

GEOGRAPHY

9696/3

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Production, location and change

- 9 (a) (i) Explain briefly the meaning of the term *land tenure*.

the organisation of landholding/the ownership of land 1 *... it correct word*
an example of the variety of forms (~~requires at least two~~)
eg private, communal or state; owner-occupier or tenant 1 text mk 2

- (ii) Using examples, describe the influence of land tenure on agricultural land-use and practices.

Requires at least two different examples for an effective answer, although candidates may range more widely. It may be appropriate to compare the land-use and practices of say a peasant farmer or tenant with the commercial production of a TNC or state-owned plantation, with **land-use** being what uses the land is put to and **practices** being how this is done.

Credit well understanding of the operation of other factors, the link between land tenure and size of holdings and awareness of different groups of people involved.

For one **example of land tenure** max.5. text mk 8

[10]

- (b) To what extent have attempts to increase the productivity of agriculture been successful in one or more countries you have studied?

A standard topic on both the former syllabus and the new one, although the assessment of extent of success may be a different skills requirement.

Candidates should introduce two or more different **attempts** (or components in the case of one overall policy or scheme) and then go on to assess how successful they have been. Awareness of variation in success/outcomes between different attempts, different areas and/or different groups of people is especially creditable.

Candidates will probably:

- L3 Develop a clearly evaluative answer, demonstrating detailed knowledge of two or more different attempts at increasing agricultural productivity in the chosen country and good understanding of their operation and outcomes. A balanced and well-organised response. [12-15]
- L2 Make a reasonable response, which, whilst showing sound understanding of agricultural productivity, contains limited detail of two or more attempts to increase it, and remains only partial in its assessment of their overall success. [7-11]
- L1 Produce an answer which is descriptive rather than evaluative in character and which shows only basic or general knowledge of attempts at increasing agricultural productivity. Comments on success may be superficial or lost. [0-6]

Total: 25

- 10 (a) (i) Give the meaning of the term *industrial agglomeration*. Explain why industrial agglomeration occurs.

agglomeration is the concentration of industry 1 *allow close proximity*
which occurs when several industries or firms choose the same location 1

agglomeration occurs principally in order to minimise costs or to obtain economies of scale through linkages between firms, or because locational incentives are offered such as on an industrial estate 3

text mk 5

- (ii) Give the meaning of the term *industrial inertia*. Explain why industrial inertia occurs.

inertia occurs when an industry remains located in an area 1
although the original factors which caused it to locate there no longer apply/fit
is no longer the optimal location 1

the explanation should demonstrate that whilst profitability continues, the hassle of moving and loss of advantages from the current site, such as a central location or a local workforce, combined with the investment in fixed capital (buildings and machinery), will keep the industry there even though negatives are experienced eg lack of space. Credit can be given for an example, 3
as a context for the explanation.

text mk 5 [10]

- (b) For one country you have studied, assess the influence of government policies (national or local) on the location of its manufacturing industry.

Candidates are not required to make a whole country answer, and may take a city, a region or a number of different locational examples. Here **government policies** is a broad term purposefully to allow for stick and carrot location policies, EPZs, industrial estates, local development schemes, environmental protection, greenbelts, relocation packages, larger scale locational decisions etc.

Clearly the better candidates will allude to the operation of other factors and the more dismissive may legitimately pursue these at length if government policies are shown to be of limited influence.

Note it is **manufacturing** (including processing). A sketch map or diagram may be used in support of the text.

Candidates will probably:

- L3** Have specific knowledge of both government policies and manufacturing locations in the chosen area(s) and use this as the basis for a clearly evaluative answer, which shows good understanding of locational decision-making and of the operation of other factors in the overall assessment it makes. [12-15]
without other factors max. 13
- L2** Make a reasonably sound answer but lack the knowledge and overall understanding to develop a more complete picture of the role of government policy in influencing manufacturing location in the area(s) chosen. Some limited assessment is made and/or other factors are mentioned but not much developed. [7-11]
- L1** Lack the knowledge of manufacturing location(s) in a country to answer this appropriately and have little understanding of government influence and other factors. Tend to write about the situation in general terms, and to describe rather than assess. Fragmentary responses remain within Level 1. [0-6]

Total: 25**Environmental management**

11 (a) Study Figs 5A and 5B which give information about wind energy generating capacity for the world and for four selected countries, 1980-99.

