

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Pre-U Certificate

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## **MARK SCHEME for the May/June 2014 series**

### **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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2014 series for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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 (Levels), the Indicative Content is what it says: some indication of the probable content or possible approaches to, the questions set. Candidates may develop their own approaches to questions. Examiners should not expect to find all the Indicative Content in any one response. Responses may be placed in any GMS Level without fulfilling all the descriptors for that mark band, e.g. where the essay does not lend itself to the use of sketch maps or diagrams. Responses may exhibit characteristics of more than one Level and so examiners use the principle of **best fit** in determining response quality.

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.

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### The Generic Mark Scheme (GMS)

<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 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 or 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, irrelevance
- (text) identification of a case study location or key point
- e.g. example
- NAQ Not Answering the Question
- LTQ Link to the Question (used when content is insufficiently focused on the question)

### 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 often reflect the descriptors in the GMS and/or the Indicative Content.

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. Half marks should not be used. For example:

**L4** Good K and depth of U, diagrams accurate and well-integrated, sound conclusion based on evidence and argument.

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25

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## Section A

### Migration and Urban Change

- 1 To what extent has natural increase been more important than rural-urban migration as a cause of urbanisation? [25]**

#### **Indicative content:**

The question is clearly intended to elicit an evaluative, broad response. The wording would allow responses from a variety of countries at a variety of times (accurate timelining here would be beneficial). Clear and accurate definition of the key terms would be beneficial in the Introduction.

The published content comprises, within the context of “Causes of migration and urbanisation”:

- The relative importance of rural-urban migration and natural increase in urbanisation

Candidates should have a broad (although possibly slightly unbalanced) base on which to offer evidence and judge the validity of the assertion. No particular position is anticipated – it will depend upon the examples used. Hopefully, a variety of contemporary examples backed up by statistical support will be forthcoming. However, a historical comparison of different phases of urbanisation in different parts of the world would also be welcome.

At lower levels, candidates may offer a descriptive account of urbanisation. An unbalanced approach, dominated by the effects of rural-urban migration, may be seen. At higher levels, candidates demonstrate a wide-ranging command of the subject area and the ability to structure a response which is quite balanced and is distinguished by an ability to evaluate.

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**2 Discuss the impact of remittances on donor and recipient areas affected by international migration. [25]**

**Indicative content:**

The question is clearly intended to elicit an evaluative, contemporary response. The wording would allow responses from a variety of countries, and it would be hard to imagine a high level response without. As long as the candidate is clear and consistent, 'donor and recipient' may refer to the remittances or the migrant. Responses must discuss the topic of remittances (which should be accurately defined) and not international migration generally.

The published content comprises, within the context of "Consequences and impacts of international migration":

Economic: employment/unemployment, remuneration and remittances

Candidates are free to develop their own approaches; comprehensive responses are neither possible here nor required, although a 'SEEP' (Social-Economic-Environmental-Political) structure may be profitably used and responses should aim for balance. The topic of remittances crops up in several areas of the syllabus and candidates may profitably offer a synoptic response. Countries 'donating' the remittances may suffer impacts such as wage deflation and anti-migrant sentiment (this must be linked to remittances), whilst benefitting from increasing trade links with the recipient countries. Countries receiving remittances (and their scale in some countries is very significant) will benefit from increased consumption and indirect tax revenues, but suffer from dependency and essential iniquity. 'Favourite' case studies, such as Poles to the UK, may not work well for this question.

At lower levels, candidates may offer some knowledge or understanding, possibly superficial, descriptive and poorly evidenced. At higher levels, candidates demonstrate a command of the subject area, particularly well evidenced and with the ability to structure a response which is quite balanced and evaluative. Such a response is likely to be informed and supported by specific located examples (with statistical support) taken from countries at different levels of development and different parts of the world.

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## Trade, Debt and Aid

- 3 'Fair Trade is ineffective and does little to tackle the negative consequences of global trade'.**

**Examine the validity of this statement.**

**[25]**

### **Indicative content:**

The question is intentionally provocative, demanding a wide-ranging debate. Fair Trade should be accurately defined and a wide range of trade iniquities should be considered.

