

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Level

MARK SCHEME for the November 2004 question papers

9696 GEOGRAPHY

9696/03

Paper 3 (Human Options), maximum raw mark 50

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the November 2004 question papers for most IGCSE and GCE Advanced Level syllabuses.



Grade thresholds taken for Syllabus 9696 (Geography) in the November 2004 examination.

	maximum mark available	minimum mark required for grade:		
		A	B	E
Component 3	50	31	28	18

The thresholds (minimum marks) for Grades C and D are normally set by dividing the mark range between the B and the E thresholds into three. For example, if the difference between the B and the E threshold is 24 marks, the C threshold is set 8 marks below the B threshold and the D threshold is set another 8 marks down. If dividing the interval by three results in a fraction of a mark, then the threshold is normally rounded down.

November 2004

GCE A LEVEL

MARK SCHEME

MAXIMUM MARK: 50

SYLLABUS/COMPONENT: 9696/03

GEOGRAPHY
Paper 3 (Human Options)



UNIVERSITY of CAMBRIDGE
International Examinations

Page 1	Mark Scheme	Syllabus	Paper
	GEOGRAPHY – NOVEMBER 2004	9696	3

Production, location and change

9 For one agricultural system (arable or pastoral) which you have studied

The syllabus requires the study of one arable and one pastoral system.

(a) (i) name the system and locate your chosen example(s),

vague/mistaken 0, basic 1, clearly stated or some detail given 2

2

(ii) describe how physical factors affect agricultural land-use and practices in this system.

A full answer should cover land/terrain/soils; climate (and, perhaps, climatic hazards) and may include pests/diseases and references to irrigation water supply.

Suggest that **land-use** is the use(s) to which the land is put and that **practices** are how this is done.

8

10

(b) To what extent are recent changes to the system chosen in (a) the result of political factors?

It is likely that under the heading of **political** factors a number of issues could be seen relating mainly to government policies eg land reform and redistribution; resettlement; schemes to increase/intensify agricultural production. There may also be localised political factors eg relating to civil war or instability; political change or bodies such as the EU.

Candidates may take any line of argument in terms of **extent**, based on the realities of the system they have chosen. The interpretation of recent is discretionary and may be very recent, but the syllabus has 1960 as an explicit dateline for case studies.

Candidates will probably:

L3

Develop a clearly evaluative answer, demonstrating detailed knowledge of changes in the chosen agricultural system and an appreciation of both political and other factors in the overall assessment that it offers.

[12-15]

L2

Make a reasonably sound answer but lack the knowledge and overall understanding to develop a more complete picture of agricultural change in the chosen system and of the role of political factors. Some limited assessment is made and/or other factors are mentioned but not much developed.

[7-11]

Page 2	Mark Scheme	Syllabus	Paper
	GEOGRAPHY – NOVEMBER 2004	9696	3

L 1

Lack the knowledge of agricultural change and/or of political factors operative in the chosen system to answer this effectively. Tend to write in general terms and to describe rather than to assess, have difficulty in interpreting **system** suitably or lack time.

[0-6]

Total: 25

10 (a) Fig. 5 represents the product life cycle model.

(i) Identify the most important inputs in the early stage of a product's life according to Fig. 5

scientific engineering know-how 1; external economies of scale 1

2

(ii) Explain the meaning of the term *external economies of scale*.

economies of scale are the advantages derived from a larger scale of operation and cause average costs to be lower in large-scale production than in small-scale production 2/1

external economies of scale are the advantages of scale that benefit a whole industry and not just individual manufacturers 1/2
eg a skilled labour pool; lower costs from specialist suppliers

3

(iii) In the product life cycle, compare the trend over time in management required with the trend in unskilled and semiskilled labour required.

'an element of comparison' is needed for full marks.

The management requirement is larger initially, increases into the growth stage and then drops significantly/to the lowest level

whilst the unskilled and semiskilled labour required shows considerable increase

3

(iv) Suggest two reasons why the decline/obsolescence stage may occur for a product.

Credit 1 any two valid reasons eg saturation of market; competition from new innovatory alternatives; catastrophe; change in fashion; loss of profitability or from further interpretation of the figure eg management failure; labour militancy; the onset of diseconomies of scale.

2

10

Page 3	Mark Scheme	Syllabus	Paper
	GEOGRAPHY – NOVEMBER 2004	9696	3

- (b) **For one country you have studied, assess the extent to which the main obstacles to the growth of its manufacturing industry have been overcome.**

The syllabus requires a case study of the management of industrial change for one country. Candidates may have others they can use and have been encouraged to use home country.

