

CAMBRIDGE INTERNATIONAL EXAMINATIONS
GCE Advanced Subsidiary Level and GCE Advanced Level

MARK SCHEME for the May/June 2014 series

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 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.

Page 2	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2014	9696	31

Production, location and change

1 (a) Fig. 1 is an extract from a report on Burkina Faso, an LEDC in West Africa, in 2012.

(i) Suggest reasons why food was difficult to obtain in northern Burkina Faso in 2012. [4]

An opportunity to show knowledge of physical and human factors affecting agricultural production, **reasons** may include: drought, lack of grass and other animal fodder, crop failure, climate change, increased food and fodder prices, landlocked country, trade difficulties, remoteness, poor government support. Some may offer specific information such as additional food demand from refugees, but this is not necessary.

Credit simple reasons **1** and developed reasons **2** to the maximum. If no reference is made to Fig. 1, except the country name, **max. 2**.

(ii) Suggest three ways in which food production could be increased. [6]

Ways may include soil protection, boreholes/irrigation, diversification, better inputs: seeds, fertilisers, trained agricultural labour. Aid may be mentioned along with action by NGOs, central or local government, etc.

Credit three simple reasons **1** or developed reasons **2** to the maximum.

(b) With reference to agricultural change in one country, describe how the change was managed and evaluate its success. [15]

Change may be carried out by individual farmers, groups or government action. The description should indicate the nature of the change(s) and its management. Credit the evaluation of success or otherwise of attempts to overcome difficulties to raise the quality of the answer, thorough understanding of the context and relevant agricultural detail.

Candidates will probably:

L3 Show a thorough understanding of both aspects of the question, embedded in a detailed example. Provide an effective, well-structured assessment of success. [12–15]

L2 Provide a sound account which addresses both aspects of the question, but which is partial or limited in one or more of exemplar detail, understanding of management, nature of the assessment or structure. [7–11]

L1 Offer an account of basic quality which may describe but offer little or no effective evaluation. Exemplar material may be weak or general. Notes and fragments remain at this level. [1–6]

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

Page 3	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2014	9696	31

- 2 (a) With reference to one country's industrial policy, explain how the policy has caused changes in the character, location and organisation of industrial production. [10]

The question allows candidates to draw on their chosen example in section 1.4 of the syllabus. Answers will depend on the chosen country. Credit well those which have clear changes and sound exemplar material.

Locational change may involve rural-urban movement, development of industrial estates and/or EPZs, growth near or away from borders etc. Look for aspects of industry such as types of industry, market orientation (home or foreign, etc.), ownership (state, TNCs, etc.), agreements with foreign companies and others.

Mark holistically, bearing in mind the mark bands **1–4, 5–7, 8–10**. For no response or no creditable response, **0**.

For a general response (without a country, policy or type of industry), **max. 4**.
For one aspect only (character, location, organisation) done well, **max. 6**.

- (b) With reference to examples, assess the importance of different factors which have influenced the location of manufacturing and related service industries in recent years. [15]

An open and permissive question based on factors of location (land, labour, capital, market, materials, energy source, technology, transport, government policy, etc.). The argument can favour any factor(s) as long as it is clearly supported by evidence.

Candidates will probably:

L3 Show detailed knowledge and understanding of industrial location and use sound evidence to structure an impressive assessment of the relative importance of a range of factors. [12–15]

L2 Have a reasonable understanding of industrial location related to specific examples. May consider a narrow range of factors and/or include limited development of an argument. At the lower end, may have little on the relative importance of factors and take a more explanatory approach. For only one example, **max. 10**. [7–11]

L1 Struggle to provide more than a largely descriptive or theoretical account of location. Take an approach which is basic, which may be general and which offers little or no assessment. Respond with notes or fragments. [1–6]

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

Page 4	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2014	9696	31

Environmental Management

- 3 (a) With reference to examples, explain why total demand for energy varies from country to country and from year to year. [10]

Many will see this as being about economic development and associated changes in standards of living. Links to resource exploitation, capital, technology, urbanisation or government policies may strengthen the response.

