

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
Pre-U Certificate

**MARK SCHEME for the May/June 2010 question paper  
for the guidance of teachers**

**9768 GEOGRAPHY**

**9768/03**

Paper 3 (Global Themes), 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 must be read in conjunction with the question papers and the report on the examination.

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

CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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### Guidance notes for marking 9768/03

This Mark Scheme contains, on the following page, the **Generic Mark Scheme** (GMS), used for assessing all pieces of extended writing bearing 25 marks in the Cambridge Pre-U Geography, followed by **Indicative content** for each question.

Whilst the GMS captures the essential generic qualities of responses in 5 mark bands, the Indicative content is what it says: some indication of the probable content in response, or possible approaches, to the questions and titles set. It is both true that candidates may develop their own approaches to questions and that Examiners should not expect to find all the Indicative content in any one response, such as to achieve a Level 5 award.

CIE expects Examiners to use their geographical judgement and professional experience, combined with guidance given by Senior Examiners at the Standardisation Meeting and during the standardisation process, in assessing responses appropriately.

### Use of the Generic Mark Scheme

The Generic Mark Scheme is used together with the indicative content for each essay question.

Responses may be placed in any level without fulfilling all the descriptors for that mark band, for example where the essay does not lend itself to the use of sketch maps and diagrams. Responses may exhibit characteristics of more than one Level and so examiners use the principle of best fit in determining response quality. The grid below gives an indication of the relative weightings of the Assessment Objectives at each Level.

<b>Level</b>	<b>Marks</b>	<b>AO1 Knowledge and Understanding</b>	<b>AO2 Skills</b>	<b>AO3 Analysis and Evaluation</b>
<b>5</b>	<b>22–25</b>	15	3	7
<b>4</b>	<b>18–21</b>	14	2	5
<b>3</b>	<b>14–17</b>	12	2	3
<b>2</b>	<b>10–13</b>	10	1	2
<b>1</b>	<b>0–9</b>	8	0	1
<b>Total</b>		15	3	7

Guidance on how to use the above table relating Assessment Objectives to marks, when awarding credit to essays, is given in boxed text at the bottom of page 3.

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### The Generic Mark Scheme (GMS)

Examiners are encouraged to copy this page (or the same page in the Specimen Papers) and to keep it in front of them at all times when marking.

<b>Level</b>	<b>Marks</b>	<b>Assessment criteria</b>
<b>5</b>	<b>22–25</b>	<ul style="list-style-type: none"> <li>• Wide-ranging, detailed and accurate knowledge and clear, high order understanding of the subject content</li> <li>• Relevant, detailed and accurate exemplification used effectively</li> <li>• Logical and clear organisation; good English expression; full and accurate use of geographical terminology</li> <li>• Well annotated and executed sketch maps/diagrams integrated fully with the text</li> <li>• Fully focused on the specific demands of the question</li> <li>• Systematic analysis and a critical approach to evaluation; appropriate application of concepts and theories</li> <li>• Conclusion shows high level insight and is logical and well founded on evidence and argument</li> </ul>
<b>4</b>	<b>18–21</b>	<ul style="list-style-type: none"> <li>• Good knowledge and depth of understanding of the subject content</li> <li>• Appropriate and well developed exemplification</li> <li>• Logical organisation; sound English expression; appropriate use of geographical terminology</li> <li>• Clearly annotated sketch maps/diagrams well integrated with the text</li> <li>• Well focused on the demands of the question</li> <li>• Elements of systematic analysis and ability to evaluate; generally appropriate application of concepts and theories</li> <li>• Conclusion is sound and based on evidence and argument</li> </ul>
<b>3</b>	<b>14–17</b>	<ul style="list-style-type: none"> <li>• Sound knowledge and understanding of the subject content lacking depth in some areas</li> <li>• Appropriate but partial exemplification, may not be integrated with the text</li> <li>• Generally clear communication but lacking some organisation; English expression and use of geographical terminology are mostly accurate</li> <li>• Sketch maps/diagrams generally used effectively and appropriately</li> <li>• Specific demands of the question mostly met</li> <li>• Some ability to analyse and evaluate; limited application of concepts and theories</li> <li>• Conclusion is limited and has some links to the rest of the response</li> </ul>
<b>2</b>	<b>10–13</b>	<ul style="list-style-type: none"> <li>• Some knowledge and understanding of the subject content lacking depth and detail</li> <li>• Exemplification used may be limited or not fully appropriate</li> <li>• Limited organisation; English expression is basic with some accurate use of geographical terminology</li> <li>• Sketch maps/diagrams may have inaccuracies and limited relevance</li> <li>• Question is addressed broadly or partially</li> <li>• Analysis, evaluation and application of concepts and theories are limited and may be superficial</li> <li>• Conclusion is basic and may not be linked to the rest of the response</li> </ul>
<b>1</b>	<b>0–9</b>	<ul style="list-style-type: none"> <li>• A little knowledge and understanding of the subject content; response may also contain unconnected material</li> <li>• Exemplification, if used, is simple and poorly related to the text or may not be relevant</li> <li>• Lack of clarity and organisation; English expression is simple with inaccuracies; geographical terminology, if used, is basic or not understood</li> <li>• Sketch maps/diagrams are limited or poorly executed and may lack relevance</li> <li>• Question is understood weakly and may be addressed slightly</li> <li>• Superficial statements replace analysis and evaluation; application may be minimal or absent</li> <li>• Conclusion may be absent or simply asserted</li> </ul>