The interpretation of **obstacles** may be wide from the environmental eg lack of natural resources or electricity supply; social eg emancipation of women or lack of education/skills; economic eg indebtedness or instability; to political eg nature of regime or war.

Candidates will probably:

L3 Demonstrate detailed knowledge and preparedness for this issue and provide a well-organised assessment. Have a good understanding of two or more obstacles to manufacturing growth 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 one or more obstacles to manufacturing growth in the country and offer suitable examples. Provide a sound assessment which has some merits but which remains partial and is not developed in breadth or detail. For a single obstacle, explained well and assessed suitably max.10. **[7-11]**

L1 Lack the knowledge of a country, understanding of industrial change, skills in assessment - or time - to offer anything more than a basic, general or descriptive response. **[0-6]**

Total: 25

Environmental Management

- 11 (a) Fig. 6 shows a ship belonging to Greenpeace, the environmental pressure group, at a wind farm off the coast of Denmark in Northern Europe. Denmark aims to produce 40% of its electricity from wind by 2030.**

Describe some of the reasons for and against the choice of wind power as a source of energy.

Whilst narrative text is to be expected it is legitimate to answer this in table form (or similar) although the points may not be developed much for **describe**.

Credit single points **1** and developed points **2** in combination.

Reserve **1** in each part for the environmental point eg **for** non-pollutative; **against** unsightly/intrusive or noisy.

Please show in text /5 /5 **10**

Page 4	Mark Scheme	Syllabus	Paper
	GEOGRAPHY – NOVEMBER 2004	9696	3

- (b) **How may the strong correlation between energy consumption per person and standard of living be explained? Support your answer with examples.**

Energy consumption per person rises as standard of living rises, both directly through domestic consumption eg appliances; heating and/or air conditioning; and personal transport, notably the car; and indirectly as the economy's consumption is averaged across society's members.

Attempts to decrease consumption by energy-saving habits and less fuel-consumptive machines are marginal in affecting per person consumption at the national scale.

Demand is a potent force, especially when fuel consumption is closely linked to personal aspiration, perceived success and the growth in personal affluence.

Candidates will probably:

L3 Present a convincing and coherent explanation which, without being fully comprehensive, demonstrates good awareness of a number of factors determining both an individual's and a country's energy consumption and supports their argument with accurate material from examples of both high and low energy consumption. **[12-15]**

L2 Make a solid answer, which explains energy consumption soundly enough but which may remain either quite general or uneven in its content (individual/country; high/low energy consumption). For an answer considering only high (or low) consumption max.10. **[7-11]**

L1 Have limited understanding of the relevant explanatory factors and little, if any, specific exemplar material. Make one or two observations which may be superficial or generalised. Lack the specific knowledge or the time to develop anything more than a basic response. **[0-6]**

Total: 25

12 Fig. 7 shows global water demand by sector in 1900, 1990 and 2000.

- (a) (i) **Describe the change in water demanded by agriculture and industry in Fig. 7, using information from the figure to support your answer.**

Credit trend and data support. Comparison is creditable but not needed.
For agriculture **2** and industry **2** **4**

- (ii) **How may poor agricultural practices contribute to water pollution?**

There are a number of potentially poor practices which may be cited in relation to arable cultivation mainly and involving salinisation from irrigation, chemical fertilisers entering water supply, residues of pesticides and herbicides. Also the dumping of animal wastes such as slurry or carcasses and errors/catastrophes.

Credit single ideas **1** and developed points **2** or **3**, so that a full answer consists of at least two well-developed or illustrated practices. **6** **10**

Page 5	Mark Scheme	Syllabus	Paper
	GEOGRAPHY – NOVEMBER 2004	9696	3

- (b) New approaches to water management, called 'the Blue Revolution', recognise that water is not "free" but has economic value as well as environmental value.

To what extent may a more responsible approach to water use be achieved by fining manufacturing industries that pollute water?

[term taken from Calder IR 1999 *The Blue Revolution* Earthscan, London]

Fines tend to make users re-evaluate water consumption at all stages of the industrial

process and in associated activities such as cleaning, staff washrooms or canteens.

Money "talks" as industry looks at managing costs and increasing profits. Fining industries that pollute water, the so-called "polluter-pays" strategy, is in place in many countries and should be familiar to candidates. It is such things as effective monitoring and prosecution and the ability to pin a pollutive event or product onto an industry that make it work. Candidates may cite a context of corruption or a pollute-and-pay mentality, for instance, as working against a responsible approach by industry.

Accept as one component of a more comprehensive strategy eg inc. sewage etc.