Expect two or more examples for 7 or more marks and some reference to both spatial and time scales.

Mark on overall quality of response and award with reference to three mark bands and levels of response: 1–4, 5–7, and 8–10. For no response or no creditable response, 0.

- (b) To what extent has the environmental impact of energy production led to changes in energy strategies? [15]

A broad question relating to both different impacts and aspects of energy production and use. This could be addressed at different scales and it demands an element of reasonably up-to-date context or exemplar support. The simplest assessment is likely to be a positive link between impacts and policies regarding sources and quantities of energy focussing on non-renewable and renewable sources. A thoughtful response may consider the lack of a link and/or other factors which may affect policies such as energy security, economic cost and inertia.

Candidates will probably:

L3 Provide a high quality assessment of energy strategies at a national and/or global scale. Impress by perspective, supportive detail and breadth of understanding including the nature of environmental impact and/or constraints on change. [12–15]

L2 Give a sound background to both impacts and strategies which may be good in parts. Offer a broad response without much supportive detail but which addresses partially the link between impacts and strategies. For a response about one energy strategy only, max. 10. [7–11]

L1 Show limited background to the topic and make a largely descriptive account of energy production which may be faulty or poorly focussed. Offer little or no assessment. Notes and fragments remain in this level. [1–6]

For no response or no creditable response, 0.

Page 5	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2014	9696	31

- 4 (a) Photographs A and B show two degraded environments. A is an area on the edge of a town in South America (LEDC), and B is a rural area in northern Australia (MEDC).

With reference to Photographs A and B, suggest reasons why some environments are vulnerable to degradation. [10]

Likely factors are both physical/environmental and human, and include population pressure, land use, economic activity, level of development, soil, nature of the environment, climate, planning (or lack of it), finance, etc. Look for reasoned explanation rather than simple statements of reasons. Credit highly those responses addressing vulnerability. Comparison may be present but is not required. Do not expect a comprehensive answer bearing in mind the limited mark allocation.

Mark on overall quality with appropriate interpretation and use of the photographs, using the mark bands and levels of response **1–4, 5–7, 8–10**. For a response without direct reference to the photographs, **max. 6**. For no response or no creditable response, **0**.

- (b) With reference to examples, assess the extent to which it is possible to protect environments which are at risk. [15]

The choice of examples (two or more) will influence the approach taken. Indicators of quality may include conceptual understanding of environmental protection; knowledge of a range of interacting factors (physical, economic, social, political) and appreciation of the interests of different groups of people; awareness of international action. Some candidates may consider specific incidents as well as ongoing environmental damage.

Candidates will probably:

L3 Produce a thorough, well-structured response, with sound exemplar support. Demonstrate a strong conceptual perspective, maybe approaching the whole response as an assessment. [12–15]

L2 Provide a sound response which is good in parts but which remains limited with respect to perspective, exemplar detail or assessment. For one example only, **max.10**. [7–11]

L1 Struggle to address the question set. Produce a general, simple and largely descriptive response. Fragments and note-form answers remain in this level. [1–6]

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

Page 6	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2014	9696	31

Global interdependence

5 (a) Fig. 2 shows government aid from MEDCs, 2000–2009.

(i) Describe the changes in government aid shown in Fig. 2. [4]

The question addresses **changes**, i.e. over time. Actual changes are (in US\$ billions):

- debt relief, little overall change (+1), after a peak of over 25 in 2005
- humanitarian aid, 3–7 (+4), quite steady incremental change
- multilateral aid 30–38 (+8), change steady
- bilateral aid 44–75 (+31), greatest change, increasing more after 2007
- total aid 79–123 (+44).

For this small mark allocation do not expect changes to all five but some data are needed. Credit well responses with clear understanding of the compound graph and expression of change e.g. amounts, rates, the 2005 peak, or that humanitarian aid more than doubled.

