UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

Pre-U Certificate

MARK SCHEME for the May/June 2012 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 2012 question papers for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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Guidance notes for marking 9768/03

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.

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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 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	• 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	• 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 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	• 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

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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 text for associated marginal comment

e.g. example

Comments
Comments on responses are useful both in forming an initial assessment of quality and for any Senior Examiner who reviews the marking at a later stage. Comments will 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 conc. based on evidence and argument.

19/25

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Section A

Migration and Urban Change

1 Examine the factors which influence intra-national migration. [25]

Indicative content:

The syllabus uses the term *intra-national* for movements some of the literature also calls internal and national. It subsumes the syllabus category *local*. Only international movements which cross national borders are excluded. Whilst the focus of the question is, and therefore of the essay response should be, "factors", candidates may draw on any examples of intra-national migration. The syllabus details a number of factors influencing migration:

- Push/pull factors, intervening opportunities and obstacles
- Economic, socio-cultural, environmental and political influences
- Force and choice
- Refuge and refugees

All of these may operate at the intra-national scale and over different temporal scales. To this list candidates may add factors influencing migration decision-making by the individual, family or group, including character, personal circumstances and risk-taking traits. Candidates are free to develop their own approaches to the question, but whatever route is chosen, essays which identify factors clearly and examine their influence carefully will be rewarded. There may be detailed consideration of one or more movements or migratory streams, or a broadly conceived response, drawing on several examples to illustrate the factors involved. Consideration may be given to the strength or nature of the influence exerted and to the interaction of different factors in influencing the movements. Some reference to the principal relevant theories may be expected.

At lower levels candidates may tend to describe examples of intra-national migration, without much focus on the factors in the question, or to write in categories, such as "economic" or "social" without fuller support and/or examination. At higher levels, factors are likely to be to the fore in well-developed and evidenced examinations of influence which demonstrate a sense of the complexities of influences on migration decision-making in reality.

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2 'In countries at higher levels of development, the distinction between urban and rural is increasingly difficult to make.'

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

Indicative content:

The question draws on and combines both **Migration** and **Urban Change** content from the syllabus; through rural-urban and urban-rural migration on the one hand and through elements such as urbanisation, rural depopulation and counterurbanisation on the other. Countries at higher levels of development are the explicit context, within which candidates are free to develop their own approaches, although reference to different world regions will be rewarded. One approach would be to examine some of the key words of the assertion, such as the nature of "the distinction" between what can be considered urban and what can be considered rural (e.g. space, scale, environment, lifestyle, services, etc.) and of change over time, i.e. "increasingly difficult to make" and to draw on examples in order to demonstrate in what ways there may be elements here with which to agree or disagree. Some may consider the way in which the distinction made – or attempted – may depend on the stakeholder, e.g. long-term resident, new arrival, service provider, planning authority, etc.

At lower levels the approach may be more descriptive and explanatory, rather than truly evaluative, or may consist of a statement of agreement or disagreement with limited support and little or no counter-argument or consideration of contradictory evidence. At higher levels, skills of assessment will be demonstrated in the organisation and development of the response and in the handling of the evidence on which the candidate's personal judgment is based.

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Trade, Debt and Aid

3 Assess the benefits and problems of trade which exporting countries experience. [25]

Indicative content:

A question focused in one core area of the syllabus and using syllabus terminology. It invites in-depth treatment and the use of examples in support of the assessment made. The syllabus framework for study of the benefits and problems of trade for exporters [and importers] is given as:

- 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

In addition to these, other benefits, such as improved standard of living, or problems, such as competition within the global market, may be credited, if known. No particular stance or overall position is anticipated in that the evidence is mixed and candidates' abilities to weigh evidence and make their own judgements and conclusions are creditable aspects of the development of essay responses. The trading position of, say, emergent China, 'the workshop of the world', is clearly different from that of a Caribbean island country, the principal export of which is bananas, given climatic hazards and international agreements.

At lower levels, candidates may write quite generally about trade and tend to explain, or to state a position, rather than to assess. The approach taken may equally be narrow in the exporting countries taken. At higher levels, candidates will provide an assessment which is supported and contemporary and which may demonstrate a global perspective on trade and trade issues.