Candidates will probably:

L3 Develop an effective answer on changing attitudes to water use amongst industry, understanding fining clearly as a strategy and using examples to show the diversity of behaviours within the sector. Show good skills in assessment, recognising what may and may not be achieved. **[12-15]**

L2 Provide an answer which goes some way towards making an assessment of the effectiveness of fining industrial polluters, but which may be unbalanced or not much developed in some respect(s). Use a limited amount of exemplar material. **[7-11]**

L1 Find it hard to make a suitable answer as they lack the knowledge of industrial polluters and/or the understanding of how fining operates and/or skills in assessment. Make one or more valid points which may be general or descriptive or offer an outline for an answer had time allowed. **[0-6]**

Total: 25

Global interdependence

- 13 (a) (i) Using examples, explain the meaning of the terms *visible imports* and *invisible imports*.

visible imports are products that are concrete or can be seen or touched 1 an example 1 eg food, raw materials, machinery, cars

invisible imports are services 1
an example 1 eg financial services such as banking, tourism, consultancy

both are purchased from outside the country 1

5

Page 6	Mark Scheme	Syllabus	Paper
	GEOGRAPHY – NOVEMBER 2004	9696	3

(ii) Why is it important for the value of a country's imports to be approximately equal to the value of its exports?

This is so that the balance of trade (of visibles) or better, the balance of payments (of visible and invisible trade) is even and the country is solvent. This is called *favourable* when exports>imports, and *adverse* when imports>exports. Many countries use a surplus on services to offset a deficit on goods, both MEDCs and LEDCS (from tourism).

Credit the concept and its development **4/3** and example(s) used **1/2** **5**

10

(b) How may global inequalities in trade flows be explained?

By the interplay of a number of factors, both major and minor. As it is at the world scale this is very demanding and fully comprehensive answers on all world regions should not be expected.

The syllabus cites factors 'including resource endowment, locational advantage, historical factors such as colonial ties, trade agreements, changes in the global market and innovation' (!)

Candidates will probably:

L3 Develop a confident and perceptive response which shows an appreciation both of 'the big picture' and of local detail and which draws material from at least three major world regions/types of economies. Present a dynamic and interactive explanation using a number of factors in a well-organised account. **[12-15]**

L2 Show sound understanding of some of the reasons for global inequalities in trade flows based on at least two major world regions or types of economies. Offer an explanation which goes part way to answering the question but which lacks the development or the assurance for L3. For an answer which is simply MEDC/LEDC, max.10. **[7-11]**

L1 Make a few general or limited observations in what may be a tangential or irrelevant context, perhaps misunderstanding the concept of inequalities or lacking material or the time to develop it. **[0-6]**

Total: 25

Page 7	Mark Scheme	Syllabus	Paper
	GEOGRAPHY – NOVEMBER 2004	9696	3

14 (a) Fig. 8 shows tourism development in 1988 on the Costa del Sol in Spain, a MEDC in Europe.

(i) Describe briefly the character of mass tourism.

Suggest credit 1 each of five characteristics. Its profile includes:

large numbers of people/tourists (reserve 1); using numerous well-developed facilities designed for a mass market; often for families and groups; comparatively low prices; obtains economies of scale; usually in unchallenging destinations; enabled by cheaper air travel; associated with harmful impacts on environments and societies; involves leakage; well-advertised; in several forms eg package holiday; prey to changes in fashion etc. Negatives may be creditable eg mass tourism is not for the independent traveller (but use your judgement on quality).

5

(ii) Identify the Costa del Sol's two main resorts.

Torremolinos 1 Fuengirola 1 (however spelt)

2

(iii) Suggest what Manilva may have offered as a holiday destination.

Credit single points 1 and developed points 2 using the figure eg camping; relative peace - away from the bigger/busier/noisier resorts and airport; access to the hills and the coast; cheaper costs than hotel service etc

3

10

(b) Spain was already in the stagnation stage of tourism's life cycle in 1988. How true is it that decline has to follow stagnation?

An opportunity to access understanding of Butler's model through an example. *Note:* no expectation that candidates will have studied Spain or answer from it.

Classically decline is one of the model's five outcomes (rejuvenation, reduced growth, stabilisation, decline, immediate decline). However, some books (eg Carr, Nagle) and past papers have carried a simplified form of the model showing only decline and rejuvenation. Either approach is acceptable. Drawing the model - or its later stages - is clearly creditable here and may save time.

Candidates will probably:

L3 Develop an effective assessment working from a good grasp of the model and supporting their argument with contrasting examples. Offer a mature appraisal of likelihood/inevitability and the role of other factors such as finance, entrepreneurial input, promotion etc.