(ii) Suggest reasons for the changes in government aid you identified in (i). [6]

Accept any valid reasons for changes. May include G8 and UN commitments to debt relief in 2005, other movements for aid and the recent fall-off because of slower economic growth in MEDC donor countries.

Mark on overall quality, for only one change or reason, **max. 3**.

(b) Evaluate the role of the World Trade Organisation (WTO) and trade agreements in promoting economic development through trade. [15]

Approaches are likely to assess the role of trade in economic development as well as outline the nature of the WTO and a trade bloc and/or other agreement. The WTO is the 'supervisor' of world trade and promoter of 'free trade'. The influence of a trade bloc, involving preferential terms and trade restrictions, can be seen both within the bloc and beyond it. Other agreements may include Fair Trade, etc. Evaluation may involve economic development (for whom?) and the advantages and disadvantages of free trade. It is legitimate to take a broad approach, supporting it with examples to establish the impacts of the international trade agreements.

Candidates will probably:

L3 Develop a high quality assessment which convinces in terms of knowledge and understanding of trade and trade organisations and their impacts on economic development in different countries. Use some detailed and relatively up-to-date exemplar material, structuring the response well. [12–15]

L2 Produce a sound response which addresses the WTO and at least one trade agreement. Show satisfactory knowledge and understanding of the impacts, which may contain good points, but which remains limited in perspective, examples, evaluation or structure. For either the WTO or trade agreements, max. 10. [7–11]

L1 Struggle to address the question with relevant material and real understanding of trade as a topic. May remain descriptive and general and offer little or no effective evaluation. Simply offer fragments or notes. [1–6]

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

Page 7	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2014	9696	31

- 6 (a) Explain the factors which influenced the growth and development of tourism in one tourist area or resort that you have studied. [10]

Candidates are likely to take material from both sections 3.3 and 3.4 of the syllabus. Factors will vary according to the example and may include changing demand, supply, investment, the environment, local people, government policy, fashion and trends in tourism, etc. Look for explanation, rather than a list.

Mark on overall quality, not seeking comprehensive answers bearing in mind the three bands of marks and levels of response: **1–4, 5–7, 8–10**. For no response or no creditable response, **0**. For a response about factors without recognisable detail of a resort or area, **max. 6**.

- (b) To what extent does an understanding of carrying capacity help to explain problems faced by tourist destinations? [15]

The World Tourism Organisation uses this definition of carrying capacity:

‘The maximum number of people that may visit a tourist destination at the same time, without causing destruction of the physical, economic, socio-cultural environment and an unacceptable decrease in the quality of visitors’ satisfaction.’

Components of carrying capacity include:

- physical – the capacity of natural systems and limits imposed by infrastructure such as water supply, transportation and accommodation.
- economic – impacts on the local economic structure and activities and the capacity to manage tourism (political).
- socio-cultural – levels of tolerance of the host community and their sense of identity, the nature of visitors and the availability of suitable manpower.

The assessment may cover difficulties in establishing actual numbers for carrying capacity and other factors in relation to ‘problems’, such as fashion, terrorism, etc.

Candidates will probably:

- L3** Develop a response based on at least two components or aspects of carrying capacity, supported effectively by two or more problems and destinations. Show good knowledge of the problems tourist destinations face. Evaluate the role of carrying capacity and other factors in a well-structured argument. [12–15]
- L2** Provide a sound approach to carrying capacity which may be good in parts but partial in overall scope or development. Show an appreciation of problems making satisfactory links to the concept. At the lower end offer a response which is more narrative than evaluative. [7–11]
- L1** Offer a largely descriptive view of the problem(s) of tourist destinations of basic quality. Struggle to consider the concept of carrying capacity as much more than ‘too many people’. Offer little or no evaluation. Fragments and notes remain in this level. [1–6]

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

Page 8	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2014	9696	31

Economic transition

- 7 (a) (i) Describe how a large primary sector benefits a country's economy. [5]

The primary sector produces raw materials on which all other economic activities and human survival depend. Demand at home and abroad may bring high profits especially today for oil, precious metals, etc. Other points may include employment, large markets, linked industry, energy security, etc. Mark holistically, crediting developed and/or exemplified ideas well.