- (i) Compare the trends shown in wind energy generating capacity for the United States and for Germany in Fig. 5B with the world trend in Fig. 5A.**

The language used or the construction (or both) need to be comparative.

Credit US 3 and Germany 2; (US is considerably different, Germany more similar/recognisable, but vertical scales differ)

text mk 5

- (ii) Suggest reasons why wind power is chosen as a source of energy.**

Credit single ideas 1 developed ideas 2 in combination:

non-pollutative (reserve 1); freely available; sustainable; suits remote areas; technology readily available; low maintenance; comparatively cheap; lack of alternatives; flexible installation - single or 'forests' etc.

text mk 5

[10]

- (b) **Sustainable development has been defined as, 'development which meets the needs of the present without compromising the ability of future generations to meet their own needs'.**

To what extent can the management of energy resources of one country which you have studied be considered sustainable?

Study of renewable and non-renewable energy resources makes a solid foundation for this issue. Accept the inclusion of imported energy resources, but do not penalise their absence as the question can legitimately mean internal energy resources only.

Sustainability may include issues such as pollutive effects, environmental degradation eg from mining, nuclear issues, fossil fuel reserves, debt, HEP impact eg resettlement and loss of agricultural land, TRF etc

It may be a clear priority, or in a LEDC an attractive concept that remains a luxury?

Candidates will probably:

- L3** Develop a response which shows specific knowledge of the chosen country's energy resources combined with good understanding of sustainability, in a context of assessment. The answer may not be comprehensive but is of high conceptual quality and well-structured. **[12-15]**
- L2** Show sound knowledge of the country's energy resources and a reasonable grasp of some aspects of sustainability for most of them. The consideration of extent may be limited and not well integrated into the response. **[7-11]**
- L1** Have general or patchy knowledge of the chosen country's energy resources and little or no understanding of what sustainability means in terms of energy. Write in a descriptive manner, offering little or no assessment. **[0-6]**

Total: 25

12 (a) For one degraded environment you have studied,

(i) name and locate the environment,

vague 0 basic 1

clearly stated (or developed, some detail or a sketch map given) 2

text mk 2

(ii) describe the factors which contributed to its degradation.

Much depends on the example chosen but look for the interaction of physical and human factors for good marks. Negative reasoning ie the lack of factors such as education and good management is acceptable.

Suggest credit for single ideas 1 and for the discussion of factors 2 or 3 such that a full answer requires coverage of at least three different factors.

text mk 8

[10]

(b) Assess the extent to which attempts at upgrading the quality of the environment chosen in (a) have been successful.

Given the follow-on from (a) it is reasonable to expect detailed **attempts** and for the command **assess the extent** to be the heart of the answer. There may be considerable variety in the choice of **environment**.

For the **attempts** look for information about what was done, by whom, how, where, when, how it was funded and with what outcomes, positive and negative, partial or complete, short-term or lasting, expected or unforeseen etc.

Candidates will probably:

- L3 Structure the response in such a way that the whole piece is an assessment. Have detailed knowledge of attempts at upgrading environmental quality, good understanding of the interaction of physical and human factors and make clear what has and has not been achieved there. [12-15]
- L2 Make a sound answer which deals with some aspects of both the attempts and the outcomes reasonably well, but which lacks detail and development. Make an assessment which is partial and which may be 'tacked on' to a more descriptive account rather than integrated into it. [7-11]
- L1 Have limited knowledge of attempts except in general terms, or consider only one such attempt. Show basic or flawed understanding of upgrading environmental quality conceptually and lack the skills of assessment needed to consider success in anything more than superficial terms. [0-6]

Total: 25

if a candidate chooses environment between (a) and (b), mark both, credit the better only.

Global interdependence

- 13 (a) (i) Explain and illustrate the term *invisible exports*.

invisible exports are products that cannot be seen or are not concrete 1
 which are sold outside the country/to foreign customers 1
 an example eg banking, insurance, computer services, air travel, tourism 1

text mk 3

Fig. 6 shows relative trade in agricultural, manufactured, fuel and mineral products by value for world regions in 1994.