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4 Examine the motivations for different forms of international aid. [25]

Indicative content:

The reasons for different forms of aid are embedded in the syllabus content and in the nomenclature of the forms of aid themselves. In asking about motivations, candidates are able to develop a consideration of the values and intentions behind the giving of aid, both objective and explicit and, perhaps, subjective and implicit or suspected by others. The syllabus lists:

- Long term development aid
- Short term relief aid
- Bilateral/multilateral aid
- Tied aid

and refers to major donors, major recipients and reasons aid is given to specific countries/projects. It identifies aid from three types of donor: international institutions, governments and NGOs. Candidates may consider and question a wide range of motivations from the humanitarian, to that which positions a country to meet its own needs, such as China in Africa to obtain mineral resources, or places products, for example, in a defence contract, alongside a development scheme, such as dam construction. No particular stance is expected and candidates are free to use the examples they have and the views they hold to develop their own essays on the topic. Some may consider the perceptions of different stakeholders and the outworking of different forms of aid in terms of whether the original aims were met and motives fulfilled.

At lower levels, candidates may write about aid quite generally, explaining the different forms it takes and offering examples with limited, and perhaps uncritical, attention to motivation. At higher levels, candidates are likely to show the ability to acknowledge that motives may be both overt and hidden, and to develop an examination which ranges across a number of forms of aid and instances of donation from the perspectives of both the donors and the recipients.

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The World of Work

5 Consider the role of globalisation in changing employment structure. [25]

Indicative content:

Derived from the syllabus framework's 'Changing patterns of structural employment', the question is broad in conception to allow candidates to use the examples of **The World of Work** which they have. Whilst the focus of the question is clearly the role of globalisation, the command word "Consider …" would permit the inclusion and consideration of the contribution of other factors, should the candidate choose to develop that particular approach. The syllabus content, in relation to globalisation specifically, is:

- Globalisation, transnational corporations (TNCs) and the new international division of labour (NIDL)

It is expected that changes in employment structure will be considered in countries at different levels of development, especially at a higher level and in NICs, as anticipated in the syllabus. Material on countries at lower levels of development will be credited but is not necessary for a full response. Candidates may analyse the meaning of the term *role* in terms of the process of globalisation and the development of global production networks (GPNs) and global markets which result from the emergence and growth of TNCs and the development of the NIDL. It is valid to consider employment structure in terms of changes in secondary, tertiary and quaternary sectors, as outlined in the syllabus, although legitimate references to the primary sector will be accepted.

At lower levels, candidates may write generally about both globalisation and the changes in employment structure which result, perhaps explaining what happens in NICs and in countries at a higher level of development. At higher levels, candidates will display a global perspective and develop a consideration of the role of globalisation which is supported, dynamic and contemporary in its appreciation.

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6 Evaluate the consequences of labour migration. [25]

Indicative content:

Although the question has a specific focus within the syllabus content, it is open in that candidates are able to develop their own approaches and to use the examples they have. Evaluation involves an element of assessment that considers values, not just outcomes, within the syllabus framework for the study of migrant labour:

The consequences of such migration [different labour flows] for source and destination areas and the migrants themselves:

- Benefits
- Problems

This suggests that some element of balance is needed in the essays, between the attention given to the areas and that given to the migrant labourers; and between the source areas and the destination areas of the chosen flows, however there is no expectation that this can or will be equal, given the nature of the flows. The benefits and problems may be pursued in any dimension (economic, socio-cultural, environmental, political) and as they apply to individuals, families, communities and other stakeholders. Candidates are not being asked "Is labour migration a good thing?", rather to judge its outcomes and impacts from more than one perspective and value system.

At lower levels candidates may introduce one or more examples of labour migration and describe and explain the movements and their consequences, rather than evaluate. A summary judgement may be offered. At higher levels, evaluation is the organising principle of the essay, with examples being handled in such a way as to progress this and to provide some balance between source and destination areas, and between these and the migrant labourers themselves.

