MARK SCHEME for the May/June 2015 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 2015 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

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 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. 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.

The Generic Mark Scheme (GMS)

Level	Marks	Assessment criteria
5	**22–25**	• 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 geog raphical 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**	• 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 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**	• 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**	• 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 or 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**	• 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

Section A

Migration and Urban Change

1 **Examine the factors that influence patterns of commuting and seasonal population movements.** **[25]**

Indicative content:

The question is intended to elicit an evaluative, contemporary response, although more historic examples should be credited. The wording would allow responses from a variety of countries (and indeed will need to do so in order to access the higher Levels). A wide range of locations would be creditworthy. The syllabus context is "Types of population movements:

- Temporal: daily and weekly commuting, seasonal"

It is likely that seasonal migration will focus primarily on agricultural workers (e.g. to California or East Anglia), but may also include movements such as nomadism and transhumance. Commuting patterns may be similarly wide-ranging and introduce processes such as counter-urbanisation. A clear factoral classification structure may prove beneficial, e.g. social, economic, environmental and political.

At lower levels, candidates may offer some knowledge or understanding without a balanced approach, which is likely to be dominated by a narrow range of factors or the detail 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 balanced and examines a range of factors. Such a response is likely to be informed and supported by specific located examples.

2 **Compare and contrast the trends of urbanisation between countries at different levels of development.** **[25]**

Indicative content:

The question tests an explicit and fairly narrow part of the topic, but one which may elicit a broad range of responses. It is likely to bring many historic accounts and these will be highly creditable, particularly if they have an accurate timeline comparison and give a clear trend. However, a contemporary element giving clear 21st century patterns will be very welcome. The syllabus context is "Urbanisation and counter-urbanisation and their definition:

- Global patterns
- Contrasts in urbanisation between countries at different levels of development"

It is likely that classic HIC/LIC distinctions will be most common, but variations between HICs and between LICs in different parts of the world would be welcomed, as would urbanisation trends in NICs and RICs. Comparisons may include the rate of urbanisation and the relative importance of rural-urban migration and natural increase. Contrasts may include the role of industrialisation, the timescale of urbanisation and the role of job creation as a pull factor.

At lower levels, candidates may offer some knowledge or understanding, possibly descriptive and restricted in terms of balance with an emphasis on patterns or trends. At higher levels, candidates demonstrate a command of the subject area 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 examples (ideally contemporary) taken from countries at different levels of development and different parts of the world.

Trade, Debt and Aid

3 **'Trade is inevitably exploitative.'**

To what extent do you agree with this statement? **[25]**

Indicative content:

The question appears broad, but actually focuses on a specific part of the syllabus content (see below). It should elicit a broad range of responses. As a geographical response, clearly the spatial dimension needs to be paramount. The syllabus context is "Patterns of world trade, their consequences and management:

- Patterns of world trade
    - Major importers and exporters of raw materials; commodities, manufactured products, services, hi-tech goods
    - Global trade balances
- Changing patterns of world trade since 1900
    - Colonial and neo-colonial patterns
    - The rise of newly industrialised countries (NICs)
    - Terms of trade
    - The changing importance and nature of goods being traded
- Factors responsible for patterns of world trade
    - The principle of comparative advantage
    - Levels of economic development
    - The influence of trade blocs, protectionism, the World Trade Organisation (WTO)
- The benefits and problems of trade for exporters and importers
    - Balance of payments and trade deficits/surpluses
    - The significance of foreign currency
    - Overdependence on primary products
    - Neo-colonial control and trade as a political weapon
- The management of global trade
    - WTO and GATT (General Agreement on Tariffs and Trade)
    - The role of Fair Trade"

Candidates are free to develop their own approaches to so open a question and should select their most relevant and convincing examples from any of the areas given above. Depth allied with moderate breadth would be most welcomed.

At lower levels, candidates may tend to describe trade and give an unbalanced account. At higher levels, a truly discursive approach that features a number of ways in which trade is (or is not) exploitative and the use of a wide range of exemplar content are likely to distinguish the responses.

4 **Assess the relative importance of governments and non-governmental organisations (NGOs) in giving aid.** **[25]**

Indicative content:

The question tests an explicit and fairly narrow part of the topic, but one which may elicit a broad range of responses. The syllabus context is "The global pattern of aid:

- Major donors, major recipients and reasons aid is given to specific countries/projects
- The role of international institutions, governments and NGOs (non-governmental organisations) in giving aid."

Candidates are free to develop their own approaches to this question from the areas given above. A discussion about multi-lateral and bilateral aid might be expected, plus consideration of the '0.7% target' (and recent political debates about the maintenance or increase in ODA at a time of economic crisis). The effectiveness of government and NGO-directed aid may be assessed, as well as bottom-up and top-down initiatives.

