "big picture" perspective, yet show detailed knowledge of examples of dependency and its consequences. [12–15]
- L2 Show reasonable to good knowledge and understanding of LEDCs' dependency. Make an assessment of the consequences which is partial or limited overall, either in depth or in development, perhaps tending to explain, rather than to assess. [7–11]
- L1 Produce a response of basic quality which is descriptive in character and offers little or no effective assessment. Write broadly or generally. Notes and fragments remain in this level. [0–6]

**[Total: 25]**

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- 6 (a) Fig. 3 shows changes in numbers of tourists visiting Australia in 2008. What factors help to explain changes in tourist arrivals, such as those shown in Fig. 3?

The wording is permissive to allow candidates to make as much use of Fig. 3, and of their own material, as they choose. The word **factors** is to encourage a factor-based response. Ideally a picture is developed comprising,

- demand factors e.g. income, available time
- supply factors e.g. promotion, media coverage
- facilitating factors e.g. airline networks, exchange rates, visas

A full account needs to explain both positive and negative changes e.g. why percentages decrease markedly (such as Japan) as well as increase (India).

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. For a general response without examples, max. 6. [10]

- (b) To what extent is tourism sustainable in *one* tourist area or resort you have studied?

The syllabus requires the study of one destination, including 'the issues of sustainability that it faces'. Sustainability may be defined quite broadly by some, as continuing into the future (c.f. Butler), or more precisely in environmental, social and economic terms. The definition of sustainability, "meets the needs of the present without compromising the ability of future generations to meet their own needs", (Brundtland), may be seen. Accept examples at any scale, most will be of named destination such as a resort town or coast, but some national cases may be seen, especially where countries are small, such as islands.

Candidates will probably:

- L3 Structure the whole response as an assessment, impress by conceptual understanding of sustainability and the ability to weigh evidence in two or more dimensions (environmental, social, economic and perhaps, political). Make effective use of a detailed example. [12–15]
- L2 Provide a sound response which is good in parts, but which remains underdeveloped in detail of the chosen destination, dimensionality or in the assessment offered. [7–11]
- L1 Make one or more simple observations about tourism, perhaps struggling to address the concept of sustainability robustly. Offer a generalised piece lacking a clear located example. Take a descriptive more than an evaluative approach. [0–6]

**[Total: 25]**

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## Economic transition

### 7 (a) Outline the international spatial division of labour and explain why it occurs.

The international spatial division of labour sees the labour (i.e. job) functions in economic activity, from “screwdriver” assembly and production to white collar R&D and HQ labour, located separately (i.e. the division) between countries (i.e. international, spatial) of different economic character and level of development.

At its simplest, it sees low end functions such as production and assembly plants in LEDCs; more complex products requiring higher skills, etc. made in NICs and so-called high end functions in MEDCs. But this is an oversimplification.

The international spatial division of labour occurs as a result of globalisation – the increasing interconnectedness of the world economy – and as TNCs seek to remain competitive and to maximise profits, e.g. through minimising costs. Theoretical understanding of shifts in the spatial margins to profitability may assist the development of a high quality response.

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. [10]

### (b) With the help of examples, consider the factors which help countries to develop economically.

Candidates often find it easier to develop the negatives, i.e. the factors which make economic development difficult. Here the positives are needed, although some negative reasoning, such as “the absence of corruption” is clearly acceptable. The development of the response depends on the examples taken, and may be at any stage (LEDC or MEDC), but likely factors include:

- social literacy, education, controlled population growth, stability
- economic stable currency, trade, planning, attracting FDI, aid
- environmental locational advantage, resource endowment, absence of climatic hazards or extremes, landscape quality
- political stability, peace, good governance, alliances, trade blocs.

Candidates will probably:

L3 Develop a high quality consideration of a number of factors, supported by detailed examples. Demonstrate high order conceptual understanding of economic development. Structure the response effectively. [12–15]

L2 Provide a consideration of sound quality, which may be good in parts, but which remains partial or limited overall. It may be broad and lack detail, or be specific on a narrower base. [7–11]

L1 Make one or more basic points about economic development. Write quite descriptively and generally. Show a little knowledge of factors. Notes and fragments remain in this level. [0–6]

**[Total: 25]**



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8 (a) Fig. 4 shows life expectancy and GDP per person in China.

(i) Describe the relationship shown in Fig. 4, supporting the response with information from the figure.

One approach is to identify and describe two elements,

- at and below approx. 8000 yuan, the relationship is quite flat and provinces vary in LE, c.f. Tibet (64.3) and a cluster (71–2)
- above this LE increases with GDP (slight curve, not direct) to Shanghai (highest by both indices)

It is a best fit line, some divergence is seen, e.g. Tianjin (lower LE).

No credit for making causal connections between the variables.

[5]

(ii) For *either* life expectancy or GDP per person explain the advantages and limitations of its use as a measure of inequality.

A full response introduces or defines the measure and considers both aspects, but not necessarily in a balanced way. For example,

	advantages	limitations
LE	gender-specific social and economic development easily compared by country	at birth (times change) average masks inequalities e.g. rural/urban
GDP pp	internationally recognised	non-monetary exchanges purchasing power issue (c.f. PPP) masks inequalities (spatial, social)

[5]

(b) How may regional disparities in social and economic development within countries be reduced? Support your response with examples.

Candidates are free to use the examples they have, although both social development (e.g. diet, education, empowerment) and economic development should be addressed. The anticipated focus is more on the ways, schemes or attempts than on the outcomes. Credit a map or diagram which assists the text.

Candidates will probably:

L3 Develop an impressive survey of schemes or attempts to reduce social and economic disparities. Demonstrate strong conceptual understanding of development and use detailed knowledge effectively in a well-structured response. [12–15]

L2 Produce a sound response which may be good in some respects. Take a broad but shallow, or a more detailed but narrow approach to disparities.

For a response on either social or economic disparities, max. 10.

[7–11]

L1 Struggle to apply the material they have to the question set. Write loosely showing little specific knowledge of ways to reduce disparities and/or faulty understanding. Offer notes or fragments.

[0–6]

[Total: 25]