- (ii) Describe the main features of the trade.

- considerable similarity between the two diagrams 1
- great inequality between country groups 1
- dominance/major share of at least one named area 1
- fragmentary share of some vast land areas or groups of countries
 (Africa 2%, Middle E 3%, C/E Europe/USSR 3%, LA 4/5%) 1
- other valid features text mk 4

- (iii) Suggest reasons for the size of Western Europe's share in trade in 1994.

Credit 1 three different reasons, possible answers include:

advanced stage of economic development; long history of trade;
 competitiveness; per capita income and purchasing power;
 consumer society; market domination; role of EEU etc. text mk 3

[10]

- (b) To what extent do former colonial ties help to explain the trade flows and trading patterns of one less economically developed country (LEDC) you have studied?

For many June candidates home country has colonial antecedence and trade flows, both imports and exports, will bear the hallmarks, as will trading patterns, with which nations and to what extent it trades.

In the case of any country that was not a colony (or a coloniser) clearly the question changes in nature and a candidate needs to explain the trade flows and trading patterns by other factors, after explaining away the colonial ties aspect.

Mark on merit using levels as a guide.

Candidates will probably:

- L3** Provide a coherent and carefully organised assessment of the extent to which colonial ties are key to explaining trade in the LEDC chosen, supported by detailed knowledge of the country and showing good overall understanding both of the colonial legacy and other factors. [12-15]
- L2** Make a sound response which shows some knowledge of the country's trade although this may be limited. Assess the colonial ties aspect reasonably, mentioning but maybe not developing other factors. Offer some good points but lack the coherence or the depth for L3. [7-11]
- L1** Have difficulty approaching this issue, through lack of time, lack of knowledge of the trade flows and trading patterns of the chosen LEDC or lack of skills in assessment. Response has some general validity but remains basic. [0-6]

Total: 25

- 14 (a) (i) Briefly explain the term *multiplier effect* in relation to the development of tourism.**

New or expanding tourism activities eg hotel development, creates extra employment increases purchasing power/demand for services by staff and tourists, which attracts other economic activities and the upspiral or cumulation continues as tourism booms. An example of the above is creditable. text mk 4

Fig. 7 shows the employment structure of the Mediterranean island of Majorca in 1980 and in 1994.

- (ii) Outline the changes shown on Fig. 7.**

Credit 1 for each sector,

- some increase in tourism and commerce 76 to 81
- large increase in manufacturing employment 3 to 10
- small decrease in construction 7 to 5
- large decrease in agricultural employment 14 to 4

if no scale, just increase/decrease or goes up/down max. 2 percentages may be used (given approx. for ease of reference) but are not required for full marks text mk 4

- (iii) What other information would you need to develop a fuller understanding of the nature of employment in tourism in Majorca?**

Credit 1 each of two different pieces of information about employment, eg seasonal or full-time jobs; menial, skilled or management; pay levels; local or foreign workers; proportion hotel jobs; male/female ratio etc.

accept rural % / urban %

text mark 2
[10]

- (b) **Supporting your answer with examples, explain why reliance on international tourism may be an unstable foundation for a country's economic development.**

A minor classic, and a rare opportunity on this paper to avoid the command word assess. The question with its **may be** does, however, suggest that the best responses will show analysis and judgment in considering the idea of tourism's being **an unstable foundation**. Likely issues include changes in fashionability, negative externalities associated with its life cycle and catastrophe eg war, cyclones.

Candidates will probably:

- L3 Demonstrate detailed knowledge and preparedness for this issue and provide a well-organised explanation. Have a good understanding of two or more ways in which tourism may prove unstable and explain what tourism offers positively as a foundation for economic development, offering exemplification of both aspects. [12-15]
- L2 Have satisfactory knowledge of this topic and suitable examples but provide an explanation which whilst largely correct is not developed in breadth and/or detail, perhaps concentrating on instability and lacking consideration of the 'may not'. [7-11]
- L1 Show limited understanding of tourism as a foundation for economic development and little conceptual grasp of stability/instability. The answer may be general or superficial, more descriptive than explanatory and may be unrealistically positive or negative. [0-6]

Total: 25

Economic transition

- 15 (a) **Fig. 8 shows the sector model of economic development.**

- (i) **Compare the trends in the percentages employed in secondary and in tertiary industries between 1800 and 2100.**

Whilst tertiary industrial employment grows steadily in importance throughout the time 1 at an increased rate after 2000 1
 employment in secondary industries increases similarly to 2000 1
 before declining fast 1
 an observation on % contributions 1
 eg in 1800 both low, about 10% but in 2100 secondary 10%, tertiary about half (47%)

if two separate paragraphs with no comparative language max.2 text mk 5

- (ii) Give three examples of the linkages that may exist between primary industries and secondary industries.