[12-15]

L2 Produce a response which shows sound understanding of both decline and rejuvenation and which offers an example of at least one of them. Whilst taking a suitable approach, may lack content to develop the answer more fully and/or skills in assessment.

[7-11]

L1 Have difficulty in accessing the model's content and/or located examples. May offer a descriptive rather than an evaluative response or try to answer on "Spain" in name only. Make one or more relevant but undeveloped remarks.

[0-6]

Total: 25

Page 8	Mark Scheme	Syllabus	Paper
	GEOGRAPHY – NOVEMBER 2004	9696	3

Economic transition

- 15 (a) Explain the term *international spatial division of labour*. Refer in your answer to one or more industries.**

A full response covers all four keywords but may put *international* and *spatial* together suitably. It may leave certain industrial functions such as marketing, HQ and R&D in MEDCs, whilst moving production to LEDCs but this is an over-simplification and any industry or industries may be used as examples.

No firm mark division, but suggest **max.6** if no industries are referred to.

- (b) For either LEDCs or MEDCs, assess the advantages and disadvantages of the international spatial division of labour.**

Candidates should demonstrate the ability to argue and to make some overall assessment. Clearly answer content depends on the countries chosen and on their experience. Advantages and disadvantages may be at any scale: worker, community/locality, regional or national economic structure.

In some LEDCs it has brought manufacturing employment at the expense of worker health and safety, environmental protection and local decision-making with the risk that companies may leave at any time for the next cheap place.

In some MEDCs it has contributed to deindustrialisation and tertiarisation, leaving issues of male unemployment, skills mismatch and negative multipliers in some communities etc.

Candidates will probably:

- L3** Structure the whole answer as an assessment and demonstrate good skills in argument and organisation, good knowledge of exemplar material and a good understanding of the term. Impress the examiner by the quality of what is offered. **[12-15]**
- L2** Develop a response which is suitable and solid enough but which remains limited in its overall development, through partial understanding and/or limited exemplification. The assessment may be partial to have a “tacked on” quality to the rest of the response. **[7-11]**
- L1** Have limited knowledge and understanding of the term or time in which to respond. Produce a simple or basic piece which may be general and which is descriptive rather than evaluative in character. **[0-6]**

Total: 25

Page 9	Mark Scheme	Syllabus	Paper
	GEOGRAPHY – NOVEMBER 2004	9696	3

16 (a) Fig. 9 shows the core-periphery model of regional development.

Whilst core-periphery as a concept is in the syllabus, Friedmann's model is not which is why it is reproduced and fully labelled here.

(i) Using Fig. 9, describe briefly the character of region C, the resource frontier region.

Using the figure alone would be fully adequate, a possible approach being:

receives flows of labour, capital, goods and commodities from the core (and the periphery) **1**

is at some distance from the core **1**

has **resource(s)** discovered and exploited/exploitable eg minerals **1**

is a **frontier** in the sense of new development, pushing out/opening up **1**

4

(ii) For any country you have studied, outline the factors which have affected the development of either region A, the growth core region or region D, the peripheral region.

Candidates may frame their answer not showing any knowledge of Friedmann's model other than that which is in Fig. 9, but, again, core and periphery should be familiar from the generality of their studies. Credit the identification of **factors** within the chosen **country**, such as:

growth core investment, capital function/political power, proximity to markets, decision-making centre, transport hub, accessibility, cumulative growth and 'success' etc. **or**

peripheral region nature and quality of resource base, nature of environment, remoteness, negative image, industrial decline etc

For a general answer with no named country **max. 4**

6

10

(b) To what extent do you agree with the view that the problem of regional disparities in development cannot be solved?

Most candidates, on previous experience, are likely to take a 'not completely solved but certainly reduced' line of argument. However, all arguments are acceptable if suitably argued and supported with examples.

Page 10	Mark Scheme	Syllabus	Paper
	GEOGRAPHY – NOVEMBER 2004	9696	3

Candidates will probably:

- L3** Work from a good conceptual understanding of disparities (both social and economic, but with no balance required) and argue effectively, basing their response in one or more detailed case studies. Offer a well-organised and effective assessment and suggest what can and cannot be achieved by development plans or schemes. **[12-15]**
- L2** Develop a sound response dealing quite well both with the nature of disparities (economic, social or both) and the idea of their being 'solved'. The assessment offered is reasonable but not taken very far and some points may remain unsupported from the example(s) used. **[7-11]**
- L1** Make a basic or incomplete response, touching on disparities and their solution but lacking the knowledge, understanding, skills (or time?) to provide a coherent and evaluative piece. **[0-6]**

Total: 25