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Section B

Energy and Mineral Resources

7 How far do you agree that for electricity production 'the future is nuclear'? [25]

Indicative content:

This overarching question has the potential to draw on syllabus content under four of the **Main themes**. It therefore requires both synthesis and analysis in the required assessment. The diversity of energy strategies, policies and initiatives, and changes in the energy mix in different countries, mean that no one stance or opinion is sought and that the opinions of different groups of people and/or stakeholders are significant. Credit will be given for the arguments offered and for the use of evidence in support of the position taken. Much depends on the examples taken, with the situation in France, for example, currently producing over 75% of its electricity from nuclear sources, being quite different from that in 'green' New Zealand, in Africa with the one nuclear power station, Koeberg, in South Africa or in Japan after the experience of 2011. The question also offers candidates the opportunity to consider the future of other sources of power generation, whether 'clean' or 'cleaner' coal technologies, or the growth of renewables at all scales from the domestic to China's Three Gorges Dam. Another line of argument would be to consider the risks associated with nuclear power and to consider the kind of future which it may yield in the case of accident, or the implications of nuclear waste management and the decommissioning of power stations for future generations and sustainability (Brundtland). As the Fukashima crisis occurred during the two year course for these candidates, the post-Fukashima world could profitably be discussed, particularly the response of Japanese authorities and more remote countries, such as Germany. Similarly, reference may be made to the Durban and the Rio 20+ Summits.

At lower levels candidates are likely to demonstrate knowledge and understanding of the nuclear debate and energy futures, but to explain more than assess, perhaps simply stating and supporting a viewpoint. At higher levels, candidates will attempt an overview of the topic and offer detailed exemplar content indicative of the debate, and of different positions adopted, in the 21st century in formulating their own.

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8 Examine the issues involved in the management of energy and mineral resources internationally. [25]

Indicative content:

The question requires analysis at a certain scale, international, and so demands a global perspective. However, it is accepted both that international issues have implications at the national scale and that national policies may have international dimensions to them to be examined. The question, by using the word "issues" and including both kinds of resources, energy and mineral, is broad to enable candidates to use the material they have and to develop and structure their essays as they choose, gaining credit by so doing. The syllabus gives the following content:

Managing energy and mineral resource exploitation at different scales:

- International commodity organisations, such as OPEC
- Managing the environmental impact of energy and mineral resource exploitation at different scales:
- International agreements and protocols, such as Brundtland, Club of Rome, Kyoto, Antarctic Treaty
-
- The application of international agreements at the national scale

One possible approach would be to consider the issues for countries at different levels of development, whether in connection with emissions and emissions trading; cross-border water transfers, e.g. Egypt/Sudan; or the destruction of the tropical rain forest in order to obtain oil, gas and minerals.

At lower levels, candidates may recount learned examples without offering much examination of, or clarity about the actual issues they demonstrate or attention to the international scale. At higher levels, the conceptual content in terms of both "issues" and "management" will be foundational and some breadth of perspective combined with insight in terms of contemporary reality in the international context.

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The Provision of Food

9 Discuss the main constraints on food production in the 21st century. [25]

Indicative content:

An understanding of the role of constraints is fundamental to the subject of food production. The syllabus explicitly recognises physical constraints on food supply in relation to climate, topography and soil; and the limiting factors for plant growth. Other content can, however, be readily derived, whether from a theoretical framework of carrying capacity, in relation to land area, population numbers and level of technology, or in relation to other factors. These may be social, such as levels of literacy and education, or the impacts of HIV/AIDS on producers; economic, for example personal indebtedness, or the need for irrigation; or political, such as quota systems (including wild fishing), or instability that disrupts cycles of planting and harvest. There are also may be related ideas which are less easy to attribute to any one dimension, such as diminishing returns.

Candidates may choose to respond that identification of "the main constraints" is both space- and time-specific, supporting this with appropriate evidence. It is said that after global warming (and a discussion of biofuels would be relevant), the next big environmental issue is water scarcity, and that 2 billion people will be living in areas of water scarcity by 2025. The implications for food production may be profound. Credit will be given for responses which refer to countries at different levels of development and to different world regions in the discussion offered.

At lower levels, candidates may tend to describe food production and consider constraints in a limited, and perhaps not fully robust, manner. At higher levels, more insightful discussion will be pursued within a futuristic 21st century context which is both real and well-informed.