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## Section A

### Migration and Urban Change

- 1 Assess the view that factual information about the destination has limited influence on migration decision-making. [25]**

#### **Indicative content:**

Whilst perception, rather than fact, has long been recognised as important for potential migrants, some recent research emphasises the significance of social networks (e.g. friendship, family relationships, tribe, interest group, etc.) to migration decision-making. The positive attributes of social networks have a domino effect in promoting migration and creating migration streams. These positives include advice, encouragement, the offer of a "safety net" and practical help such as lodgings on arrival. Candidates should recognise the complexity and individuality of migration decision-making. They may explore examples in which factual information may be fundamental to the migration decision-making, such as in relation to some retirement migration, and examples where little or no factual information is available, or sought, and other factors dominate, such as aspiration or flight (the actual or felt need to get away from the present location, as for refugees). Candidates may explore how some factors operate differentially. For example, economic factors may, for the affluent, override factual information (e.g. that the destination is an expensive place to live), whereas, for the disadvantaged, financial need may be the single greatest push factor. Apart from factual information, the decision to migrate may be based on hearsay, memory, advertising, the media, personal reports, etc.

At lower levels, candidates may tend to describe and explain examples of migration with loss of focus on decision-making. At higher levels, diverse exemplar content is likely to be used to support an assessment of the varying role of factual information about destinations for potential migrants.

- 2 To what extent may counterurbanisation reflect people's desire to pursue an urban lifestyle in a rural setting? [25]**

#### **Indicative content:**

The question embraces the causes and consequences of counterurbanisation. A definition of the term may be a useful starting point. Counterurbanisation is a form of population decentralisation from large urban settlements such as cities. It means the centrifugal movement of urban residents, from both inner and outer urban areas, to rural settlements and smaller towns beyond the limits of the large urban area. This occurs both to overcome some of the perceived negatives of urban residence, such as noise, pollution and living costs, and to benefit from some of the positives which rural areas may offer, such as the availability of space, countryside access and improved quality of life, for example in relation to raising children. Candidates may explore the aspect of 'urban lifestyle', for example in terms of demand for shops and services, community life or employment patterns, involving relocation of employment, teleworking and commuting. The 'rural setting' may also be approached critically, given the growth of suburbanised villages and the similarity of the built environment in both rural and urban areas, for example in housing estates added to village cores. Pressures for development on the countryside and the varying impacts on rural services may be considered.

At lower levels candidates may tend to describe counterurbanisation, possibly mixing it with other unrelated material and address the set question in a limited way. At higher levels, responses will be framed as an assessment, and handle a variety of examples to establish the candidate's own position.

