

MARK SCHEME for the October/November 2006 question paper

9696 GEOGRAPHY

9696/03

Paper 3, maximum raw mark 50

This mark scheme is published as an aid to teachers and students, 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.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

The grade thresholds for various grades are published in the report on the examination for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses.

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

CIE is publishing the mark schemes for the October/November 2006 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 2	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL - OCT/NOV 2006	9696	3

Production, location and change

1. (a) Fig. 1 shows some of the causes of soil erosion in Tanzania, an LEDC in East Africa.

- (i) Give the meaning of the term *soil erosion* and explain why soil erosion concerns farmers.

soil erosion is the loss, removal or wearing away 1 of (top) soil, by the agents wind and water, or by agents e.g. water, or similar 1 2

it is a **concern** to farmers because it is irreversible, reduces soil fertility by exposing lower layers and reduces agricultural potential/crop output. In the extreme it leads to hunger, emigration, bankruptcy etc.

Accept the alternative meaning of the verb **concerns** as 'involves'. 3

5

- (ii) Using examples, describe and explain how soil erosion may be minimised in either arable farming or pastoral farming.

general factors include education of farmers, agricultural extension, reducing population pressure, land reform, challenging traditional ways, encouraging long-term goals rather than short-term ones etc.

specific **arable** practices include water control, cover cropping, inter-cropping, contour ploughing, zero tillage, leaving tree stumps in ground, increasing humus content by ploughing in a green crop or compost, other:

specific **pastoral** practices include effective paddocking, reducing overstocking, ensuring water for grass e.g. by borehole, challenging traditional attitudes to number and quality of stock, other:

For a response where the examples are general, **max. 3**
If both arable and pastoral, mark both and credit the better.

5

- (b) Assess the importance of the government's role in bringing agricultural change to one country you have studied.

The management of agricultural change is one of the four syllabus topics. The phrase **agricultural change** should be taken flexibly to allow candidates to use the examples they have (land reform intensification, commercialisation etc).

The **government's role** needs unpacking (finance, information, training, trade agreements, marketing etc) and other factors need considering e.g. the role of individual farmers, profit motivation, population pressure stimulating food production or other local factors relevant to the chosen example.

Candidates will probably:

- L3** Structure the response as an assessment, basing it in detailed knowledge of one or more aspects of agricultural change in the chosen country. Show good understanding of the government's role and of at least one other factor. Produce a balanced and perceptive attempt.

[12-15]

- L2** Have satisfactory knowledge of this topic and a suitable example, but provide an assessment of the government's role which, whilst sound, is not developed in detail or breadth, perhaps ignoring other factors. May not integrate the content and the assessment.

[7-11]

- L1** Produce an answer which is descriptive in character making little or no assessment. Make a few observations about the government role but have limited knowledge of the chosen country. Basic and fragmentary responses remain in L1.

[0-6]

Total: 25

Page 3	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL - OCT/NOV 2006	9696	3

2. (a) (i) Give the meaning of the term *the informal sector of industry*.

not formal manufacture/services; unofficial employment; may be outside the law, beyond company registration, outside the tax system; people find or create their own work; lack of formal qualifications, contracts, premises etc.

(ii) Describe the location and character of one example of informal manufacturing you have studied.

May be a sector e.g. Kenya's Jua kali or a single case, location may be very specific e.g. "the corner of Market Road and the main highway" or generic e.g. peripheral, squatter zone, nodal, zone in transition etc.

Character may overlap with (i) and will depend on the example, expect to see precarious, creative, dynamic, hand-to-mouth, producing everyday needs at affordable prices, recycling and recovering materials, using whole family labour etc.

Suggest credit (i) and (ii) flexibly, from **2/8** to **5/5** depending on the candidate's approach and weighting.

10

(b) Assess the possible advantages and disadvantages in LEDCs of seeking industrial growth through developing the informal sector.

Because of difficulties with other aspects of industrial policy and the high percentage of people involved in the informal sector in some countries, there is growing recognition by governments of the sector's potential. Many are now recognising the informal sector and no longer acting against it, even offering training, basic premises, grants, protection under law etc. One advantage to governments is that limited finances can achieve much, another is that it may be well-received by voters.

The sector's potential for economic growth is limited (small-scale, subsistent, low turnover, local etc) compared to the formal sector e.g. nationalised industry or TNCs. Many individuals and families are advantaged by raising their standards of living etc and may use informal experience as a leg-up into formal industrial employment.