The published content comprises, within the context of "Patterns of world trade, their consequences and management":

- The role of Fair Trade

The topic of Fair Trade may crop up in several areas of the syllabus and candidates may profitably offer a synoptic response. A useful starting point would be the scale imbalance inherent in the question and the relatively narrow range of products sold through Fair Trade. The negatives of global trade might include the terms of trade, the influence of trade blocs, trade deficits, overdependence on primary products and neo-colonial control. No particular position is anticipated given that the analysis of issues and viewpoints is an integral part of AO3.

At lower levels, candidates may offer some knowledge or understanding without a 'big picture' perspective or the detail and balance that the command word 'Examine' seeks. At higher levels, candidates demonstrate a command of the subject area and the ability to structure a response which is quite balanced, but which comes to a clear view on the statement and is distinguished by a broad discussion of the word 'iniquities'.

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**4 Assess the extent to which Foreign Direct Investment has greater positive than negative impacts. [25]**

**Indicative content:**

This question appears to be narrowly targeted, and yet hidden within it are major issues related to global capital transfers. It is clearly intended to elicit an evaluative, contemporary response. The essay may offer a feast of acronyms (which should be initially stated in their entirety and defined if necessary). FDI is no longer simply a HIC to LIC transfer and responses may cover the rise of NICs and RICs (with clear timelines), including the growing role of BRIC TNCs in many areas of the global economy, including significant inward investment into the UK, e.g. Tata Steel. Positive impacts might include the broad benefits of economic development (theoretical support from models such as that proposed by Rostow might be useful here), whilst negatives might include leakage, lack of tax revenues and vulnerability (particularly at the regional scale) to disinvestment.

The question's summative nature makes many aspects of the Theme valid. The direct published content comprises, within the context of "Patterns of foreign direct investment (FDI), its consequences and management, including the issue of debt":

The impact of foreign direct investment:

- Economic growth and development
- The problem of debt

At lower levels, candidates may offer some knowledge or understanding, possibly unbalanced, descriptive and unclear in terms of the term 'impact'. At higher levels, candidates demonstrate a command of the subject area, particularly the ability to structure a response which is quite balanced (including the 'problem of debt'), wide-ranging and evaluative.



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## The World of Work

- 5 To what extent is there a relationship between variations in employment structure between countries and levels of economic development? [25]**

### Indicative content:

The question is clearly intended to elicit an evaluative, contemporary response. The wording would allow responses from a variety of countries with a temporal and/or spatial approach being valid. Framing the response within the context of the major theories listed below might provide an appropriate structure for this wide-ranging question.

The published content comprises, within the context of “Classification and distribution patterns”:

- Relationships between these variations and levels of economic development
- Theories associated with such variations (such as Rostow, Clarke)

Generally, evidence presented will support the statement. This may take a temporal route (e.g. the UK over the past 250 years) or a spatial one (possibly through an extended discussion of one of the above theories). Exceptions will generally indicate a higher level response, e.g. resource-rich economies such as Canada, Australia and Brazil.

At lower levels, description may dominate the response with limited truly discursive content and minimal spatial context. At higher levels of achievement, candidates provide an insightful discussion of the relationship with a clear evaluative element. Such a response is likely to be informed and supported by specific located examples taken from countries at different levels of development and different parts of the world.

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- 6 Discuss the view that informal employment is a key sector of the labour market in countries at all levels of development. [25]**

**Indicative content:**

This question appears to be narrowly targeted, and yet hidden within it are major issues related to employment structures and candidates must address the word ‘key’ in the question.

The published content comprises, within the context of “Contemporary issues associated with the global work place”:

- Informal sector employment: the causes and effects of its growth in countries at different levels of development.

The command word ‘Discuss’ involves describing and explaining relevant points and building up a balanced argument with supporting detail ‘at all levels of development’. Easily resourced examples might include various industries in Dharavi, Mumbai, the jua kali workshops of Nairobi and East European migrant employment in the UK farming sector, including shellfish.

At lower levels, candidates may offer some knowledge or understanding, possibly unbalanced, descriptive and restricted in terms of diversity of location. At higher levels, candidates demonstrate a command of the subject area, at different levels of development and the ability to structure a response which is quite balanced and evaluative. Such a response is likely to be informed and supported by specific located examples taken from countries at different levels of development and different parts of the world.