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## Trade, Debt and Aid

### 3 Consider the assertion that world trade is becoming fairer. [25]

#### Indicative content:

A number of approaches are possible. For example, a specific approach could be considering Fair Trade; what it is, what it offers and to whom with trends in Fair Trade (initiatives, commodities, global reach, etc.) over time. This is likely to be with reference to the Fairtrade Foundation and Fairtrade certification in the UK and to FLO, which links similar bodies internationally. A definition of fair trade might help some candidates to establish the unfair nature of world trade, for example in terms of comparative advantage, producers and consumers, profits, power relationships, the operation of trade blocs and protectionism. They may then go on to consider past, present or potential future changes in the direction of fairness. Candidates may be aware of the Doha round of the WTO talks and the conflicting interests of the EU, USA and Japan, with those of a group of countries led by Brazil, Russia, India and China (BRICs) and South Africa.

At lower levels, candidates may write generally or somewhat impressionistically, perhaps taking a static approach to a question phrased in a dynamic way. There may be limited awareness of different scales at which the issue can be considered (from global to local). At higher levels, the consideration offered is likely to question the assertion thoroughly using varied and, perhaps, contradictory exemplar content to establish a viewpoint which is the candidate's own.

### 4 How far do you agree that aid has failed to promote development? [25]

#### Indicative content:

Candidates may approach this in a number of ways. In part this may depend on the definition of development used. It is likely to focus on economic development and social development, but may have environmental and political dimensions depending on the material covered. One possible approach is considering the differing forms of aid (short term relief, long term development, bilateral/multilateral, tied) and their consequences. Another would be to consider long term development aid itself and to consider examples which have had varying outcomes in terms of success/failure. The spatial dimension in terms of how localised the effects of aid are may be relevant. It may also be useful to explore the nature of development initially aimed for and ultimately achieved, for example, whether it was economic, social, political, or a combination of these. Some candidates may turn to trade as an alternative path to development, but this is not necessary and should only be subsidiary to the assessment of aid itself. Candidates may focus on some examples or locations in which aid is observed to have been more – or less – of a success in terms of development. For example, in 2000, the World Bank identified Africa as one world region in which the difficult development environment, faulty policies and weak institutions, together with the action of donor agencies, had contributed to "the widespread failure of aid".

At lower levels candidates are likely to describe and explain aid, rather than to frame an assessment and the link to development may be limited or weak. At higher levels candidates are likely to demonstrate the ability to take 'a big picture' perspective, based on and supported by diverse exemplar material across space and, perhaps, time.

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## The World of Work

- 5 Discuss how the spatial organisation of transnational corporations (TNCs) has affected employment structure in countries at different levels of development. [25]**

### Indicative content:

The concept of the new international division of labour (NIDL) is key to this discussion. Examples of TNCs may be used in different sectors; secondary (e.g. car manufacturers), tertiary (e.g. banks) and those which are mixed. Classically, lower end jobs and functions are relocated by TNCs from countries at a higher level of development to those at lower levels of development, including NICs, and senior management, HQ and R&D jobs are retained and concentrated in countries at higher levels of development. Much depends on the TNC's country of origin, later company history and choices about spatial organisation, e.g. if its operations are regionalised. Candidates may recognise that the broad global pattern is an over-simplification and provide evidence from countries at different levels of development. However, countries' employment structure is complex and not about TNCs alone, for example, where there is a large primary sector and a significant subsistence economy. Some candidates may make use of the Clark-Fisher model and indicate how TNCs' growth and spatial organisation may be linked to sector change over time. There are implications of decision-making and relocation by TNCs of low end functions from one country to another as the spatial margins to profitability, or other factors, shift. In small economies, the effects on employment structure can be considerable. Links between TNCs and migrant labour may be made. In terms of exemplar content, different approaches may be taken. For example, one detailed case study may be set in a wider context of TNCs, or two or more examples could be taken to illustrate different features of spatial organisation and effects on employment structure.

For lower awards, candidates may approach the question broadly, simply focus on 'high' and 'low' levels of development and describe more than discuss. For higher awards, the discussion will be strong conceptually and address three or more levels of development through one or more detailed example(s).

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**6 Assess the effectiveness of strategies for managing labour resources at different scales. [25]**

**Indicative content:**

The Management section of the syllabus is framed in terms of strategies at three scales (international, national and local), although candidates may range more widely in their approach, for example, considering issues such as unemployment or migrant labour. A strategy's effectiveness may be assessed in a number of ways, which include:

- does it achieve (all of) its aims or objectives fully or only in part?
- is the original problem addressed and solved?
- is the strategy effective in terms of cost/benefit, cost per unit, time taken, etc.?
- is it viewed as effective or successful by others, and so replicated?
- does effectiveness vary over space, time or between different groups of people?
- does scale influence effectiveness?