Candidates will probably:

- L3** Develop a clear and reasonably balanced assessment of seeking industrial growth through the informal sector, recognising advantages and disadvantages both for the country and for the individual. Show good knowledge of the informal sector in at least one country. **[12-15]**
- L2** Make a reasonable attempt at assessing the informal sector but one which may show limited appreciation of advantages or disadvantages and/or be restricted to one scale e.g. the national or the individual. Have sound general knowledge but lack detailed exemplar support. **[7-11]**
- L1** Offer only a few basic observations in a description, maybe listing one or two advantages and disadvantages without further assessment. Receive credit for knowledge shown but lack sufficiently wide understanding and/or an effective approach to the issue. **[0-6]**

Total: 25

Page 4	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL - OCT/NOV 2006	9696	3

Environmental management

3. (a) Fig. 2 gives the results of research into why wind power plants fail in Germany, an MEDC in Europe.

(i) Identify the main cause of the failure of wind power plants, supporting your answer with data from Fig. 2. component failure, 30% (both) 1

(ii) Describe and explain the ways in which weather conditions caused wind power plant failure, according to this research.

- high wind 7%, greater wind speed than design or system can cope with
- lightning 6%, tall installations attract it and get damaged by discharge
- icing 2%, in cold climates or winter, below freezing moisture turns to ice and the weight impairs rotation or damages the turbine

Credit **describe 2/1** and **explain 3/4**. For two weather conditions max. 4

5

(iii) In two thirds of the cases of failure, electricity production stopped completely. Suggest what the consequences might be for the producers of wind power.

negative economic **consequences** are the most serious (loss of income, extra cost to repair, reduced profit margin, loss of consumer confidence etc) there are organisational ones too e.g. need to send out repair teams. The astute may identify one or more positives e.g. R&D into improved designs of turbines/control system or stimulus to improve maintenance.

4

(b) To what extent has one scheme to supply electrical energy which you have studied been successful?

Encouraging the specific use of a detailed **scheme** from a major HEP project to small-scale solar panels in a village. It may involve both the installation and the network. How **successful** it is may be assessed in the dimensions social, economic, political and environmental. It could be seen in terms of output, efficiency, pollution, votes won, number of people/industries served and the impacts for them in terms of standard of living, daily life, productivity etc.

Candidates will probably:

L3 Provide a perceptive assessment of success founded on detailed knowledge of the chosen scheme, considering what has/has not been achieved. Develop an answer in two or more dimensions and at more than one scale (the individual, the community, the authorities etc). **[12-15]**

L2 Develop a sound but partial response, which may describe the chosen scheme and then offer an assessment of success. Show good to fair knowledge and understanding but lack depth and/or development, perhaps focusing on one particular dimension or scale. For a general answer on one country, but with assessment, max. 8. **[7-11]**

L1 Have a little knowledge of a scheme or produce a rather general answer, not convincingly specific or located. Show basic understanding of what was achieved but make little clear assessment. Offer an answer which is fragmentary, in note form or quite irrelevant. **[0-6]**

Total: 25

Page 5	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL - OCT/NOV 2006	9696	3

4. (a) **Describe and explain one attempt to tackle pollution at the local scale which was a comparative failure and one attempt which was a comparative success.**

Much will depend on the examples chosen, they may integrated different forms of **pollution** (land, air, water) for a locality such as a shanty town or take a specific case, project or scheme e.g. educating children, a recycling initiative, introduction of a new fuel, one industry cleaning up its act etc.

Suggest credit **5/5** using **6/4** and **4/6** if more appropriate given length and development. Candidates should both **describe and explain** but the weight of credit is for the explanation of **failure** and **success**. Whilst there is no need to compare the two, this kind of structure may be an indicator of answer quality.

10

- (b) **Some governments now force those who cause pollution to pay for removing the contamination and making good the damage.**

Why is this 'polluter pays' strategy unlikely to work in many cases?

polluter pays is not a syllabus concept but does come through in candidates' work. Many come from places where it is unlikely to work (and/or know **cases**) which should help to make the question, if unfamiliar, accessible.

The explanation may be in the following dimensions:

- social e.g. originators unclear/population pressure
- economic e.g. lack of finance to monitor, non-payment of fines
- environmental e.g. multiple originators, cross-border transfers
- political e.g. other priorities, corruption

Candidates may also point out issues of spatial scale, time scale, evidence or proof and organisation. Another approach takes one or more **cases**.

Candidates will probably:

- L3** Develop a perceptive and realistic explanation of why the strategy may not work, in two or more dimensions. Either support the work with diverse and quite detailed examples or consider two or more cases in some depth and structure the account well. **[12-15]**
- L2** Produce a sound, relevant but limited explanation, which may be dominated by one dimension (probably economic). Demonstrate fair to good knowledge of suitable examples or cover one case in detail. Organise the response quite well. **[7-11]**
- L1** Make a few basic observations about the strategy but lack the knowledge or understanding to develop the answer much. Use few examples or produce a general account, structure the answer poorly. Superficial, fragmentary and misconceived explanations remain in this level. **[0-6]**

Total: 25

Page 6	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL - OCT/NOV 2006	9696	3

Global interdependence

5. (a) (i) Give the meaning of the term *invisible exports*.

the sale of services **1** to overseas/foreign customers **1** (can't be seen/touched), no credit for examples here

2

(ii) Describe the nature and explain the importance of the invisible exports from one country you have studied.

