
GEOGRAPHY**9696/31**

Paper 3 Advanced Human Options

May/June 2016**MARK SCHEME**Maximum Mark: 50

Published

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Production, location and change

Only one question may be answered from this topic.

- 1 (a) Photograph A shows an oil palm plantation in the tropical rainforest in Malaysia, an NIC in SE Asia.

- (i) Describe the ways in which the landscape shown in Photograph A was changed to develop the plantation. [4]

There is a cleared area with terracing and a network of roads or tracks, changing the landscape with the addition of steps on the slope and exposure of bare ground on the steep slopes of each terrace. Reference to vegetation changes such as removal and replacement with a single crop is valid. In the background, there are slopes with some evidence of clearance and possible gully/channel activity not seen in the foreground. Reference to this area is not expected but is creditable.

Mark on overall quality reserving one mark for clear reference to the photograph.
For one way, max. 2.

- (ii) Explain the issues which might arise from the extension of cultivation further into the area shown in Photograph A. [6]

Issues such as: soil erosion and impacts on the movement of water in the catchment; vegetation removal and replacement with a monoculture; habitat loss; land ownership and impact on traditional uses of the forest. Reference to global climate change is valid as an issue.

Mark on overall quality of reasoning with reference to the three mark bands: 1–2, 3–4 and 5–6 with an understanding of extension of cultivation evident for 5 or more marks.
For one issue, max. 3.

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- (b) 'Change in agriculture is more likely to be achieved through national policies than through the efforts of individual producers.'

With reference to one or more examples, how far do you agree with this statement?

[15]

This refers to syllabus paragraph 1.2, with possible use of ideas from 1.1, such as intensification and extension of the cultivated area, roles of irrigation and agricultural technology. Change in agriculture is broad; possibilities include land-use and practices on farms, increased productivity, new crops or higher livestock productivity. One would expect positive points but negative ones could be introduced, especially in terms of assessment comment. National policies could refer to government or supra-national bodies such as the EU.

Candidates will probably:

Level 3

Develop a detailed and well-exemplified assessment, using example(s) or case study in a flexible way. Argue clearly on both sides, with a well-founded view based on the evidence presented. Change in agriculture is the clear focus of the response. **[12–15]**

Level 2

Make a reasonable attempt to assess how change in agriculture is brought about. Response is satisfactory as far as it goes with some good points, but lacks detail and/or consistent support or is very unbalanced between national policies and the efforts of individual producers. **[7–11]**

Level 1

Make a simple response of basic quality which is generalised or uses example(s) in name only. Approach is descriptive rather than evaluative. May lack comment on either national policies or producers. Offer notes or fragments. **[1–6]**

For no response, or no creditable response, 0.

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- 2 (a) Describe and explain how transport influences the location and character of manufacturing industry. [10]

The question is taken from syllabus paragraph 1.3. Description and explanation will most likely be made together. The response should consider both location and character but may be unbalanced. Candidates could take an approach led by location, transport or character but including the other two elements. Integration of theory could enhance a response. Examples could be types of transport, locations, characteristics, industries or specific places and would enhance the quality of a response.

Mark holistically, bearing in mind the mark bands 1–4, 5–7, 8–10. Max. 6 for either location or character if description and explanation are well-developed.

- (b) ‘Government policy can do little to influence manufacturing industry.’

Using examples from one or more countries, how far do you agree with this view? [15]

An open question referring to both 1.3 and 1.4 of the syllabus, however a response based on 1.4 only is valid. Any view, or an argument representing differing views, is acceptable. There is a judgemental aspect to the question and a clear well-presented argument would characterise a better response. Examples of government policy may be from one or more countries and could consider the influence on aspects of character, location and organisation of manufacturing industry.

Candidates will probably:

Level 3

Demonstrate detailed and relatively up-to-date knowledge of government policy and its effects on character, location and organisation of manufacturing industry. Provide a well-organised argument with valid judgement displayed. Impress by conceptual context and ability to weigh government and other factors with a sense of their relative importance.