For example, there are particular challenges of and difficulties in introducing and policing international agreements, coping with illegal activities, etc. Candidates may respond using any types of strategies and any examples of these which they have, but the phrasing of the question requires that these be at two or more scales (international, national or local).

At lower levels candidates may describe and explain one or more strategies, rather than assess effectiveness, perhaps commenting whether it/they worked or not. At higher levels, candidates demonstrate skills in and the language of assessment, direct and apply detailed examples and consider effectiveness in different ways.

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## Section B

### Energy and Mineral Resources

- 7 The sources of energy that countries use vary over time. Discuss how resource availability affects energy supply. [25]**

#### Indicative content:

Resource availability is dynamic, influenced by economic and technological factors.

#### Economic factors include:

- levels of public and private investment
- risk-taking
- profit motivation
- trade, debt and aid
- level of development
- structure of the economy

#### Technological factors include:

- innovation
- efficiency
- availability
- skills and management issues
- cost/benefit
- TNCs role in technology transfer

Sources of energy are also influenced by: social factors, e.g. population pressure, public protest; political factors, e.g. international protocols, instability, policy decisions; environmental factors, e.g. depletion, climate change. Any examples of countries may be taken to explore changes, such as the shift from coal to oil and gas, the growth of renewables and of nuclear power (uranium resource). Some may explore categories of resource availability, for example comparing extracted resources, which will run out, with infinite flow resources. At lower levels of award, candidates may describe changes in sources of energy in countries, but make limited links to resource availability. For higher awards, candidates should demonstrate strong conceptual grasp, appreciation of other factors and the ability to select and apply varied exemplar material in their discussion.

- 8 With reference to one or more countries you have studied, evaluate the economic impacts of the exploitation of mineral resources. [25]**

#### Indicative content:

Candidates may answer using metallic and non-metallic mineral resources and any country studies. Greater depth is expected from one example than from two or more examples, which may be used selectively and comparatively. Economic impacts may be seen as positive and negative, or in terms of costs and benefits and at different scales. Candidates may develop an evaluation which appreciates the significance of spatial scale and timescale, for example in relation to coal and coalfields in the UK (non-metallic) or copper and the Zambian copper belt (metallic). Reference may be made to markets, price variations, dependence, the multiplier effect and the cycle of exploitation and links made to the global economy, for example by cheaper imports of coal or the availability of substitutes for copper cable. Economic impacts may extend in time to include funding for regeneration schemes, issues of structural employment and debt. The evaluation offered may be in terms of significance, relativity or differentials according to time, space and groups of people.

At lower levels of award, candidates may describe and explain economic impacts rather than evaluate them and may write quite generally of impacts and the country or countries chosen. For higher awards, candidates offer responses which evaluate a range of economic impacts critically, demonstrating a facility with the material studied and an awareness of how outcomes vary.



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## The Provision of Food

### 9 Examine the influence of consumer pressure on the provision of food in countries at higher levels of development. [25]

#### Indicative content:

As almost all food in countries at higher levels of development is purchased, rather than grown by households, consumer pressure is a powerful instrument in influencing delivery. Increasingly retailers seek the views of consumers through surveys, focus groups, etc. and store systems record sales volumes and buying patterns. Candidates may identify areas in which consumer pressure is exerted:

- ethical issues                      e.g. GM crops, animal exploitation, Fair Trade
- environmental issues            e.g. food miles, fishing methods, organic farming
- economic issues                  e.g. Fair Trade, labour exploitation, pricing

Consumer pressure is about what people want to eat, how they believe it should be produced and what they are willing to pay for it. One response to consumer pressure has seen local food products being promoted at a price advantage by a major food retailer in the UK. Whilst an approach to the question based on norms is anticipated, candidates may include extreme instances, such as boycotts, protests and other actions. The changing nature of demand, such as dietary changes away from saturated to low or unsaturated fat, has, for example been powerful in changing the New Zealand dairy industry. At lower levels of award, candidates may take quite a general approach and offer limited specific exemplar content or focus on one or two aspects of a broad topic. To achieve higher awards, candidates should establish the complex links between consumers, suppliers and producers and reflect a number of contemporary issues of concern to consumers in more than one dimension (ethical, environmental, economic).

