

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

Pre-U Certificate

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

9768 GEOGRAPHY

9768/03

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.

- 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.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9768	03

The Generic Mark Scheme (GMS)

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

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9768	03

Section A

Migration and Urban Change

1 Consider the character and management of different types of international migration. [25]

Indicative content:

The theme of migration is set within a syllabus context of a classification; the typology being identified in terms of scale, direction, motivation, space and time. Candidates may use any examples of international migration (i.e. country to country moves, crossing national borders), such as major streams, refugee flows, economic migration and illegal movements. There may be detailed consideration of two types of migration (or examples of migratory streams) or wider coverage of more than two. Character may be interpreted broadly: responses may include descriptive and explanatory details of such characteristics as who the migrants are; the location of source(s) and destination(s); motivation; constraints and obstacles; and outcomes. Consideration of the element of management may elicit greater analysis and higher order treatment, as beyond what is done to manage such migration. Candidates may consider related issues both national (affecting a single country) and international. The syllabus identifies strategies both to encourage and to restrict international migration, listing immigration controls, international agreements and financial incentives. Clearly there is potential to consider refugee movements and the particular management challenges they present.

At lower levels, candidates may tend to describe the character of international migration more than truly consider it, and may lack attention to its management. At higher levels, diverse exemplar content is likely to be used to support well-developed and reasonably balanced considerations of international migration in both character and management which display a sense of contemporary realities.

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9768	03

2 Assess the effectiveness of attempts to manage the consequences of urbanisation. [25]

Indicative content:

Urbanisation is appropriately defined as the process of concentration of population into urban settlements, from rural ones. Whilst it includes rural-urban migration, it relates to the increase in the overall proportion of population residing in urban areas. The syllabus lists a number of consequences and impacts and the following management initiatives:

- Housing improvements: site and service schemes, upgrading
- Infrastructural improvements: water and sanitation, transport accessibility
- Social improvements: education and health
- Economic improvements: providing work opportunities, self-help schemes
- Environmental protection

The contemporary context in countries at lower levels of development may be taken, so may the experience of highly urbanised countries at higher levels of development, both currently and historically, for example in the 19th century.

The wording of the question requires the effectiveness of the management of at least two consequences to be assessed. Effectiveness may be seen in terms of cost/benefit, outcomes, unforeseen problems, winners/losers, delivery of objectives, amelioration of quality of life, etc. In so large and potentially diverse a subject area, comprehensive responses are not required; there may be focused responses with detailed support from two attempts or initiatives in one urbanised area, such as Nairobi or London, and broader treatments, perhaps thematic, drawing on more diverse examples in less depth.

At lower levels, the approach may be more descriptive of attempts than evaluative. At higher levels, skills of examination will be displayed in the organisation and development of the response, with some structuring of observations, for example in terms of relative effectiveness or varying outcomes for different stakeholders or locations.

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9768	03

Trade, Debt and Aid

3 To what extent do you agree that global capital transfers decrease global disparities? [25]

Indicative content:

The syllabus term *global capital transfers* covers trade, foreign direct investment (FDI) and aid. Global patterns of each of these three elements are a key part of the Specified content. Although the concept of global disparities is not expressly mentioned in the syllabus, here it provides candidates with the filter for assessment in a broad and overarching question. It allows for the expression of evidence-based judgements and an appreciation of change over time. No particular stance is anticipated, however, and more than one interpretation may be taken, for example, that of classical economics, or of supranational bodies, such as the WTO. Although the question is expressly global, it may be considered in its impacts at other scales additionally, for example, as global transfers of countries affect a world region or an individual country.

The assessment is likely to show elements of agreement and disagreement and provide evidence to substantiate the position taken, acknowledging spatial scale and timescale. In so broad an area, diversity may be recognised, for example observing the effects of inward FDI and the emergence of NICs in the new world order; and what may be termed the 'negative' consequences of aid in countries at the lowest levels of development.

At lower levels, candidates may write quite generally and tend to explain, or state a position, rather than assess. The approach taken may be quite narrow in the type of transfer(s) considered or exemplar content. At higher levels, candidates will display a global perspective and provide an assessment which is supported, dynamic and contemporary.

4 Examine the reasons for global patterns of foreign direct investment (FDI). [25]

Indicative content:

Candidates need to establish what the global patterns of FDI are, to a greater or lesser extent, in order to then examine them effectively. Global patterns may be interpreted in a number of ways including spatially, temporally, inward/outward FDI, and involving different donors and recipients. The syllabus identifies "reasons" in two broad areas:

- the benefits for both recipient and donor;
- the role of TNCs and global financial institutions, such as the World Bank and the IMF.

However, candidates may develop other material or to approach this content in a different manner, for example through considering different motives, such as market penetration, the risk factors which deter FDI or features which attract it. One potentially fruitful area is the effects of the global economic downturn: UNCTAD reported that the financial crisis provoked a decrease in FDI of more than 20% between 2007 and 2008, after four years of growth, but that the decreases were not uniform spatially.

