

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

Pre-U Certificate

**MARK SCHEME for the May/June 2011 question paper  
for the guidance of teachers**

**9768 GEOGRAPHY**

**9768/01**

Paper 1 (Geographical Issues), maximum raw mark 105

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.

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

Cambridge is publishing the mark schemes for the May/June 2011 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 9768/01

In marking questions in Sections A and B of this paper, the indicative content and levels descriptors on the following pages should be used throughout. In marking questions in Section C, which are worth 25 marks and based upon extended writing, the **Generic Mark Scheme (GMS)**, used for assessing all pieces of extended writing bearing 25 marks in the Cambridge Pre-U Geography, should be used in conjunction with the **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 responses, or possible approaches, to the questions and titles set. Candidates may develop their own approaches to questions. Examiners should not expect to find all the Indicative content in any one response, such as to achieve a Level 5 award. The same mark may be awarded to different pieces of extended writing for different reasons.

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<br/>Knowledge and<br/>Understanding</b> | <b>AO2<br/>Skills</b> | <b>AO3<br/>Analysis and<br/>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 4.

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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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## How to annotate essays and show marks awarded

### Ticks

Examiners are asked to tick at point of credit and not in a large or loose manner such that it is hard to ascertain what has been credited. Please avoid simply ticking at the end of paragraphs to indicate you have read them. All pages and sketch maps/diagrams, if used, should, however, bear some sign that they have received your attention, such as the simple annotation 'Seen'.

### Other annotation

Examiners may find a number of symbols and annotations useful. The most commonly used are given here.

#### Indicating

|          |  |
|----------|--|
| ?        | an uncertain or doubtful point or an unconvincing argument       |
| ^        | omission   |
| ^^       | major omission   |
| cf       | compare with ...   |
| IR or NR | often accompanied by wavy down ruling in the margin, irrelevance |
| (text)   | identification of text for associated marginal comment           |
| e.g.     | example  |

### Comments

Comments on responses are useful both in forming an initial assessment of quality and for any Senior Examiner who reviews the marking at a later stage. Comments will usually reflect the descriptors in the GMS and/or the Indicative content, but other comments may be helpful, such as when an essay is clearly unfinished.

Positive comments may be made, but derogatory remarks must be avoided.

### Showing marks awarded at the end of a response

In awarding a mark to an essay, please indicate the level, quote one or more phrases from the GMS to support the award made and show the mark, out of 25, ringed. The marks derived from each AO, in whole marks (no half marks) should be given, totalling to the total mark awarded, for example:

|            |   |            |   |            |                 |
|------------|---|------------|---|------------|-----------------|
| <b>L4</b>  | Good K and depth of U, diagrams accurate and well-integrated, sound conc. based on evidence and argument. |            |   |            |                 |
| <b>AO1</b> | 13  | <b>AO2</b> | 2 | <b>AO3</b> | 4               |
|            |   |            |   |            | $\frac{19}{25}$ |

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## Section A

### Tectonic Hazards

- 1 (a) Identify two primary hazards resulting from volcanic eruptions. [2]

Any **two** from pyroclastic flows (nuées ardentes), lava flows, tephra, ash falls, lahars, jökulhlaups, toxic gases, lava bombs, directed blasts. 1 mark per hazard.

- (b) Fig. 1 shows the global distribution of active volcanoes and plate boundaries.

Using Fig. 1, discuss the extent to which active volcanoes are concentrated along destructive plate boundaries. [4]

Candidates might identify the link between the location of active volcanoes and destructive boundaries around the Pacific and the islands of SE Asia. Reference should also be made to active volcanoes on constructive boundaries, such as the Red Sea/East Africa and Iceland/mid-Atlantic, or away from boundaries, such as in the Pacific. 1 mark per valid descriptive point, with 1 mark reserved for some evaluative statement, based on the evidence. For a response related only to destructive boundaries, max. 2.

- (c) With the help of one or more diagrams, explain the formation of island arcs. [5]

#### Indicative content:

The diagram(s) should be clearly labelled to help support the following key explanatory points:

- the destructive nature of the boundary at which island arcs are formed;
- subduction of the denser plate into the mantle/aesthenosphere;
- subsequent melting of the subducted plate and the rise of plumes of less dense magma;
- repeated eruptions of this magma as lava builds up into the volcano.