[12–15]

Level 2

Show satisfactory knowledge of government policy, with some links to the character, location and organisation of manufacturing. Provide a judgement, which may have some good elements but which remains partial and is not developed in breadth or detail, with only modest support / examples.

[7–11]

Level 1

Offer a simple, descriptive response, rather than an evaluative one, which may be generalised or refer to examples in name only. Demonstrate basic understanding of industrial character, location and organisation and the influence of government policy. Struggle to address the question set. Fragmentary and note-form responses remain in this level.

[1–6]

For no response, or no creditable response, 0.

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Environmental management

Only one question may be answered from this topic.

- 3 (a) Fig. 1 shows the amount and share of electricity produced from nuclear sources in the world, 1990–2013.

- (i) Describe the trends in the amount and share of electricity produced from nuclear sources shown in Fig. 1. [4]

In simple terms overall production rose and share fell. Peak dates and some comment on rates of change would be expected from a higher quality response. Detailed or comprehensive changes are not required.

Mark on overall quality, reserve 1 for each for data support.

- (ii) Suggest reasons for the trends you identified in (i). [6]

Accept any valid reasoning for the trends identified in (i). Reasons for decline in share might include: response to disasters, decommissioning of older plants, policy changes by governments, development of alternative sources including renewables. The overall increase in production could be explained with reference to improved performance, rising costs of other sources, energy security, a positive environmental view and examples of expansion such as China and India.

Mark on overall quality of reasoning, with reference to the three mark bands: 1–2, 3–4 and 5–6. Max. 3 for a response with only one trend or reason.

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- (b) To what extent have concerns about cost influenced recent changes to the overall energy strategy of one country?**

The question is based on 2.2 of the syllabus and calls for some detail on a specific country's overall energy strategy and some ideas about recent changes. A judgement of how far these changes are linked to cost aspects of production is required. Cost might be considered in economic, social or environmental terms. A response on one, e.g. economic (financial) cost, is fully sufficient. No particular view is expected and differing views for various aspects of the strategy of the chosen country are valid. If more than one country's strategy is attempted, mark each separately and credit the better or best response.

Candidates will probably:

Level 3

Provide a high quality assessment of recent changes to the energy strategy of one country. Impress by perspective, supportive detail and breadth of understanding with a broad and balanced view of cost and changes. **[12–15]**

Level 2

A sound response which is good in parts but which remains limited in scope, exemplar detail and/or the judgement. Some clear links made between changes to strategy and cost of production. For a response about one aspect of energy strategy only, max. 10. **[7–11]**

Level 1

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.

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- 4 (a) Using examples, describe and explain ways in which rural environments may be degraded. [10]

The syllabus, (2.3), refers to rural environments specifically, giving examples of causes such as: overpopulation, poor agricultural practices and deforestation. An alternative approach might take types of pollution as a starting point. Reference to physical aspects should involve a human element. There is a descriptive and explanatory element to the question as well as a requirement to use examples. Examples could be of ways, places, environments or any other valid example. A response recognising that environmental degradation is more than pollution might be an indicator of a higher band response.

For a response without examples, or for one 'way' only, max. 6.
Mark holistically, bearing in mind the mark bands 1–4, 5–7, 8–10.

- (b) For one degraded environment, outline the main problems of its management and assess the success of attempts to solve these problems. [15]

The syllabus, paragraph 2.4, refers to a case study of one degraded environment. Reference to the 'main problems' is an attempt to guide candidates to consider the problems and attempts with more detail and focus. Any degraded environment at any scale is acceptable. Some environments are very broad such as pollution in a country, which is valid, but the response needs focus on problems and attempts to improve them. Attempts may be policies and/or practices. Effectiveness can consider successes and failures or reference to early stages of implementation and may be related to the environment or people's lives. If more than one degraded environment, mark each separately and credit the best or better.