Candidates are free to organise and support their responses as they choose. It would be possible, after a global introduction to focus on one location, such as China in terms of inward and outward FDI and global position, or to take a broader and less detailed approach throughout, structuring the response reason by reason, rather than by example.

At lower levels, content may tend towards the narrative with explanation embedded and examination limited. Patterns may be impressionistic or generalised and global perspective weak. At higher levels, skills in weighing and judgement are likely to be observed, in an appropriately global context, perhaps with similarity and diversity recognised and evidenced.

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9768	03

The World of Work

- 5 Consider how the growth of tertiary and quaternary sectors in countries at different levels of development may be explained. [25]**

Indicative content:

Working from robust definitions of *tertiary* and *quaternary* in terms of functions and activities, candidates may use a framework such as Clarke's sector model to identify the relationships between level of development and growth of the two named sectors. It is possible to consider "growth" in different ways; such as in emergence, development, scale, number of businesses/firms, diversity, spatial spread, turnover, employment, etc.

The syllabus identifies countries at a higher level of development and NICs, so countries at lower levels of development may or may not be included. Reasons given for these changes in employment structure include:

- technological development;
- globalisation, TNCs and the new international division of labour (NIDL);
- other economic factors;
- social factors;
- political factors.

Responses may recognise broader explanatory factors shared by many countries, as well as those which are distinctive and context- or culture-specific. To meet the question's demands fully, candidates need to draw on examples from both sectors and from countries at least two different levels of development, although a broader, less detailed, approach may be taken.

At lower levels, candidates may not distinguish between tertiary and quaternary and may offer quite general explanations, such as appealing to economic development. At higher levels, the sectors will be differentiated clearly and an effective explanatory framework developed in two or more dimensions.

- 6 Examine the ways in which labour is exploited and how labour exploitation may be addressed. [25]**

Indicative content:

Labour exploitation is a specific element of the syllabus, as a contemporary issue associated with the global work place. A number of ways in which labour exploitation occurs may be identified, for example in terms of wage rates and wage disparities; health and safety issues in working conditions; female and child labour; labour management; working relationships; etc. Exploitation may be defined technically and legally, e.g. within the EU, as behaviour contravening Article 4 of the Human Rights Act (slavery and forced labour), but 'softer' approaches are valid relating to the unfair treatment and use of a person's labour, usually for personal gain.

The examples taken are likely to be of documented cases or incidents which gained media attention. Some may be generic to outline other scenarios. Candidates may demonstrate that labour exploitation and ways to address it are found in all sectors and in countries at different levels of development. This exploitation may be addressed in a number of ways, including those mentioned in the Specified content relating to the activities of trade unions; legislation of minimum wages; and the recognition of women's rights. Other factors are clearly pertinent, such as child protection, media attention and political representation.

At lower levels, candidates may write in a concerned yet unsubstantiated manner or focus somewhat narrowly, tending to narrate incidents or omit one of the question's demands. At higher levels, candidates will attempt an overview of the topic and offer detailed exemplar content indicative of the nature of labour exploitation in the 21st century and attempts to address it.

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9768	03

Section B

Energy and Mineral Resources

7 Assess the progress made towards sustainable energy production. [25]

Indicative content:

An understanding of sustainable management is one of the Pre-U distinctives of Studying Geography (page 5). Whilst there is no single universally acknowledged definition of sustainable development, the Brundtland Commission definition may be taken, as development which “meets the needs of the present without compromising the ability of future generations to meet their own needs.” Candidates may break this down into its different dimensions: environmentally sustainable, economically sustainable, socially sustainable and politically sustainable.

Candidates may develop any approach to this large topic area that they choose. It is likely that attention will be directed towards the replacement of non-renewable energy resources, which are depleting and pollutive, with renewable sources of energy and the attendant issues. The distinctive contribution and position of nuclear power may be considered within the UK and/or internationally. Progress may be assessed using different criteria and measures, for example, carbon emissions, cost/benefit or overall potential and by considering countries at different levels of development.

At lower levels responses may be conceptually loose and somewhat narrative, tending to report or explain what is happening technologically in the energy sector. At higher levels, sustainability will be the clear focus of an evidence-based assessment.

8 Consider why the pattern of supply of mineral resources changes over time. [25]

Indicative content:

The syllabus covers metallic and non-metallic mineral resources, although both elements are not necessary. The pattern of supply is the distribution of sources of minerals; this may be at different scales; global, world regions, national and internal to a country. Candidates will need to show knowledge and understanding of such changes in the pattern of supply in order to offer effectively reasons why they occur. The syllabus gives a number of factors which influence changes:

- price variations;
- geological conditions;
- levels of economic and technological development;
- the role of foreign direct investment (FDI);
- the cycle of exploitation;
- product cycles.

Candidates may, however, include other factors and range more widely, for example considering resource appraisal and shifts in the geopolitical context. Demand may be relevant in terms of its scale and location, for example China's great current need for minerals.