Credit reference to the mechanisms of plate movement (convection currents, slab pull, ridge push) and to explanations of the arc-shape of the island system which is formed. Arc shape needed for full marks.

#### Candidates show:

- L3 accurate and detailed explanation of the stages in the formation of island arcs, with some reference to plate movement, subduction and rising magma, supported by a clearly labelled diagram or diagrams. A fully labelled diagram or diagrams with detailed notes. [4–5]
- L2 partial explanation of the stages in the formation of island arcs, with one or more stages missing. The response may also contain some inaccuracies and other omissions. Diagram(s) may not be present, may lack clear labelling and/or contain inaccuracies. [2–3]
- L1 little or no relevant explanation of the formation of island arcs. May identify one relevant stage, but may identify the plate boundary incorrectly. Diagram(s) absent or highly inaccurate. [0–1]

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**(d) Assess the relative risk posed by different primary hazards resulting from volcanic eruptions. [9]**

**Indicative content:**

Knowledge of a range of different primary hazards resulting from volcanic eruptions: pyroclastic flows (nuées ardentes), lava flows, tephra, ash falls, lahars, jökulhlaups, toxic gases. Understanding of how these hazards pose risks to people, property and environment. Assessment of the relative importance of these hazards in terms of the risk they pose, which might be considered in a variety of ways, such as death toll, economic costs, speed of onset, areal extent.

**Candidates show:**

L3 convincing knowledge of a range of primary hazards and understanding of the risks they pose, supported by reference to specific examples; assessment of the relative risk the identified hazards pose, supported by evidence. [8–9]

L2 knowledge of different primary hazards and understanding of the risks they pose, supported by some reference to examples; assessment is assertive, rather than supported by evidence, and exemplification is present but lacks detail. [5–7]

L1 **either** knowledge of some primary hazards and a limited understanding of the risks they pose, lacking supporting examples; assessment is likely to be absent or simply to take the form the assertion, with no supporting evidence.

**or** knowledge of a range of primary hazards, but limited or no understanding of the risks they pose, and lacking supporting examples; assessment is likely to be absent or simply to take the form of assertion, with no supporting evidence. [0–4]

**[Total: 20]**

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## Hazardous Weather

2 Fig. 2 shows the track and strength of selected tropical storms and tropical cyclones (hurricanes) between 1996 and 2005.

(a) State **two** changes that occur when a tropical storm develops into a tropical cyclone (hurricane). [2]

Any **two** from: pressure drops, wind speed increases, wind speed exceeds 74mph (119kph); eye becomes more clearly defined. 1 mark per change.

(b) To what extent do the tracks shown in Fig. 2 follow a similar pattern? [4]

Candidates might identify the initial westerly movement of all tracks shown as evidence of similarity, followed by a movement polewards/northwards. Exceptions to the similar basic pattern, such as Frances and Fran, which tail off before turning polewards, should be expected. 1 mark per descriptive point, with 1 mark reserved for some evaluative statement, based on the evidence provided.

(c) Using Fig. 2, explain what happens to the strength of tropical cyclones (hurricanes) when they move over land. [5]

### Indicative content:

Explanations should address the lowering of the strength of tropical cyclones over land, relating to the cutting off of the source of energy in the absence of the warm water that provides water vapour through evaporation and the subsequent release of latent heat as the air rises. Evidence to be taken from Fig. 2 may include the downgrading in terms of category and status.

### Candidates show:

L3 detailed description of the change in strength of tropical cyclones as they move over land, with some evidence from the map; explanation recognises the reduced energy input and explains this clearly. [4–5]

L2 **either** detailed description of the change in strength of tropical cyclones as they move over land, with some evidence from the map; explanation is limited to recognising that the land reduces energy supply, without further development.

**or** simple description of the change in strength of tropical cyclones as they move over land, without evidence from the map; explanation recognises that the land reduces energy supply, with some development of the explanation. [2–3]

L1 simple description of the change in strength of tropical cyclones as they move over land, without evidence from the map; explanation absent or incorrect. [0–1]

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- (d) **Assess the importance of level of development in determining the consequences and impacts of tropical cyclones.** [9]

**Indicative content:**

Knowledge of a range of consequences and impacts of tropical cyclones linking impacts to hazardous weather in areas at different levels of development. (These may be taken from anywhere in the world, not just the area in Fig. 2).