Candidates will probably:

Level 3

Produce a high quality evaluation, well-founded in detailed knowledge of the chosen environment. Impress by overall perspective and clear identification of two or more problems and the effectiveness of attempts to improve these problems. [12–15]

Level 2

Develop a response of sound quality which is good in parts, but remains limited in one or more of case detail, conceptual grasp, skills in and/or the language of assessment. At the lower end may consider effectiveness quite broadly. Max. 10 for only one problem and/or one attempt. [7–11]

Level 1

Make a response which is more of a description than an assessment. Respond generally or use an example in name only. Fragmentary and note-form responses remain in this level. [1–6]

For no response, or no creditable response, 0.

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Global interdependence

Only one question may be answered from this topic.

5 (a) Using examples, describe and explain the nature and role of Fair Trade. [10]

The question refers to 3.1 in the syllabus. Expect less content on the role of fair trade than the nature but a higher band response would develop both clearly. The response can refer to aspects of production and supply at individual or at a larger scale. Examples could be of types of product, places, companies, groups involved or any other valid example. Use of examples would be a characteristic of a response above the first band.

Mark holistically, bearing in mind the mark bands 1–4, 5–7, 8–10.

(b) Assess the impacts of aid on receiving countries. [15]

The question refers to 3.2 of the syllabus. Reference can be made to any type of aid and any form of aid, such as relief aid, development aid, tied aid, bilateral or multilateral. Debt relief would be valid. Impacts may be in any dimension (economic, social/cultural, environmental and political). ‘Assess’ suggests judgements to be made and clear support for a specific receiving country or countries might be a characteristic of a higher level response.

Candidates will probably:

Level 3

Produce a high quality assessment, showing strong conceptual understanding of the impacts of aid. Impress by overall perspective and ability to assess in both positive and negative ways. Integrate detailed support about specific aid and located examples. [12–15]

Level 2

Develop a response of sound quality about the impacts of aid which is good in parts. At the lower end, remains limited in scope, exemplar detail and/or the assessment offered. For a response on one receiving country, max. 10. [7–11]

Level 1

Make one or more basic observations about aid, although the focus on receiving countries may be weak. Respond quite generally or descriptively. Offer fragments or notes. [1–6]

For no response, or no creditable response, 0.

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- 6 (a) With the help of examples, describe and suggest reasons for the recent increase in the variety of different types of tourism. [10]

The question refers to paragraph 3.3 of the syllabus where the example of ecotourism is given. Other types are acceptable such as: sports/events, heritage, adventure etc. but increase in variety of types is the theme. Better responses will describe and explain with some balance. Explanation will vary according to the types used for illustration but could be related to both supply and demand.

Mark holistically, bearing in mind the mark bands 1–4, 5–7, 8–10. For a general response with no examples, max. 6.

- (b) Fig. 2 shows a model of the multiplier effect applied to tourism.

Assess the usefulness of this model in understanding the impacts of tourism on the local economy and environment. [15]

A combination of paragraphs 3.3 and 3.4 from the syllabus. The local economy and environment and economy are not restricted to one tourist area or resort. 'Local' might vary in terms of the examples used but the scale is not national, so references such as earning foreign exchange would have to be turned to a local context. References to social impacts are not valid unless linked to economic aspects such as employment/unemployment. The model represents a simple positive view and does not refer to environmental impacts. Candidates should make the link between economy and environment. A balance of positive and negative comments for both environment and economy would be a characteristic of a higher level response.

Candidates will probably:

Level 3

Develop a high quality response, offering an assessment of the model which is distinguished by its conceptual understanding and ability to match theory with reality. Considers both economy and environment with positive and negative comment and links the two together.

[12–15]

Level 2

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. Lacks balance of comment and application to economy and environment. For a response on only economic impacts or environmental impacts, max. 10.

[7–11]

Level 1

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/or usefulness with a simple approach to the model. Offer fragments or notes.

[1–6]

For no response, or no creditable response, 0.

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Economic transition

Only one question may be answered from this topic.

- 7 (a) (i) Briefly explain the meaning of the term *new international division of labour (NIDL)*. [3]

See syllabus 4.2. Simply it means that different parts of production are found in different locations/countries because of relative costs, especially labour, and profitability. The key element is the spatial shift of manufacturing processes based on the relative costs of labour through the fragmentation and specialisation of production processes. This is assisted by lower transport costs and IT to coordinate aspects of the production process. Mark on overall quality.