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## Section B

### Energy and Mineral Resources

- 7 Discuss the influence of economic and technological factors on the availability of energy and mineral resources. [25]**

#### Indicative content:

The question is clearly intended to elicit a broad response. The wording would allow responses from a variety of countries and a discussion of a wide range of factors, as well as a contemporary and/or historic treatment. The use of the word 'availability' should focus candidates on the element of supply.

The published content comprises, within the context of "Classification":

- The influence of economic and technological factors on the availability of energy and mineral resources

The command word 'Discuss' involves describing and explaining relevant points and building up a balanced discussion with supporting detail 'of energy and mineral resources'. Economic factors could focus on price and the increased extraction of oil, gas and rare earths. Technological factors are closely related and might include the increased demand for certain minerals as well as energy initiatives such as hydraulic fracturing and the development of renewable technologies.

At lower levels, candidates may offer some knowledge or understanding without a 'big picture' perspective. An unbalanced approach, dominated by a limited range of examples, may be seen. At higher levels, candidates demonstrate a command of the subject area and the ability to structure a response which is quite balanced. Such a response is likely to be informed and supported by specific located examples taken from countries at different levels of development and different parts of the world.

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- 8 'Patterns of oil supply and demand have had significant global geographical impacts'.  
Examine the validity of this statement. [25]**

**Indicative content:**

The question appears broad, but actually focuses on a specific part of the syllabus content (see below). Candidates are free to develop their own approaches; comprehensive responses are neither possible here nor required, although a 'SEEP' (Social-Economic-Environmental-Political) structure may be profitably used.

The published content comprises, within the context of "Energy resources: supply and demand:

- Distribution patterns of supply and demand of selected energy resources, including oil"

A wide range of examples may be profitably used. However, a focus on depth rather than breadth may be advisable. These might include:

- Economic development in the Gulf states
- Environmental consequences of bulk oil shipping, e.g. Exxon Valdez
- Environmental consequences of the drive to greater energy security, e.g. Deepwater Horizon, Athabasca tar sands, Arctic exploration
- Geopolitical consequences of HIC oil-dependency, e.g. the Gulf Wars, Libya, Saudi Arabia, Russia and the Ukraine and Iraq
- Rising demand from the BRIC economies, particularly China

At lower levels, candidates may offer some knowledge or understanding without a 'big picture' perspective or the detail and balance that the command word 'Examine' seeks. At higher levels, candidates demonstrate a command of the subject area, at different levels of development and the ability to structure a response which is evaluative. Such a response is likely to be informed and supported by specific located examples taken from countries at different levels of development and different parts of the world.

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## The Provision of Food

### 9 To what extent do global patterns of food consumption have social causes and consequences? [25]

#### Indicative content:

The question is clearly intended to elicit a broad, contemporary response. The wording would allow responses from a variety of countries and a discussion of a wide range of factors. Responses must focus on consumption rather than production. Whilst social causes and consequences should be to the fore, non-social issues are valid bearing in mind the command term “to what extent”. It is expected that candidates will be selective (rather than comprehensive) in their choice of examples.

The published content comprises, within the context of “The demand for food:

Patterns of food consumption (including fish) and the consequences of these with regard to:

- Health, including an understanding that there are geographical and social differences in health that can be linked to diet
- Religion and culture
- The need for food aid
- Ethical considerations (including the growing demand for organic produce; vegetarianism and veganism)”

A wide range of examples may be profitably used. However, a focus on depth rather than breadth may be advisable. These might include:

- The increase and spread of halal food
- The distribution of kosher food
- The ‘Westernisation’ of diet in many MICs, e.g. China and its multiple health and environmental consequences
- Consequences of intense consumption of fish, e.g. Japan and blue-fin tuna supply, whale hunting

At lower levels, candidates may offer a descriptive, unbalanced account. At higher levels, candidates demonstrate a wide-ranging command of the subject area and the ability to structure a response which is quite balanced and is distinguished by an ability to evaluate.

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**10 ‘Subsistence bad, commercial good’. Examine the validity of this slogan in relation to the social, economic and environmental implications of the commercialisation of agriculture.[25]**

**Indicative content:**

The question is intentionally provocative, demanding a wide-ranging and evaluative debate. It appears broad, but actually focuses on a specific part of the syllabus content (see below). Candidates are free to develop their own approaches; comprehensive responses are neither possible here nor required, although a ‘SEEP’ (Social-Economic-Environmental-Political) structure may be profitably used and responses should aim for balance.