Understanding of how level of development helps determine consequences and impacts and of the role of other factors affecting risk, hazard and loss. Assessment of the overall importance of level of development in terms of the outcomes, this might be considered in a variety of ways, e.g. prediction, preparation, rescue, recovery and dimensions, e.g. economic, political.

**Candidates show:**

- L3 convincing knowledge of a range of consequences and impacts and understanding of how these are linked to development, supported by reference to specific examples from two or more levels of development; assessment of its importance relative to one or more other factors, supported by evidence. [8–9]
- L2 knowledge of a range of consequences and impacts and some understanding of how these are linked to level of development, supported by some reference to examples; assessment may be limited, or assertive rather than supported by any evidence, exemplification is present but lacks detail. [5–7]
- L1 knowledge of some consequences and impacts, but limited or no understanding of how they are linked to level of development, lacking supporting examples; assessment is likely to be absent or simply asserted, with no supporting evidence. [0–4]

**[Total: 20]**



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## Hydrological Hazards

3 Fig. 3 shows the main components in a drainage basin hydrological cycle and Fig. 4 shows the annual water budget for selected *river* basins.

(a) Identify the flows (transfers) labelled X and Y on Fig. 3. [2]

X is infiltration, Y is baseflow or groundwater flow. 1 mark per identification.

(b) Using Fig. 4, assess the importance of evapotranspiration as an output of river basins. [4]

Candidates might observe that in most of the river basins in Fig. 4 evapotranspiration is more important than runoff, but that for both the Rhine and the Amazon, runoff and evapotranspiration are approximately the same. 1 mark per descriptive point, with 1 mark reserved for evidence from Fig. 4 and 1 mark reserved for some evaluative statement based on the evidence. A river basin by river basin description would be worth 3/4.

(c) What factors might help to explain the relative importance of runoff and evapotranspiration as outputs of river basins? [5]

### Indicative content:

This may be answered with or without reference to Fig. 4 in terms of the relative importance of runoff and evapotranspiration. Candidates may also introduce their own examples. Explanations may involve the following factors:

- temperature: evaporation and transpiration increase with temperature;
  - vegetation cover: increased interception reduces water reaching the surface, transpiration increases with vegetation cover;
  - nature of precipitation input: snow in high altitude areas is a store in winter which is released in spring, leading to a reduction in losses from evapotranspiration;
- and any other factors the candidate identifies.

### Candidates show:

L3 effective explanation of two or more factors, making clear links to variations in both outputs (runoff, evapotranspiration), with some reference to examples. [4–5]

L2 explanation of one factor in detail, linked to varying outputs, or to more factors with limited explanation, but some links to variation in outputs; reference to examples is limited or basic. [2–3]

L1 description of outputs (runoff, evapotranspiration) rather than explanatory; or identifies a relevant factor without explanation or links. [0–1]

|                |                                       |                 |              |
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- (d) **With reference to examples, examine the extent to which river flooding is more the result of human than of natural causes.** [9]

Knowledge of a range of different human and natural causes of flooding. In the syllabus, human causes include changing land-use and river mismanagement, while natural causes include prolonged or intense rainfall and snowmelt. These meteorological causes are fully acceptable, however candidates who provide other natural causes related to the nature of river channels and catchments, may be credited. Understanding of how human and natural causes lead to river flooding. Assessment of the relative importance of human and natural causes.

**Candidates show:**

- L3 convincing knowledge of a range of human and natural causes of river flooding and an understanding of how these caused lead to flooding, supported by reference to specific examples; assessment of the relative importance of the two types of causes, supported by evidence. Responses are likely to show understanding of the interaction of the factors involved. [8–9]
- L2 knowledge of a range of human and natural causes of river flooding and an understanding of how these causes lead to flooding, supported by some reference to examples; assessment is assertive, rather than supported by any evidence, and exemplification is present, but lacks detail. [5–7]
- L1 knowledge of some human and natural causes of river flooding and a limited understanding of their likely influence on flooding, lacking supporting examples; assessment is likely to be absent or simply to take the form of assertion, with no supporting evidence. [0–4]

**[Total: 20]**

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## Section B

### The Geography of Crime

- 4 (a) Photograph A shows a housing development in which target hardening has been used to reduce the risk of crime.