At lower levels, candidates may offer some knowledge or understanding without the balance that the command word 'Assess' seeks. At higher levels, candidates demonstrate a command of the subject area and the ability to structure a response which is clearly spatial and is distinguished by a broad discussion of the issues allied to a clear assessment of the relative importance of these two donors. Such a response is likely to be informed and supported by specific located examples.

The World of Work

5 **'The classification of employment into primary, secondary and tertiary sectors is increasingly redundant.'**

Discuss the validity of this statement.   **[25]**

Indicative content:

This question appears to be narrowly targeted, and yet hidden within it are major issues of employment change, which should elicit a wide-ranging debate. The syllabus context is "The classification of employment into primary, secondary, tertiary and quaternary sectors and the differences between these sectors."

Candidates are free to develop their own approaches; comprehensive responses are neither possible here nor required. Depth is preferred over breadth. Discussion may include the pros and cons of the 'standard' classification. Employment structure varies spatially and temporally mainly because of economic development. The syllabus content names two theories: Rostow and Clarke, and a discussion of these may provide a useful framework. The obvious omission in the question is Fisher's addition of the quaternary sector to Clarke's earlier work.

At lower levels, candidates may tend to describe employment structure classification and give an unbalanced account. At higher levels, a truly discursive approach that includes a contemporary discussion and the use of a wide range of exemplar content are likely to distinguish the responses.

6 **Examine the factors that influence the distribution patterns of migrant labour at both international and national scales.** **[25]**

Indicative content:

The question tests an explicit and fairly narrow part of the topic. As a geographical response, clearly the spatial dimension needs to be paramount. The syllabus context is "The distribution patterns of migrant labour at both international and national scales" and "The reasons for these distribution patterns:

- Unskilled/Skilled/Seasonal/Long-term and short-term migrant labour flows
- Push and pull factors
- The role of governments in encouraging and restricting migration"

Candidates are free to develop their own approaches; comprehensive responses are neither possible here nor required, and they should select their most relevant and convincing examples from any of the areas given above. Depth allied with moderate breadth would be most welcomed.

At lower levels, candidates may offer some knowledge or understanding without a clear pattern perspective, with responses characterised by a narrow range of factors or the omission of the detail 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 clearly spatial and is distinguished by a broad discussion of the issues. Such a response is likely to be informed and supported by specific located examples.

Section B

Energy and Mineral Resources

7   Evaluate the different ways of classifying energy and mineral resources.   [25]

Indicative content:

This question appears to be narrowly targeted, and yet hidden within it are major issues of mineral and energy resources, which should elicit a wide-ranging debate. The syllabus context is "Classification:

- Metallic and non-metallic mineral resources
- Renewable and non-renewable resources, finite and infinite resources
- Flow resources
- Non-renewable resources in terms of stocks and reserves
- The resource continuum."

Candidates may consider which of these classificatory criteria is best for understanding these resources, for example, the most helpful, the easiest to apply, the most accessible or the best fit to 21st century reality, etc. It would be possible, after a brief survey, to consider the classification which is chosen as the best in some detail, or to range more widely to demonstrate how a number of classifications have spatial attributes or how they can be applied spatially. Candidates are free to develop their own approaches; comprehensive responses are neither possible here nor required. Depth is preferred over breadth.

At lower levels, responses may have the character of a developed list, showing knowledge of classification with a little analysis of its use spatially and some application to the real world. At higher levels, a truly discursive approach that includes a contemporary discussion and the use of a wide range of exemplar content are likely to distinguish the responses.

8   'International commodity organisations are becoming less influential in the management of energy and mineral resources.'

Discuss the validity of this statement. [25]

Indicative content:

The question tests an explicit and fairly narrow part of the topic, but one which may elicit a broad range of responses. The syllabus context is "Managing energy and mineral resource exploitation at different scales:

* International commodity organisations, such as OPEC."

Candidates are free to develop their own approaches; comprehensive responses are neither possible here nor required and they should select their most relevant and convincing examples from any of the areas given above. Depth allied with moderate breadth would be most welcomed. At the beginning of the 21st century, in many respects, the global pattern of energy and mineral resources' supply and demand is much more complex, fragmented and often localised than a generation before. For example, cartels such as OPEC are not able to dominate a market as they once did, e.g. US energy security has been dramatically changed through the exploitation of shale gas. On the other hand, some suppliers (Russian gas, French nuclear technology) still wield significant economic and political influence (e.g. the Crimea crisis in the Ukraine in March 2014). Some discussion of the impact of economic globalisation on this issue may be profitably introduced, particularly rising demand from NICs and RICs, e.g. China's recent dominance of commodity markets.

At lower levels, candidates may offer some knowledge or understanding, possibly unbalanced, descriptive and restricted in terms of scope, particularly the treatment of the key word 'influential' and a broad discussion of only OPEC. At higher levels, candidates demonstrate a command of the subject area (including international commodity organisations other than OPEC) and the ability to structure a response which is quite balanced and evaluative with a clear assessment of the word 'influential'. 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.

