

CAMBRIDGE INTERNATIONAL EXAMINATIONS
GCE Advanced Subsidiary Level and GCE Advanced Level

MARK SCHEME for the October/November 2013 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.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2013 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 – October/November 2013	9696	33

Production, location and change

- 1 (a) Fig. 1 shows the countries in Asia-Pacific with the most intensive agriculture in 2005 in terms of fertiliser input. Data for the region and the world are also given.

- (i) Compare the data for the top three countries shown in Fig. 1 with the data for the Asia-Pacific region and for the world. [3]

A full response makes reference to overall levels for South Korea (just under 400kg/ha); China and NZ (both approx. 310 kg/ha). It identifies these as two times or more the regional average, and usage of fertiliser in Asia-Pacific as greater than the World (by approx. 50%).

For a description without use of data, **max. 2.**

- (ii) With the help of one or more examples, explain the positive and negative effects of the use of fertiliser in agriculture. [7]

Positive effects include increased yields, healthier crops, multiple cropping, no need for fallow periods, stimulus to manufacturing industry, other. Negative effects may be economic, e.g. debt for farmers, environmental, e.g. water pollution, diminishing returns, etc.

Mark on overall quality, using the bands **1–3** and **4–5** and **6–7** and **0** for no response or no creditable response. For an answer without the required example(s), **max. 4.**

- (b) ‘Changing farmers’ attitudes is the key to successful agricultural change.’ How far do you agree? [15]

As a shift in attitudes (e.g. to marketing, to crop choice, to technology, to tradition) is only one aspect of ensuring successful agricultural change, candidates are free to develop their own approach and position. Another key, such as land reform, is equally valid, in an evidence-based argument.

Candidates will probably:

- L3** Structure their response as an assessment, show detailed knowledge of farmers’ attitudes and other factors affecting agricultural change. Argue convincingly and critically, using the example(s) effectively. [12–15]
- L2** Produce a sound response, which may be good in parts, but which remains limited in overall detail or development. May ‘top and tail’ a narrative between some evaluative comments. [7–11]
- L1** Make a basic answer which may have a weak focus on agricultural change and thin, or inappropriate examples. Make one or more valid points, but little or no meaningful assessment. Notes and fragments remain in this level. [0–6]

For no response, or no creditable response, 0.

Page 3	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – October/November 2013	9696	33

2 (a) Describe and explain the ways in which transport affects production in agriculture. [10]

Candidates may style and organise their responses as they choose. It is possible to identify **ways** in which **transport** affects all stages of agricultural production:

- inputs, e.g. deliveries
- processes, e.g. transport for labour, transfer of animals
- outputs, e.g. taking products into storage, journey to market, cost, speed.

It can be considered in terms of modes of transport, overall logistics or the nature, quality and accessibility of transport networks. An example-based response could be effective. A factor based approach could consider transport as economic, social, environmental and political.

Despite its removal from the syllabus in 2010 and limited relevance in the 21st century, some may use Von Thünen to focus on the location of production.

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) Assess the extent to which transport affects the location of manufacturing and related service industry. [15]

An evaluative demand, also focussed on transport, although requiring the consideration of other factors in providing an assessment. Potentially relevant material in the syllabus includes industrial inertia, industrial estates, EPZs and government policies in terms of transport provision. Any examples may be used.

Candidates will probably:

- L3** Use detailed knowledge of industrial location and clear factor identification as the foundation for an accomplished and well-structured assessment of the importance of transport relative to other factors. **[12–15]**
- L2** Show reasonable to good knowledge and understanding of industrial location in the chosen example(s). Make an assessment which is partial or restricted overall, taking an approach which is more explanatory. Transport may dominate, with limited attention to other factors. **[7–11]**
- L1** Find it difficult to make more than descriptive or theoretical observations of industrial location. Produce a response of basic quality which may remain general or broadly located. Offer little or no assessment or a 'safe' one such as "to a certain extent". Notes and fragments are in this level. **[1–6]**

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

Page 4	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – October/November 2013	9696	33

Environmental management

- 3 (a) With the help of examples, explain which type of renewable energy has, (i) the least, and (ii) the greatest, environmental impact. [10]

There is growing appreciation that renewables may not be as “clean and green” as once thought. Some appraisals include the environmental impact of the manufacture of the equipment and its disposal, etc.

Candidates are free to make their own decisions and to develop their own arguments. If taken as a renewable (which 9696 permits), nuclear is likely to be the **greatest**. Apart from that, there would be strong arguments for it being HEP.

The **least** is debateable. Concerns about solar include the minerals needed for PVC production; about wind, they include visual impact and threats to birds and marine environments; about biofuels, they include deforestation and water pollution from use of fertilisers.

Mark on overall quality, bearing in mind three bands of marks, 0–1, 2–3 and 4–5.

- (b) With reference to one country, explain some of the issues in meeting the demand for electricity and assess the success of attempts to solve them. [15]

Much depends on the case study. Issues could include increase in demand, meeting peak demand, the need for rural electrification, objections to new schemes, problems with sources, old inefficient power stations, etc. It is accepted that not all **issues** may have been addressed, so coverage by **attempts** may be restricted. Credit exemplar detail and the recognition of what **success** may mean in this context.