**What is meant by the term *target hardening*?** [2]

Making the potential victim or target of a crime (1) more difficult for a criminal to get at/have access to (1).

- (b) Table 1 shows the perceived likelihood of being the victim of crime in the UK according to accommodation type and household income.

**In Table 1, to what extent is the perceived likelihood of being a victim of crime related to accommodation type?** [4]

Candidates might identify that the perceived likelihood is lower in detached housing than in any other housing type, but that for burglary and car crime, the differences between the other four housing types is very small. They might also observe that for violent crime perceived likelihood differs significantly between housing types, with flats and maisonettes having the greatest perception. 1 mark per descriptive point with 1 mark reserved for some evaluative statement based on the evidence provided.

- (c) Describe how the perception of risk from crime varies with household income in Table 1 and suggest reasons for this. [5]

#### Indicative content:

Descriptions should cover the higher levels of perception in those households with the lowest incomes (or vice versa) and might observe differences in perception of risk between the different crimes. Reasons might include the experience of crime, ability to pay for protective measures and the nature of the housing environment and could be broad or based on low income or high income households.

#### Candidates show:

L3 clear description of the variations in perceived likelihood of crime by household income; two or more reasons developed well. [4–5]

L2 **either** clear description of the variations in perceived likelihood of crime by household income; one or more reasons suggested, but not developed.

**or** partial description of the variations in perceived likelihood of crime by household income; partial development of one or more reasons. [2–3]

L1 limited or inaccurate description of the data; suggested reasons lacking or mistaken. [0–1]

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**(d) Assess the effectiveness of local scale initiatives in minimising the risk of crime. [9]**

Knowledge of a range of local scale initiatives (in the syllabus, listed as 'defensible space', designing out crime, target hardening, mobilisation of communities, Neighbourhood Watch, securing farm premises and equipment). Understanding of how such local initiatives might reduce the risk of crime. Assessment of the effectiveness of such initiatives in reducing crime.

**Candidates show:**

- L3 convincing knowledge of a range of local scale initiatives to reduce crime and understanding of how such initiatives help to reduce crime, supported by reference to examples; assessment of effectiveness is based on the evidence presented. [8–9]
- L2 knowledge of a range of local scale initiatives to reduce crime and some understanding of how such initiatives help to reduce crime, with limited exemplification; assessment of effectiveness is assertive, rather than supported by any evidence. [9–7]
- L1 knowledge of some local scale initiatives to reduce crime and limited understanding of how such initiatives help to reduce crime, without examples; assessment is likely to be absent or simply take the form of assertion, with no supporting evidence. [0–4]

**[Total: 20]**

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## Health and Disease

### 5 (a) What is meant by the term *pandemic*? [2]

An epidemic of an infectious disease (1) spreading through human populations across a large region / continent / the world (1).

### (b) Figs 5A and 5B show the distribution of confirmed cases of H1N1 (swine flu), by country, on 3 May and 4 June 2009.

**Describe the changes in the number of confirmed cases of H1N1 (swine flu) shown in Figs 5A and 5B. [4]**

Candidates may observe the concentration of cases in North and Central America and Europe in May and the more widespread distribution in June. Candidates might also describe the distribution of countries with over 50 cases in May and June. 1 mark per valid change, with 1 mark reserved for a clear reference to wider spread of the disease in June. For two separate descriptions, one for May and one for June, max. 2.

### (c) Using Fig. 5B, identify one country with more than 50 confirmed cases on 4 June 2009 and suggest reasons for the relatively high number of confirmed cases there. [5]

#### Indicative content:

1 mark reserved for the correct identification of a country. Possible reasons include:

- proximity to the source of the outbreak (e.g. Mexico, USA);
- population size (e.g. USA, China);
- population movements / air travel / tourism (e.g. UK, Spain).