An opportunity to use tourism material under trade, if spotted. Candidates may use whatever example they have, although a response on, say, Japan, will clearly be substantially different from one on an LEDC.

The importance is likely to relate to the balance of payments but also resource maximisation, global markets, employment, development etc.

Mark integrally on overall quality, **describe/explain**.

For a general answer, max. 3.

8

(b) How helpful is an awareness of former colonial ties in understanding international trading patterns today?

No particular direction of response is anticipated, a candidate's perspective depending, in part on where they live and what they have studied. There may be robust refuting e.g. in relation to USA or a trade bloc such as the EU, or a careful analysis based on the experience of one former colony (probably of Britain's) and its post-colonial history.

Candidates will probably:

L3 Develop a perceptive assessment of the concept of colonial ties either in a wide-ranging manner or by considering the experience of one or more countries in good detail. Have a strong grasp of other contributory factors. Structure the response well.

[12-15]

L2 Make a sound response which may be good in parts but which is limited in knowledge basis and/or understanding of colonial ties and/or other factors. Offer a partial assessment or perhaps assess separately after description.

[7-11]

L1 Make a superficial answer consisting of a few simple descriptive points, which may be general or seem unconnected. Show limited grasp of colonial ties and maybe ignore the role of other factors. Offer fragments or just notes.

[0-6]

Total: 25

Page 7	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL - OCT/NOV 2006	9696	3

6. (a) **Study Table 1, which gives information about the top 10 countries in Africa by tourism earnings in 2002. Fig. 3 shows the countries' locations.**

No specific knowledge of Africa is expected, and candidates' more general knowledge e.g. of the Kenyan safari industry, may not help much. Clearly candidates from African centres may be advantaged by their studies and in marking we should be aware of this. Full marks can be achieved by the careful interpretation of the resources and wider geographical understanding of the sector.

How may the domination of the market for tourism in Africa by just four countries be explained?

The four are: Egypt, South Africa, Morocco and Tunisia (total 71.4%).

Potent mixture of factors, both positive and negative, usually seen as demand factors e.g. types of holiday experience desired or fashionable destinations; supply factors e.g. marketing, environments, climate; and facilitating factors e.g. transport, media, distance from main markets etc.

Candidates may legitimately also touch on why the rest of Africa finds it hard to compete or to supply tourist services at all (the 29 countries for which data is available, but which are not shown, together contributed just 13.2%).

Such **domination** works so that "success breeds success", countries work to maintain their positions and the top destinations remain the most talked about, better known, well-reported etc. Note the stability in ranks from 1998 and the statistical break between Tunisia (4) and Mauritius (5) making the top four apparently unassailable.

Whilst this is not a question on Butler's life cycle model, the model may have relevance if applied carefully.

Mark on impression, looking for a range of factors and supportive detail.

10

- (b) **Evaluate the ways in which income from tourism has been used in one or more countries you have studied.**

No restriction on scale here, to allow the candidates to use the example(s) they have (local, sectoral, national). Clearly eco-tourism would provide an interesting case with its local emphases. Whilst MEDCs are acceptable, LEDC-based responses appear more likely and may have more potential.

On the one hand, candidates may have concerns about leakage and expenditure on tourism taking a high proportion of income from tourism e.g. purchase of foreign foods and drink demanded; about the nature of the economic and political situation e.g. debt repayments, corruption, prestige projects or about the re-investment of income in the sector (little or no direct benefit to local people).

On the other hand, candidates may see positive investment in other sectors e.g. health, education, transport infrastructure and in environmental protection for environments used, damaged even, by tourists.

The command **evaluate** asks candidates to consider the values behind the ways income is used and any observations on relative merit or on the way that different groups of people are advantaged or disadvantaged are particularly creditable.