Candidates will probably:

- L3** Develop a high quality account of issues in meeting the demand for electricity in the chosen country. Show detailed and reasonably up-to-date knowledge. Assess the success of related attempts perceptively, 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. May offer a response which is mainly explanatory and which may lack detail from the chosen country. Make a satisfactory assessment which is limited in scope or development. [7–11]
- L1** Struggle to deal with the topic through lack of a suitable example or overall perspective. Make one or more basic points about electricity. Identify one or more issues with or without attempts, taking 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.

Page 5	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – October/November 2013	9696	33

- 4 (a) Fig. 2 shows the Amarakaeri Communal Reserve (RCA) in Peru, South America, in 2005. The RCA is in the Amazonian rainforest and is home to the Amarakaeri Indians.

With reference to Fig. 2, describe and explain the ways in which the rainforest environment was at risk of becoming degraded. [10]

Potential threats to the rainforest include:

- oil extraction, e.g. machinery, noise, expansion into the RCA
- logging, e.g. no replanting, loss of key tree species, expansion
- oil exploration, e.g. pollution of or disruption to rivers
- settlers, e.g. deforestation for plots, waste disposal
- road construction, e.g. loss of integrity of environment, opening up to further outside influences, exploitation and modernisation
- 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**.

- (b) **With reference to one or more examples, assess why it is difficult to improve the quality of a degraded environment.** [15]

Candidates are free to develop their own approach to this open question in a rural or an urban environment or both. The reasoning may include ideas such as time, scale, complexity, cost, involvement of numerous stakeholders, differences in attitudes, corruption of officials or environmental constraints, e.g. aridity, soil loss.

Candidates will probably:

- L3** Produce a high quality assessment, well-founded in detailed knowledge of the chosen example(s). Demonstrate strong conceptual understanding and good skills both in structuring the response and in assessing why it is difficult. 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 detailed exemplar knowledge, conceptual grasp and/or skills in and the language of assessment. At the lower end may deal with difficulty broadly or in a piecemeal way. [7–11]
- L1** Make a response which is more a description than an assessment. Offer one or more basic observations about the environment(s) but lack overall understanding or focus on the question set. Fragmentary and note-form responses remain in this level. [1–6]

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

Page 6	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – October/November 2013	9696	33

Global interdependence

- 5 (a) With the help of examples, describe and briefly explain the different types of aid and of aid donors. [10]**

The syllabus lists relief aid, development aid, tied aid and bilateral or multilateral aid. Donors may be supranational e.g. UN, EU; national, e.g. USAID or a named government; NGOs, e.g. Médecins sans frontières, WaterAid; or philanthropists and their foundations, e.g. the Bill & Melinda Gates Foundation.

Credit well a sense of diversity or of contemporary reality. Mark on overall quality, understanding of aid and detail of examples, bearing in mind three levels of response and the mark bands of **1–4**, **5–7** and **8–10**. For no response, or no creditable response, **0**. For a response with no 'aid donors', **max. 7**.

- (b) Assess the relative merits of trade and of tourism as a foundation for economic development. [15]**

A classic question for which reasonable balance is needed in a response as well as an element of comparison to address the idea of relative merits. No particular position is expected, as it depends on evidence offered and perspective. In the past, many candidates have demonstrated that both are subject to difficulties, disruption and insecurities; that trade may be preferable; but that a sustainable form of tourism, such as ecotourism, has a distinct role locally.

Candidates will probably:

- L3** Demonstrate strong understanding of the merits and demerits of both trade and tourism in relation to development. Whilst not making a comprehensive response, convince by overall perspective, use of evidence and skills in weighing and judging. **[12–15]**
- L2** Develop a fair answer which may be good in parts. Show satisfactory knowledge of the merits and demerits of trade and tourism and fair to good understanding of their links to development. Make a response that remains partial or limited in one or more ways: overall perspective, balance, relativity, exemplar detail or structure. **[7–11]**
- L1** Make a few basic points which may be more descriptive of trade and of tourism rather than evaluative. May over-generalise, have a local and inadequate basis from which to respond or fail to interpret the question appropriately. Fragments and notes remain in this level. **[1–6]**

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

Page 7	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – October/November 2013	9696	33

- 6 (a) Dubai is a city in the Middle East, known for its luxury hotels and prestige developments. Fig. 3 shows one initiative to promote Dubai as a tourist destination.

Describe the initiative shown in Fig. 3 and explain why it is important for tourist destinations to attract a wider range of tourists. [10]

The initiative has a number of key features. These include a number of 'hooks' and encouragements:

- challenging people's ideas and perceptions
- offering an alternative image (desert, camels, backpack)
- using the alluring, exploring, word 'Discover ...'
- claiming it is the most exciting destination
- offering a lower priced alternative
- suggesting wider appeal
- making it easy (package)
- enticing with freebies (map, luggage tag)
- other

It is important for tourism to attract a wider range of tourists to remain profitable and continue to develop. Tourism is a fashion industry and many people look for something new and exciting. New types of tourists may also help to overcome seasonality, e.g. by drawing in visitors from other parts of the world, or by filling up hotels, etc. with business tourists, coach tours or geography field trips.