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10 Assess the consequences of the 'post-productionist' phase of food production in countries at higher levels of development. [25]

Indicative content:

Complementary to the broad preceding question, this seeks an in-depth approach and detailed response on a narrowly defined area of the specified content. It invites a distinctively UK- or European Union-based essay, although other contexts of higher levels of development, if known, are valid.

The content in the syllabus is diverse and it is not anticipated that candidates would deal with the consequences of all or each of the following; indeed, a holistic approach may be productive in the time available. Two areas of consequences, for food production systems and for policy are identified, although the consequences for farmers and for landscapes, say, may be easily and creditably derived from the former.

- Farm diversification schemes
- The introduction of countryside stewardship schemes
- The application of top-down approaches, such as set-aside, ESAs and NSAs in the UK
- The growth of bottom-up approaches such a slow impact techniques and organic farming
- Diversification of food production to increase income levels
- Reduction in the number of farms

At lower levels, candidates may describe and explain this phase of food production without particular regard to its consequences or their assessment in other than a limited way. At higher levels, assessment will be the approach and consequences the focus, with skills demonstrated in weighing and judging the evidence taken. Candidates may profitably speculate that a new productionist phase will soon be required to overcome increasing food insecurity.

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Tourism Spaces

11 Examine the nature of, and reasons for, the changing demand for tourism. [25]

Indicative content:

The focus is on demand for tourism and how it is changing; these changes may be both positive and negative. They occur in scale (volume) and in character (e.g. spatial spread of tourist origins and tourist destinations; decrease in older tourism products, such as beach holidays or mass tourism, and increase in new tourism products, such as health, or wilderness tourism). Supply may be relevant, but only insofar as it influences demand, e.g. through advertising and place promotion.

The syllabus indicates a variety of reasons for changes in demand:

- 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

Candidates are not expected to address all of the above to achieve a high level, but do, ideally, demonstrate an appreciation of the dynamic, even volatile, and interactive nature of demand for holidays in more than one type of tourism space. Credit will be given for named located examples and for the use of evidence in support of the observations made, for example, statistics of numbers of tourists or percentage changes for specific dates or time periods. Some reference to the principal relevant theories/models may be expected.

At lower levels, candidates may write quite generally about tourism, or repeat one or more learned examples with limited attention to changing demand. They may pursue one element of the question (nature/reasons) at the expense of the other. At higher levels, candidates provide careful, detailed examinations of changes in demand, both nature and reasons, in a reasonably balanced manner, drawing on evidence from diverse tourism spaces which convinces by its quality and contemporary character.

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12 "Tourism destroys tourism", OECD Report, 1990.

To what extent does the evidence support this view? [25]

Indicative content:

An overarching question which both challenges candidates to take a broad perspective and allows both an approach of their own devising and the use of examples of their choosing. There is no requirement to have foreknowledge of the said report, but some may explain OECD as the Organisation for Economic Co-operation and Development, a group of countries seeking to promote economic development. There are a number of places in the syllabus from which candidates may draw relevant content, including the Butler life cycle model and management issues which are socio-cultural, economic and environmental.

The question is more than simply about the negative impacts of tourism, but draws the candidate to consider tourism's own destructive impact and whether this is first, true and if so, inevitable. Although responses which are wholly negative may be seen, it is possible to mount a robust counter-argument, whether based on ecotourism and sustainable tourism, the reinvention and rejuvenation of tourism in Spain; the rebranding of a resort such as Rotorua, NZ; or the development of the tourism product in Singapore with its F1 night race and Integrated Resorts. There are management issues of regulation and control that may be pertinent. Other elements which may destroy tourism could be identified, for example, natural hazards, e.g. Hurricane Katrina, 2005; terrorism, e.g. Bali bombing, 2005; and political changes, e.g. Zimbabwe.

At lower levels candidates may be more likely to describe and explain examples where tourism was destroyed, or simply hit, rather than to adopt the evidence-based approach to assessment, perhaps simply agreeing, or disagreeing, with the given view. At higher levels, candidates respond with clear conceptual understanding of the sector and use evidence from different tourism spaces to establish and support their own judgement.

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