#### Candidates show:

L3 correct identification of a country with over 50 confirmed cases; two valid reasons identified and their relevance clearly explained. [4–5]

L2 **either** correct identification of a country with over 50 confirmed cases, one reason identified and its relevance explained, or two reasons identified with little or no explanation of their relevance

**or** correct country not identified (omission or error), but two valid reasons suggested with one explained. [2–3]

L1 identification of a country or of one reason without explanation. [0–1]

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- (d) 'The economic impact of widespread disease and illness is greater than the social impact.' Using examples, assess the validity of this statement. [9]

Knowledge and understanding of how disease and illness can have both economic and social impacts. Economic impacts might include costs of treatment, loss of working hours, reduced income, lower productivity. Social impacts may affect population structure, family breakdown and migration patterns. Candidates might consider impacts at different scales from individual to national. Assessment of the relative importance of the impact of disease and illness in economic and social terms, based on the evidence presented.

**Candidates show:**

- L3 convincing knowledge of a range of economic and social impacts resulting from widespread disease and illness and an understanding of how disease and illness lead to such impacts, supported by reference to specific examples; assessment of the relative importance of economic, compared to social, impacts, supported by evidence. [8–9]
- L2 knowledge of a range of economic and social impacts resulting from widespread disease and illness and some understanding of how disease and illness lead to such impacts, supported by some reference to specific examples; assessment is assertive, rather than supported by evidence. [5–7]
- L1 knowledge of some economic and social impacts resulting from widespread disease; limited or no understanding of how disease and illness lead to such impacts, lacking supporting examples; assessment is likely to be absent or take the form of assertion, with no supporting evidence. [0–4]

**[Total: 20]**

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## Spatial Inequality and Poverty

6 Fig. 6 shows changes in the Human Development Index (HDI) for selected world regions from 1975 to 2005. Table 2 shows HDI scores for three newly industrialised countries over the same time period.

(a) Name two of the indicators of development that are used in the Human Development Index (HDI). [2]

Credit **two** of: education (literacy rate combined with years of education); life expectancy; per capita GDP (adjusted for PPP). 1 mark per correct indicator.

(b) To what extent does Fig. 6 support the concept of a development gap? [4]

Candidates might recognise the range of values of HDI, with some clustering and some breaks. Whilst the development gap is usually recognised to exist between countries at higher and lower levels of development, the evidence in Fig. 6 appears more complex. There is a clear gap between S and SE Asia and Africa S of Sahara, but another, smaller, gap appears between Europe and Russia and E Europe, which is not what the literature commonly refers to. Candidates may suggest a development continuum, which is changing over time (main gap increasing from 1975 on Fig. 6), but with breaks and/or distinctions within it, as shown. 1 mark per observation made, reserving 1 mark for some evaluative statement based on the evidence provided.

(c) Describe, and suggest two reasons for, the changes in HDI scores shown in Table 2. [5]

### Indicative content:

1 mark for correctly identifying increasing levels of development, with some evidence, a further mark if levels and rates are described. Possible reasons might include:

- industrialisation, e.g. employment raises standard of living, tax revenue allows investment in infrastructure;
- investment of TNCs;
- government investment, e.g. in education, healthcare;
- international aid.

### Candidates show:

L3 clear description of the changes in levels of development in Table 2; detailed explanation of the changes based on two reasons. [4–5]

L2 **either** clear description of the changes in levels of development in Table 2; identification of two reasons for the changes without development

**or** limited description of the changes in levels of development in Table 2; identification and explanation of one reason for the changes [2–3]

L1 limited description of the changes in levels of development in Table 2 or the identification of one reason for the changes. [0–1]

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- (d) 'At lower levels of development, the consequences of poverty vary greatly between countries.' To what extent do you agree with this statement? [9]

**Indicative content:**

Knowledge and understanding of a range of consequences of poverty in countries at lower levels of development. Consequences might include access to employment, housing and services; crime and prostitution, life expectancy, mortality and social tension. Assessment of how the consequences vary (or how similar they are) may appeal to other factors such as culture, ethnicity, gender or instability to demonstrate variation, or, alternatively, observe that the consequences of poverty are observably similar amongst countries at lower levels of development.