Mark on overall quality of interpretation of Fig. 3 and conceptual understanding of markets, bearing in mind three bands of marks and levels of response: **1–4**, **5–7** and **8–10**. Use **max. 6** for one element (describe/explain) developed well.

- (b) **To what extent do you agree with the view that, over time, tourism destroys itself?** [15]

This relates to the consequences of the impacts of tourism (environmental, social and economic); the relevance of the life cycle, especially decline; and, potentially, the roles of entrepreneurs, government, planners, the media, etc. Any position may be argued and evidence offered. This could involve rejuvenation, sustainability, ecotourism – or other destructive forces, e.g. conflict or hazards.

Candidates will probably:

- L3** Structure the whole response as an assessment and consider the destructiveness of tourism. Impress by conceptual content, critical perspective and use of detailed evidence. [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. [7–11]
- L1** Make one or more simple observations about tourism and its destruction. Writes generally and descriptively, offering little or no assessment. May narrate learned material of little relevance. Offer notes or fragments. [1–6]

For no response, or no creditable response, 0.

Page 8	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – October/November 2013	9696	33

Economic transition

7 (a) Fig. 4 shows projected gross domestic product (GDP), by country, in 2015.

Describe and explain the strengths and limitations of using GDP and of the map in

Fig. 4 when studying global inequalities in economic wellbeing.

[10]

The index is likely to be familiar; the map not (even if a candidate has seen other Worldmapper images previously). Possible strengths and limitations include:

	strengths	limitations
GDP/PPP	<ul style="list-style-type: none"> • well-established economic measure • easy to understand • single criterion / clear • PPP adjustment allows valid global comparison • data widely available ('global') • other 	<ul style="list-style-type: none"> • inaccurate data to use? • multiple criteria indices better? • projection may be questionable? • ignores other income in GNP • national – hides variation e.g. regional • 'economic wellbeing' differs from GDP • other
map	<ul style="list-style-type: none"> • visual, the map 'speaks' • readily interpreted • clarity, e.g. N/S • other 	<ul style="list-style-type: none"> • GDP data cannot be retrieved • inequalities cannot be quantified • colours are for regions, not classes • land area very significant, cf. Australia • other

Mark on overall quality of interpretation of Fig. 4 and skills, bearing in mind three bands of marks: **1–4**, **5–7** and **8–10**. Use **max. 6** for one element (row or column) developed well. For no response, or no creditable response, **0**.

Page 9	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – October/November 2013	9696	33

- (b) Theoretically, during economic development, regional disparities within a country increase initially before decreasing.

Briefly explain how this may occur and assess the extent to which the theory applies to a country you have studied. [15]

Likely explanations for divergence/convergence are core-periphery (Friedmann) or cumulative causation (Myrdal). Credit well the spatial element, e.g. leading regions, spread effects, regional policy, etc. Any country may be used. In the assessment credit 'other factors', local specifics, questions of timescale, etc.

Candidates will probably:

- L3** Offer a convincing and robust theoretical explanation. Impress by an effective assessment of its validity for the chosen country, identifying elements that apply and others that need further explanation. [12–15]
- L2** Provide a response of sound quality overall, which may be good in parts, but which remains limited in knowledge and understanding of the theory and the example and/or the assessment made. [7–11]
- L1** Give one or more simple reasons for regional disparities over time. The theoretical content may be superficial, name-dropping or faulty. Struggle to apply this to a country, making little or no meaningful assessment. [1–6]

For no response, or no creditable response, 0.

- 8 (a) Describe, and suggest reasons for, the global spatial organisation of one named transnational corporation (TNC).** [10]

An opportunity for candidates to use the case study from syllabus **4.2**. A sketch map or diagram may help with the description and, possibly, save time. Credit well specific detail (e.g. locations, named functions). The **reasons** are likely to be largely economic, but also political, environmental and, perhaps, social. Indicators of quality may include a sense of contemporary global reality, of dynamism and of business management and organisation.

Mark on overall quality, of both the description and the reasoning, 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**.

Page 10	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – October/November 2013	9696	33

(b) Assess the government's role in the emergence and growth of one or more newly industrialised countries (NICs). [15]

The government has been – and may remain – key in many NICs. Its role may be direct in terms of economic policy, budget priorities and membership of trade blocs, and indirect, for example in relation to education, energy supply and investment in transport infrastructure. It may be observed spatially, for example in EPZs, SEZs, priority corridors, industrial estates, etc.

Candidates will probably:

- L3** Provide an effective assessment of the role of the government, both direct and indirect, in the chosen NIC. Base their judgment on clear and detailed evidence. Demonstrate sound conceptual understanding. Structure and express 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, or a more detailed but inadequate and narrow, approach to the role of government in the chosen NIC. May add assessment to the end of a narrative piece. **[7–11]**
- L1** Make a descriptive response, rather than an evaluative one. Write loosely with a soft focus on, or restrictive view of, government. Show little specific knowledge of the chosen NIC. Note-form and fragmentary responses remain in this level. **[1–6]**

For no response, or no creditable response, 0.