Credit 1 each of three linkages, ^{reserve 1 for a forward linkage of} reserve 1 for a backward linkage from secondary to primary, linkages may be by type or by named or located example,

forward: eg fish caught and canned for sale, harvested grain is and milled into flour
backward: eg inorganic fertilisers are manufactured and supplied to farms for growing crops, drill machinery and pipework is produced for oil extraction

text mk 3

- (iii) Briefly explain the meaning of the term *quaternary industries*.

an economic sector requiring high levels of skill, technology and specialisation; includes research and development, training, information technology and hi-tech industries

text mk 2

[10]

- (b) To what extent is it true that the economic consequences of industrialisation are positive but the social and environmental consequences are negative? Support your answer with reference to examples.

The examples can be taken at any scale from the local to the national, the term *industrialisation* relates to the development of secondary industry and associated services. Responses which recognise different consequences at different scales and for different groups of people are particularly creditable.

Candidates will probably:

- L3** Approach the question in a confident and mature manner, organising their material well and demonstrating good skills in argument. Whilst the answer does not need to be completely balanced an awareness of some economic negatives and social and/or environmental positives is shown and examples are apposite and convincing, perhaps taken from different scales or showing different consequences for different groups of people. [12-15]
- L2** Develop an answer which goes part way to dealing with the question. The examples used are sound and the structure satisfactory but the assessment of extent made may be imbalanced or fail to convince, perhaps agreeing simply with the statement. [7-11]
- L1** Lack the time, knowledge, understanding or skills of assessment to deal with this suitably. Make basic or general observations about the consequences of industrialisation which may be contained in an irrelevant or tangential piece and which may ignore one or more dimensions (economic, social, environmental). [0-6]

Total: 25

16 (a) (i) **Outline the process of cumulative causation in regional development.**

The work of Myrdal (1957), where a region has an initial advantage, such as a natural harbour or resource endowment. This starts or triggers the process of cumulative causation, which is an upward spiral or positive feedback loop involving a multiplier. Credit may be given for an example of this operating. text mk 5

(ii) **Explain briefly the action of spread effects and backwash effects.**

Both involve the transfer of capital, population and resources between core and periphery.

spread effects are beneficial to the periphery as growth in the core spreads (or trickles down). They may result from diseconomies of scale or negative externalities in the core or decentralisation.

backwash effects benefit the core, but are harmful to the periphery, as opportunities and demands in the core attract or 'suck in' flows.

The credit could be accumulated on a simple sketch diagram. text mk 5
[10]

if one only max. 3

(b) **Using examples, assess the extent to which government attempts to develop disadvantaged regions have been successful.**

The **disadvantaged regions** may be peripheral areas but not necessarily as any form of disadvantage is acceptable eg ethnic. A straightforward and standard topic so candidates should offer good detail of the attempts at development, the best will be in more than one dimension eg social and economic, or in more than one sector eg education and manufacturing industry.

Candidates will probably:

- L3** Provide a well-organised and capable assessment of the success of government schemes in the development of disadvantaged regions, with good descriptive detail of what constituted the disadvantage and what attempts there were, in at least two different dimensions or sectors. [12-15]
- L2** Develop a sound response dealing with both the nature of disadvantage in the regions and describing the government's attempts well. The assessment offered is reasonable but not taken very far, and some points may remain unsupported with detail from the chosen example(s). [7-11]
- L1** Make a basic or incomplete response, touching on disadvantaged regions and/or government attempts descriptively but lacking the knowledge, understanding, skills (or time?) to provide a coherent and evaluative piece. [0-6]

Total: 25

Small areas that are not regions will self-perpetuate, max. 8 in L2

/End *gjs.*