**Candidates show:**

- L3 convincing knowledge and understanding of a range of consequences of poverty in countries at lower levels of development, supported by reference to examples; assessment of variation between countries, supported by evidence. [8–9]
- L2 knowledge and understanding of some of the consequences of poverty in countries at lower levels of development, supported by some exemplification; assessment is assertive, rather than supported by any evidence. [5–7]
- L1 some knowledge and understanding of some of the consequences of poverty in countries at lower levels of development, supported by limited or no exemplification; assessment is likely to be absent or simply to take the form of assertion, with no supporting evidence. [0–4]

**[Total: 20]**



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### Section C

- 7 With reference to an area you have studied, examine the success of strategies to tackle the geographical issues it faces. [25]**

**Indicative content:**

Candidates show knowledge and understanding of a range of strategies designed to tackle the different geographical issues the chosen area faces. These issues could come from either Section A, geographical hazards, (Tectonic, Weather, Hydrological) or Section B, socio-economic issues, (Crime, Health and Disease, Spatial Inequality and Poverty) or from both sections. The area chosen may be at any suitable scale from urban or rural to national or that of a world region. Candidates may examine strategies designed to tackle specific issues, such as cyclone prediction, building standards for earthquakes, crime prevention or disease eradication. The evaluation should consider how successful such strategies have been and may compare the relative success of different strategies, although this is not required by the question.

At lower levels, responses are likely to concentrate on the description of the chosen strategies employed to tackle specific geographical issues, but are likely to lack detailed exemplification. Evaluation of their success is likely to be assertive and lack support from evidence. At higher levels, candidates show detailed knowledge and understanding of a range of strategies to tackle a variety of geographical issues in their chosen area, and evaluate the success of these strategies on the basis of detailed exemplification that is place-specific.

- 8 'The higher the population density the greater the problems associated with geographical issues that areas face.' Discuss the validity of this statement. [25]**

**Indicative content:**

Candidates show knowledge and understanding of the problems associated with geographical issues and use examples to illustrate these problems. These issues could come from either Section A, geographical hazards, (Tectonic, Weather, Hydrological) or Section B, socio-economic issues, (Crime, Health and Disease, Spatial Inequality and Poverty) or from both sections. Evaluation should consider the effects that population density might, and might not, have on such problems. Discussion of the validity of the statement will depend on the issues and contexts chosen. For example, some problems associated with disease, crime and spatial inequality and poverty might be expected to increase with population density because of factors such as contagion, increased opportunity and overcrowding. However, it could be argued that problems might be greater in areas of lower population density because of isolation and poorer access to services, for example.

At lower levels, responses are likely to show some knowledge and understanding on the problems associated with geographical issues, but are likely to lack detailed exemplification. Evaluation of the statement is likely to be assertive and to lack support from evidence. At higher levels, candidates show good understanding of the problems associated with geographical issues and evaluate the role of population density effectively on the basis of detailed exemplification. The significance of other factors may also be recognised at higher levels.

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- 9 'People are more at risk from geographical hazards now than at any time in the past.' How far do you agree? [25]

**Indicative content:**

Candidates show knowledge and understanding of the risks posed by different geographical hazards and the factors that influence such risks, supported by relevant examples. Risk may be examined through potential and actual threat to life, property, livelihood, health and political stability, or may be approached through the primary and secondary effects of hazards. Factors influencing the level of risk might include scale and nature of the hazard, population density, level of economic development, scientific knowledge and the ability to predict and prepare for hazards. Evaluation of the variable nature of risk through time is required and is based firmly on the evidence presented through exemplification. Evaluation might suggest that risk might be greater because of larger numbers of people living in areas at risk, or that risk might be lower because of more knowledge and understanding of hazards allied to greater preparedness and education about how to reduce risk.

At lower levels, responses are likely to show some knowledge and understanding of the risks posed by geographical hazards and the factors influencing such risk. Such responses are likely to contain exemplification limited in detail. Evaluation of the variable nature of risk through time is likely to be assertive and to lack support from evidence. At higher levels, candidates will show thorough knowledge and understanding of the risks posed by geographical hazards and the factors influencing such risk, supported by detailed and relevant exemplification which will be used to evaluate the variable nature of risk through time. At higher levels, candidates might recognise that place as well as time influence the level of risk.