Page 8	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL - OCT/NOV 2006	9696	3

Candidates will probably:

- L3** Provide a perceptive evaluation of the ways in which income from tourism has been or is used, either by considering two or more ways in good detail or by providing a strong overview of the topic as a whole, supported by a range of examples. Question effectively the merits of the spending decisions or projects. Structure the response well. **[12-15]**
- L2** Make a sound response which may be good in parts, demonstrate satisfactory to good knowledge of the uses of tourism income and understanding of the context(s) involved. Offer an evaluation which is limited either in depth or in development or both and which may not be integrated with the text. For a response on one "way" only max.10. **[7-11]**
- L1** Offer a simple answer which is descriptive rather than evaluative in basic character but which may have a touch of evaluative comment. Show a little knowledge and understanding of the issue, although one or both may be general. Misconceived, fragmentary and note-form responses remain in this level. **[0-6]**
- Total: 25**

Page 9	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL - OCT/NOV 2006	9696	3

Economic transition

7. (a) Fig. 4 shows the sector model of economic development.

Describe and explain the stages of economic development reached, (i) at time t_1 , and, (ii) at time t_4 , according to this model. Support your answer with examples.

Clarke and Fisher's model, simplified, originally in six stages. Some candidates may use Rostowian terms (the traditional society, the age of high mass consumption), although other terms, such as pre-industrial and mature economy, are acceptable. 'LEDC' and 'MEDC' should be treated with caution.

- t_1** 80% primary sector employment, mainly subsistence agriculture, little realisation of resource potential; 20% in other sectors e.g. basic service employment – a man with a cart, a traditional midwife, a priest and in secondary sector e.g. craft production, blacksmith etc. Found in some of the world's poorest countries today and in others historically.
- t_4** approx. share: primary 12%, tertiary 48%, quaternary 30%, secondary 10% end of final stage, a mature developed economy, country now service-oriented and export-based, quaternary (high-tech, consultancy, R&D, IT etc). Reached by very few – if any - nations yet, as secondary sector so small. Assisted by global shift of secondary sector to other countries.

Suggest credit each **5** marks, allowing **6/4** or **4/6** exceptionally.

10

(b) With reference to the development policy of one country you have studied, outline the government's priorities and assess what has already been achieved.

The syllabus allows the study of policy at the national scale, with respect to world development, or regionally within a country. A rather different kind of response will be developed depending on which scale is taken but in both a sense of **priorities** and **what has** (and has not) **been achieved** should emerge. The approach to **priorities** may be descriptive given the command word **outline** but the achievement needs to be reasoned and assessed. Whilst **development policy** may be social (including population) and economic, the latter is likely to dominate most accounts.

Candidates will probably:

- L3** Demonstrate clear and mature understanding of development priorities for the chosen country and show detailed policy knowledge. Provide a well-reasoned assessment of the outcomes of at least two priorities (or two initiatives relating to one) and structure the response well. **[12-15]**
- L2** Show sound understanding of a country's development, which may be good in parts. Have fair knowledge of development policy but maybe a limited sense or understanding of priorities. Provide some assessment but lack the material or the skills or both to develop it more fully. **[7-11]**
- L1** Offer a simple or quite general outline of development for the chosen country which may have little sense of policy or of priorities. Make a basic assessment or, at the lower end, none at all. **[0-6]**

Total: 25

Page 10	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL - OCT/NOV 2006	9696	3

8. (a) Fig. 5 shows the core-periphery model applied to Japan, an MEDC in Asia, in 1998.

(i) Using Fig. 5, describe Japan's core region.

called the Pacific belt/a linear form (reserve 1); east-west orientation; in south of country; four metropolitan nodes (reserve 1); including Tokyo the capital; stretches across three of the main islands.

Credit any two points and the two reserved ones. 4

(ii) Give the meaning of the term *backwash effects*.

Movement from periphery to core (on diagram) of resources: raw materials, food, labour, capital. 2

(iii) Explain briefly one successful attempt to reduce backwash effects which you have studied.

Likely to involve initiative or investment in the periphery. Mark the explanation on merit as more understanding of backwash effects may emerge here. 4

10

(b) How may the continuing dominance of core regions be explained? Support your answer with examples you have studied.

The key words are **continuing dominance** although candidates may explain the development of the core first. A number of approaches are possible, pursuing core-periphery ideas e.g. the strength of backwash, the nature of the core, limited spread effects; introducing cumulative causation or considering attempts to develop secondary cores or reduce spatial disparities. Whilst a 'big picture' account is possible, one based on a single example seems more likely.

Candidates will probably:

L3 Develop an effective explanation of the continuing dominance of cores, either by mature overview or by example, applying one example in detail, making reference to at least one other. Show a high level of conceptual understanding; structure the response well. [12-15]

L2 Make an answer which is sound overall and fair to good in quality. Show limitations of knowledge and/or understanding such that the explanation given remains partial in depth and/or development. [7-11]

L1 Offer an answer which is more descriptive of core regions (and their development?) than explanatory of their continuing dominance; which lacks explanatory vigour or which is incomplete. Fragments, notes and misconceived responses remain in this level. [0-6]

Total: 25