The published content comprises, within the context of “The supply of food in the wider world”:

- The pressure to replace subsistence agriculture with cash crop production and the social, economic and environmental implications of the commercialisation of agriculture

Food insecurity in the 20<sup>th</sup> century was tackled aggressively and successfully in a number of countries. However, the steps taken and required quickly revealed a number of negative repercussions. The rising support for ‘localism’ in food production (in countries at all stages of development) and other reactions against large-scale commercial farming may be profitably evaluated. In this context, a broad definition of ‘subsistence’ might be profitably adopted. Discussion of ‘wild’ fishing is not valid.

At lower levels, candidates may offer some knowledge or understanding without a ‘big picture’ perspective or the detail and balance that the command word ‘Examine’ seeks. At higher levels, candidates demonstrate a command of the subject area, at different levels of development and the ability to structure a response which is quite balanced and evaluative. Such a response is likely to be informed and supported by specific located examples taken from countries at different levels of development and different parts of the world.

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## Tourism Spaces

- 11 'Tourism remains an industry whose importance to economic development is consistently underestimated'. Examine the validity of this statement. [25]

### Indicative content:

The question is intentionally provocative, demanding a wide-ranging debate. Indeed, many of the major issues arising from the whole Pre-U syllabus may be profitably included, particularly from the Paper 1 topic 'Spatial Inequalities & Poverty'. The question's summative nature makes many aspects of the Theme valid. It is expected that candidates will be selective (rather than comprehensive) in their choice of examples.

No particular position is anticipated given that the analysis of issues and viewpoints is an integral part of AO3. A wide range of examples may be profitably used. However, a focus on depth (supported by detailed evidence) rather than breadth may be advisable. Examples might include:

- Small Island States, e.g. Barbados, Antigua
- Dependent tourist economies, e.g. The Gambia, Dominican Republic
- Local 'peripheral' economies in HICs, e.g. Cornwall, Pembrokeshire
- Areas suffering fluctuations in demand, e.g. Egypt, Bali, Kenya

Even in these tourism spaces, the share of GNI from tourism can be relatively low. Candidates may examine why this is so and why it is not more important (e.g. leakage, seasonality). On the contrary, tourism is economically vital to many places, often demonstrated by its vulnerability to external 'shocks' (physical and human).

At lower levels, candidates may offer some knowledge or understanding without a 'big picture' perspective or the detail that the command word 'Examine' seeks. An unbalanced approach, dominated by a limited range of examples, may be seen. At higher levels, candidates demonstrate a command of the subject area and the ability to structure a response which is quite balanced and is distinguished by a broad discussion of the issues. Such a response is likely to be informed and supported by specific located examples taken from countries at different levels of development and different parts of the world (with statistical support).

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**12 Discuss the factors influencing the level of environmental impacts created in tourism spaces. [25]**

**Indicative content:**

The question appears relatively broad, but actually focuses on a specific part of the syllabus content (see below). It is expected that candidates will be selective (rather than comprehensive) in their choice of examples.

The published content comprises, within the context of “Environmental issues and management in tourism spaces:

The factors influencing the level of environmental impact:

- Scale of tourism/number of tourists
- Nature of the tourist activity
- Fragility of the local environment or ecosystem
- Local community perceptions of the value of the environment
- Management strategies in place

The command word ‘Discuss’ involves describing and explaining relevant points and building up a balanced argument with supporting detail at all levels of development. A classification of factors should dominate rather than a description of impacts. A wide range of examples may be profitably used. However, a focus on depth rather than breadth may be advisable. Examples might include:

- Honeypot areas, e.g. Edale, Dovedale, Lake Windermere
- 1960s mass tourism, e.g. Sitges, Benidorm
- Protection, e.g. Menorca Biosphere Reserve
- Small-scale examples of environmental threat and management, e.g. Studland, Dorset
- Carbon footprint of increasing air travel
- Environmental footprint of increasing cruise ship tourism

At lower levels, candidates may offer some knowledge or understanding, possibly narrow (e.g. management only), descriptive and weakly categorised. At higher levels, candidates demonstrate a command of the subject area, particularly the ability to structure a response which is quite balanced and evaluative. Such a response is likely to be informed and supported by specific located examples taken from countries at different levels of development and different parts of the world.