The Provision of Food

9 **Examine the factors that influence the location of major marine fish stocks and fish farming.** **[25]**

Indicative content:

The syllabus context is "Classification and distribution patterns:

- The location of major marine fish stocks and the reasons for their location
- The location of fish farming and reasons for its location."

Candidates are free to develop their own approaches; comprehensive responses are neither possible here nor required, and they should select their most relevant and convincing examples from any of the areas given above. Depth allied with moderate breadth would be most welcomed. Essentially, this is a 'describe and explain' question, with wild fish stocks largely controlled by physical factors (nutrient supply related to ocean currents, e.g. the Peruvian, Labrador or Benguela) and fish farming by human (the pattern of supply and demand, including key elements of globalisation, e.g. salmon in Scotland or Thai prawns).

At lower levels, candidates may offer some knowledge or understanding without a balanced approach, which is likely to be dominated by a narrow range of factors or the detail 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 balanced and examines a range of factors. Such a response is likely to be informed and supported by specific located examples.

10 **'Environmental issues are becoming the main determinant of food supply.'**

Discuss the validity of this statement. **[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 indeed will need to do so in order to access the higher Levels). Indeed, a wide range of locations would be creditworthy. The syllabus context is "Issues of food supply in the 21st century, such as:

- Environmental issues, such as the loss of tropical forests and mangroves, the introduction of monocultures, tropical prawn fisheries, air transport and food miles, the potential impact of global climate change on food production"

Candidates are free to develop their own approaches; comprehensive responses are neither possible here nor required. Depth is preferred over breadth. Environmental issues may not be limited to those listed in the syllabus (above) and may be wide-ranging and diverse. For example, it could be argued that water supply will be a main determinant of 21st century food supply at a variety of scales. Clearly, candidates may argue that ethical, economic or political issues may be more significant.

At lower levels, candidates may offer some knowledge or understanding, possibly unbalanced and descriptive. At higher levels, a truly discursive approach that includes a contemporary discussion (and a clear assessment of the validity of the statement) and the use of a wide range of exemplar content are likely to distinguish the responses.

Tourism Spaces

11 Discuss the view that tourism, recreation and leisure are terms which are becoming increasingly irrelevant in the study of tourism spaces. **[25]**

Indicative content:

This question appears to be narrowly targeted, and yet hidden within it are major issues of contemporary tourism spaces, which should elicit a wide-ranging debate. The syllabus context is "Classification:

- The definitions of tourism, recreation and leisure"

Candidates are free to develop their own approaches; comprehensive responses are neither possible here nor required. Depth is preferred over breadth. Discussion may include the pros and cons of the 'standard' classifications/definitions. Candidates should recognise that the lines between tourism, recreation and leisure are becoming increasingly blurred as such activities become more fragmented or intertwined. Indeed, such definitions may be quite unhelpful and candidates may seek to suggest alternatives.

At lower levels, candidates may tend to describe the classification/definitions and give an unbalanced account. At higher levels, a truly discursive approach that includes a contemporary discussion and the use of a wide range of exemplar content are likely to distinguish the responses.

12 **'The Butler life cycle model is of little value in the study of present day tourism spaces.'**

Examine the validity of this statement. **[25]**

Indicative content:

The inclusion of the study of tourism within Geography as a subject is sometimes criticised and the Theme's title of **Tourism Spaces** appropriately identifies the spatial aspects of this economic activity. The question tests an explicit and fairly narrow part of the topic, but one which may elicit a broad range of responses. The syllabus context is "Change over time:

- The changing nature of the tourism industry from 1800 to the present day, including its changing scale and the changing demands of tourists. Reference should be made to the Butler life cycle model.
- The reasons for these changes in relation to:
  – Economic conditions
  – Socio-cultural values and attitudes
  – Technological developments, including transport
  – Logistical nature of the holiday product, such as package tourism
  – Political influences, including political instability
  – Unforeseen natural events
  – Role of the media"

The Butler model is frequently used as a theoretical framework in responses, often incorrectly. Candidates need to be a lot more critical of such a model, and assess it against the evidence of contemporary realities. The model is temporal, identifying the key characteristics of tourism development in one place (scale is an issue in its application: it is most relevant to a single resort) over an undefined time span. Spatial comparisons are more problematic (and often over-simplified). Its simplicity makes the model reasonably straightforward to apply to real resorts and tourist destinations. It could be observed that it offers little help in understanding the relationships between these places.

At lower levels, candidates may offer some knowledge or understanding without a balanced approach, which is likely to be dominated by a narrow argument (possibly arguing against the statement) or the detail that the command word 'Examine' seeks. At higher levels, appreciation of tourism spaces will be to the fore in the context of present day examples of tourism from countries at different levels of development.