- (ii) Explain why a large primary sector may limit economic development in a country. [5]

Little processing of the raw materials means low added value and so little, if any, profit. Primary products are an unreliable basis for an economy especially when demand is variable, catastrophes occur or price is controlled externally. It may imply a lack of skills, diversity and growth and allow little investment for the future. Mark holistically, crediting developed and/or exemplified ideas well.

- (b) With reference to one or more examples, evaluate the success of attempts to increase development by industrial growth. [15]

Expect attempts in MEDCs, NICs and/or LEDCs, and any sector as 'industrial', although responses may be confined legitimately to manufacturing. Various factors can give rise to success or failure of attempts, such as investment, links with other countries as for markets, government support, character of labour force and infrastructure, world economic climate, globalisation, etc. Some may address the criteria by which success may be measured such as financial benefits, increased standards of living and sustainability.

Candidates will probably:

- L3** Structure the whole response as an assessment, making effective use of the example(s). Demonstrate strong conceptual understanding of development and industrial growth and impress by perspective. [12–15]
- L2** Produce a sound response as far as it goes, with some exemplar material and some evaluation. May be more narrative at the lower end with evaluation stated more than supported. [7–11]
- L1** Make basic observations about development and/or industrial growth, with few links between the two. Show little knowledge of the example(s) or write generally or in name only. Provide little or no evaluation. Fragments and notes remain in this level. [1–6]

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

Page 9	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2014	9696	31

- 8 (a) Figs 3A and 3B show the human development index (HDI) and population density in Argentina, an NIC in South America, in 1990. [6]

- (i) Compare the patterns shown in Figs 3A and 3B.

Quite demanding as the links are unclear. Denser population (over 5 and over 25) is largely central with parts of the north where much has high HDI. However, areas of lower population density such as La Pampa and Catamarca also have high HDI. Three provinces with very high HDI in the west and south (Santa Cruz, Tierra del Fuego and Neuquén) are mainly sparsely populated. Areas of medium HDI (lowest value shown) such as Chaco and Formosa are also generally sparsely populated. Mark holistically according to three bands of marks 1–2, 3–4, 5–6. For no response or no creditable response, 0

- (ii) Suggest two ways in which peripheral areas achieve very high levels of social and economic wellbeing. [4]

Do not expect specific knowledge of HDI or of Argentina. In fact, wealthy provinces in W and S Argentina had economies based largely on mining and energy extraction, including oil. Accept valid ideas such as increased industrial or tourism development, investment in education, health or transport. Credit highly appropriate reference to core-periphery links. Credit each of the two ways, 2.

- (b) 'The growth of transnational corporations (TNCs) has resulted in the globalisation of the world economy.' How far do you agree with this statement? [15]

Globalisation can be linked to resources and markets as well as production and is likely to include an element of global shift. The global importance of TNCs may include NIDL, FDI, dominance of trade, growth of NICs and effects on some LEDCs. Higher level responses will consider factors other than TNCs in globalisation, such as transport and communications, financial transfers, etc., and may even argue that not all locations are part of the global economy.

Candidates will probably:

- L3** Provide an impressive global perspective and demonstrate broad conceptual understanding supported by valid examples of TNCs and locations, making a strong assessment of the role of TNCs. [12–15]
- L2** Offer a sound response based on satisfactory to good knowledge and understanding of TNCs, globalisation and the world economy. Assessment may be limited. For one example of a TNC, max. 10. [7–11]
- L1** Make one or more basic observations about TNCs, struggling to make links and address the topic. Answer generally or descriptively, offering little or no assessment. Fragments and notes remain in this level. [1–6]

For no response or no creditable response, 0.