At lower levels, candidates may write descriptively or by concentrating on one or two aspects, not do justice to the scope of the topic. At higher levels, responses will be dynamic, interactive, and contemporary, demonstrating the complexity of the considerations involved and the realities of the sector.

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9768	03

The Provision of Food

9 Evaluate the sustainability of different approaches to meeting the increasing global demand for food. [25]

Indicative content:

An understanding of sustainable management is one of the Pre-U distinctives of Studying Geography (page 5). Whilst there is no single universally acknowledged definition of sustainable development, the Brundtland Commission definition may be taken, as development which “meets the needs of the present without compromising the ability of future generations to meet their own needs”. Candidates may break this down into its different dimensions: environmentally sustainable, economically sustainable, socially sustainable and politically sustainable.

The syllabus gives global population increase and the mismatch between population distribution and food availability as the context. The phrase “different approaches” can be interpreted in a number of ways, as candidates choose, requiring two or more approaches to be considered. Within the Specified content there is potential to consider:

- intensification and extensification of agriculture;
- the Green Revolution;
- solutions from alternative and intermediate technology;
- replacing subsistence agriculture with commercial agriculture;
- land reform and changes in scale of production;
- fish farming;
- genetically modified (GM) crops;
- food miles.

Candidates may also develop material of their own and consider other initiatives.

At lower levels, candidates may tend to describe approaches and consider sustainably in a limited manner. At higher levels, more nuanced consideration will be given to food production within a 21st century context which is both real and well-informed.

10 Examine the issues involved in the management of marine fish stocks in different parts of the world. [25]

Indicative content:

Candidates, ideally, give some indication of the location of the world’s major marine fish stocks as the introduction to and context for the response. The term *marine* relates to the seas and oceans (saltwater) and not to freshwater bodies. The phrase “issues involved” is permissive to allow candidates to use and develop the material they have in this small defined area of the syllabus. The syllabus identifies the exploitation of marine resources and the depletion of fish stocks as two such issues. Fish farming may be relevant if of marine species or coastal in location, rather than freshwater. The syllabus also gives two management issues which could be examined:

- difficulties inherent in the working of fisheries policies;
- development of larger and more efficient trawlers.

Candidates may also develop their own approaches, for example considering population pressure, dietary shifts, the profit motive, legal and illegal working and the nature of a moving resource within vast international waters.

At lower levels, candidates may recount learned cases without offering much examination of, or clarity about, the issues. The requirement for “different parts of the world” may not be found. At higher levels, the conceptual content in terms of both “issues” and “management” will be foundational and some breadth of perspective achieved.

Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9768	03

Tourism Spaces

11 Assess the success of attempts to make tourism more sustainable. [25]

Indicative content:

An understanding of sustainable management is one of the Pre-U distinctives of Studying Geography (page 5). Whilst there is no single universally acknowledged definition of sustainable development, the Brundtland Commission definition may be taken, as development which “meets the needs of the present without compromising the ability of future generations to meet their own needs.” Candidates may break this down into its different dimensions: environmentally sustainable, economically sustainable, socio-culturally sustainable and politically sustainable.

Different approaches to the relative lack of sustainability in many approaches to tourism may be taken: for example, using the Butler life cycle model, the nature of the holiday product or the acknowledged instability of the sector. There may also be coverage of the impacts of tourism, both positive and negative, on environments, economies, societies and cultures, as a background to the attempts.

The syllabus identifies two main types of attempts to make tourism more sustainable:

- management strategies at different scales;
- sustainable tourism and ecotourism initiatives.

The assessment of success may be pursued in terms of the absence of damaging impacts, the recovery of quality, the maintenance of equilibrium and the addition of positive impacts through tourism, e.g. the empowerment of indigenous people or the a shift from seasonal to year-round employment as markets are diversified.

At lower levels, candidates may describe and explain changes in tourism without assessing their success in more than a limited manner. Conceptual grasp of sustainability may be slight. At higher levels, sustainability will be the clear focus, and skills demonstrated in weighing and judging evidence in different dimensions.

12 Consider why the development of tourism is spatially uneven. [25]

Indicative content:

Logically it would be surprising if the development of tourism was even spatially, even in tourism spaces of limited areal extent such as small islands. The question here invites candidates to construct an explanation of why this is so, based on their understanding of the nature of the product and global tourism patterns. This may be at a number of scales: world, world region, country, tourist coast, individual resort.

The syllabus identifies a number of elements which may be pertinent:

- the core-periphery model;
- the development of enclaves;
- the Butler life cycle model/the decline of tourist areas over time.

To this candidates may add their own observations for example, the attractiveness of different environments, proximity to areas of demand, legislative frameworks, cultural proximity or distance, accessibility, fashion, promotion, political stability/instability, etc.

At lower levels, candidates may tend to describe spatial unevenness and offer broad and generalised explanations, maybe focusing on a small number of characteristics. At higher levels the scope, complexity and dynamism of tourism as a sector will be evident, and the consideration developed in a more integrated manner, combining factors in several dimensions (economic, social, environmental, political).