- (ii) Suggest ways in which the new international division of labour might be a disadvantage to a national economy. [7]

The focus is on disadvantage at the national economy scale. Candidates could refer to changes in MEDCs such as deindustrialisation and the costs associated with declining areas and loss of employment. They might also consider the ability of firms to relocate away as labour costs rise as a country develops. Dependency in development and the race to the bottom in terms of: wages, working conditions and business environment might then be issues considered. Linking 'ways' together may also occur, so the 'ways' may have to be teased out.

Mark on overall quality, with reference to the three mark bands: 1–3, 4–5 and 6–7. Max. 4 for a response about only one way.

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- (b) With reference to one or more examples, evaluate the importance of factors in the emergence and growth of newly industrialised countries (NICs). [15]**

A reference to paragraph 4.2 in the syllabus with examples from a detailed study of one NIC or from different NICs. Factors could include the role of government broadly in terms of stability and leadership or more specifically in terms of policies such as import tariffs, import substitution, export led growth, education and training etc. There could be reference to factors such as urbanisation, qualities of the labour force, sources of finance (including domestic investment and FDI) and geographical location. A time element could be included recognising the move from labour intensive to hi-tech industries as development progresses. Emergence and growth may be looked at with reference to BRICs, Tiger economies and more recently emerging countries. Indeed, such a division may characterise a higher level response.

Candidates will probably:

Level 3

Show detailed knowledge and understanding of NICs' emergence and growth. Use sound evidence to structure an impressive assessment of the relative importance of a range of factors. [12–15]

Level 2

Have a reasonable knowledge of NICs related to one or more 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. [7–11]

Level 1

Take an approach which is basic, and maybe general, offering little or no assessment of factors. Respond with notes or fragments. [1–6]

For no response, or no creditable response, 0.

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- 8 (a) Fig. 3A shows the human development index (HDI) for the Gauteng City Region in South Africa in 2012. Fig. 3B locates the region in South Africa.

- (i) Describe the pattern of the HDI shown in Fig. 3A. [4]

There is a clear area with highest values (all the same at 0.75) in the centre stretching about 150km all the way from north to south. The lowest scores (6.8 and 6.9) are found to the south east and south west. Generally, the north is higher than the south. Mark on overall quality. Reserve 1 mark for using scale and/or compass.

- (ii) Comment on the usefulness of HDI as a measure of social and economic inequality. [6]

The definition is given to assist candidates, so repeating information from here is not necessary but may be used. HDI a composite index rather than a simple, one variable, measure, covering aspects of both economic and social well-being.

(Responses might consider the effectiveness of the map itself but this is not required), e.g. on the map the same colour is used for different amounts; classes are only used partially, hence some positive and some negative aspects.

Mark on overall quality of comment, with reference to the three mark bands: 1–2, 3–4 and 5–6.

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- (b) With reference to one country you have studied, evaluate the importance of the factors which create regional disparities in social and economic development. [15]

The question refers to 4.4 in the syllabus, where scale is either national or regional. At least two regions of the chosen country should be considered. There is an evaluative element and candidates are expected to assess the importance of the factors described. Consequently, qualitative language is expected. Historical factors along with both physical factors and human factors can be used. Reference may be made appropriately to core-periphery ideas. If more than one country, mark each separately and credit the best or better response.

Candidates will probably:

Level 3

Develop an effective assessment of the factors leading to disparities in regional development in the chosen country, referring to both social and economic development. Base the response on detailed evidence and show strong conceptual understanding of regional disparities. [12–15]

Level 2

Produce a response which may contain good elements about factors leading to disparities in the chosen country. Satisfactory as far as it goes but remains underdeveloped in detail, scope or in the assessment comments made. At the lower end may have little comment on the relative importance of the factors. [7–11]

Level 1

Make a response which is more a description than an assessment, which may lack content and focus. Write loosely or quite generally about differences in regional development, perhaps showing faulty understanding or recall. Offer notes or fragments. [1–6]

For no response, or no creditable response, 0.