### 10 Consider the view that the Green Revolution solved more problems than it created. [25]

#### Indicative content:

The Green Revolution describes an international initiative from the 1950s into the 80s to eliminate hunger and feed rapidly growing populations (a problem) by improving crop performance. It also spurred many farmers to change from subsistence or semi-subsistence to commercial production. Its great achievements, in raising yields, increasing output and meeting food demand were made by developing HYVs, enhanced water control and applying fertilisers, herbicides and pesticides. The problems it created, were not uniform, but include:

- economic                      e.g. increasing economic inequalities between rich and poor farmers, indebtedness, out-migration
- social                          e.g. unacceptability of taste of new grains, loss of seasonal cycle to life and religion, breakdown in traditional communities
- environmental                e.g. water pollution, soil degradation, diminishing returns.

Candidates may, but are not required to, consider attempts to address these problems. Some may differentiate the simple number of problems solved/created from their overall significance.

At lower levels, candidates may take a descriptive approach to the Green Revolution, with limited focus on outcomes and little place-specific or date-specific content. For higher level awards, candidates consider the validity of the view, perhaps substantiating or qualifying it, using a range of exemplar material from more than one world region.

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## Tourism Spaces

- 11 Examine how unforeseen events affecting tourist destinations may significantly reduce tourist arrivals and affect the local economy. [25]**

### Indicative content:

Unforeseen events of all kinds disrupt the functioning of tourism spaces and the smooth curves of the Butler life cycle model. The events may be of different types:

- environmental or 'natural' e.g. the Asian tsunami, Caribbean hurricanes, disease outbreaks, flooding
- economic e.g. collapse, hyper-inflation
- social e.g. civil disorder, ethnic conflict, religious conflict
- political e.g. terrorism, military conflict, instability

Candidates may explore the role of uncertainty, unspecific fear, news reports, other media, the travel industry, Foreign and Commonwealth Office (FCO) advice, etc. in enhancing or diminishing the perception of risk or danger. The nature of the tourism product and what it offers, for example 'a visit to paradise' or 'the opportunity to get away from it all' may be relevant. Examples may be taken from any parts of the world. Effects on the local economy may be immediate, short-term, or longer term if recovery is not possible or slow in coming. Candidates may consider a range of aspects including profits, employment and lay-offs, business closures, the reverse multiplier effect, loss of "tourist dollars", etc. Although negative effects are likely to dominate responses, positive effects are creditable, for example where another tourist destination benefits from one's misfortune. At lower levels candidates may take a limited approach, perhaps based on a recent event which has attracted media attention. For higher level awards, candidates are likely to examine at least two types of unforeseen events, linking their comments to key concepts underpinning the study of tourism and drawing on a variety of examples from different world regions.

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**12 Assess the positive impacts of tourism on the societies and cultures of tourist destinations. [25]**

**Indicative content:**

Two types of positive impacts are identified in the syllabus:

- community development projects in health and education
- preservation and promotion of local culture in an increasingly globalised world

However, candidates may also contribute other knowledge and understanding from their studies and case studies and appropriate relevant material, for example in relation to ecotourism, language acquisition, skills training in the service sector, gender empowerment, etc. Whilst it is likely that international tourism will be taken, domestic tourism may be relevant. It may be useful to explore what influences the level of impact, such as the scale of tourism, size and nature of the destination, level of interaction, cultural distance, people's attitudes, etc. and to illustrate a scale of impact, from, say, mass tourism destinations in the high season, to enclave resorts or similar. The assessment may consider what changed, cost/benefit, implications, problems or issues arising, relative success/failure, etc. Candidates may decide to refer to or identify the negative impacts of tourism, but this is not required and it is anticipated that any discussion of the negatives should be subsidiary to the actual question set.

At lower levels of award, candidates may not distinguish society from culture and may write broadly and quite generally about a particular place, or type of, tourism. The approach may be more a description than an assessment. For higher level awards, candidates should consider a variety of examples (destinations, or types of tourism), establish different positive impacts and offer an assessment which reflects complexity and, perhaps, dynamism with change over time in the tourism spaces chosen.