

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**Pre-U Certificate**

## **MARK SCHEME for the October/November 2013 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 October/November 2013 series for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – October/November 2013</b>	<b>9768</b>	<b>03</b>

### **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.

<b>Page 3</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – October/November 2013</b>	<b>9768</b>	<b>03</b>

### 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>

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – October/November 2013</b>	<b>9768</b>	<b>03</b>

## 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
- NAQ Not Answering 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 conc. based on evidence and argument.

(19  
25)

<b>Page 5</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – October/November 2013</b>	<b>9768</b>	<b>03</b>

## Section A

### Migration and Urban Change

- 1 ‘Green belts have failed to manage the impacts of urbanisation and counterurbanisation’.  
Examine 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, but may profitably focus on recent debates in the UK about planning policy, housing demand and the greenfield-brownfield issue. The published content comprises, within the context of “managing the impacts of urbanisation and counterurbanisation”:

- Environmental protection: greenbelts; other measures

Additionally, the syllabus lists as consequences of counterurbanisation:

- The growth of dormitory, commuter and suburbanised settlements
- Pressure for development on the countryside
- Impacts on rural services

In combination, the above should give candidates a broad base on which to offer evidence and judge the validity of the assertion. No particular position is anticipated given that the analysis of issues and viewpoints is an integral part of AO3. A response based only on material from countries at a higher level of development is acceptable, given the nature of the syllabus content. The UK may well dominate given the high profile nature of this issue currently, related not only to housing, but also transport (HS2 and airport expansion) and brownfield development, e.g. the London Olympic Park and the Etihad Campus scheme in Manchester. Alternative efforts to manage urban sprawl may be profitably considered, e.g. green wedges (Paris, the Ruhr).

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 positive or negative effects, 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 word “failed”, i.e. whether failure/success is measured in economic, socio-cultural, environmental or political terms.

<b>Page 6</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – October/November 2013</b>	<b>9768</b>	<b>03</b>

**2 To what extent do local population movements change their donor and recipient areas? [25]**

**Indicative content:**

The question is intentionally broad and should elicit responses from a variety of locations. Clearly, the interpretation of the word “local” is a key requirement. It is one of the scales of population movement stated in the syllabus and candidates would be expected to consider a variety of timescales too (potentially daily and weekly commuting, seasonal, periodic and permanent movements).

Relevant syllabus content also includes:

- Direction: rural-rural, rural-urban, urban-rural, urban-urban, periphery-core, core-periphery
- Motivation: forced, impelled, free (voluntary)
- Spatial: step migration, migration streams and counter-streams
- The consequences of urbanisation:
  - Primacy and the economic dominance of urban areas
  - The provision of housing and associated amenities and services
  - The development of slums, shanty towns and squatter settlements
  - Strain on urban infrastructure
  - Effects on rural donor areas
- The consequences of counterurbanisation:
  - The growth of dormitory, commuter and suburbanised settlements
  - Pressure for development on the countryside
  - Impacts on rural services

Candidates are free to develop their own approaches; comprehensive responses are neither possible here nor required.

At lower levels, candidates may offer some knowledge or understanding, possibly unbalanced, descriptive and unclear in terms of scale. At higher levels, candidates demonstrate a command of the subject area, particularly scale 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.

<b>Page 7</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – October/November 2013</b>	<b>9768</b>	<b>03</b>

### Trade, Debt and Aid

### 3 Examine the consequences of the changing patterns of world trade. [25]

#### Indicative content:

The question is intentionally broad and should elicit responses from a variety of locations. Clearly, the interpretation of the word “consequences” is a key requirement. The syllabus sets this content, with other elements, in the timeframe ‘since 1900’. The published content comprises:

- 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 Organization (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

In combination, the above should give candidates a broad base on which to offer evidence and frame a response. 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 and is distinguished by a broad discussion of the word “consequences”, i.e. whether economic, socio-cultural, environmental or political. 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.

<b>Page 8</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – October/November 2013</b>	<b>9768</b>	<b>03</b>

**4 To what extent do the disadvantages of economic globalisation outweigh the advantages? [25]**

**Indicative content:**

The question focuses on the final section of the syllabus content. It is therefore summative in nature and should elicit a wide variety of responses. Clearly, the interpretation of the word “economic” is a key requirement. The published content comprises:

- The roles of trade, foreign direct investment and aid in the (economic) globalisation of the world economy.
- The advantages and disadvantages of (economic) globalisation.

Its summative nature makes many aspects of the Theme valid, including:

- The rise of NICs as producers and traders
- The growth and development of TNCs
- Deindustrialisation and tertiarisation of traditional economies of countries at a higher level of development
- The nature of imperial power and colonisation
- The spatial margins of profitability moving for production to NIC locations
- NICs as consumers, with growing affluence and the rise of a middle class demanding the same global goods as in other countries
- NICs as users of resources

In combination, the above should give candidates a broad base on which to offer evidence and frame a response. 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, possibly unbalanced, descriptive and unclear in terms of the term “economic”. At higher levels, candidates demonstrate a command of the subject area, particularly the ability to structure a response which is quite balanced and evaluative.

<b>Page 9</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – October/November 2013</b>	<b>9768</b>	<b>03</b>

### The World of Work

#### 5 'Labour will always be exploited'. To what extent do you agree with this statement? [25]

##### Indicative content:

The question is intentionally provocative, demanding a wide-ranging debate. As a geographical response, clearly the spatial dimension needs to be paramount. The published content comprises:

- Causes and effects of labour exploitation in countries at different levels of development
- The changing role of trade unions within countries

Teaching approaches to the topic are likely to have varied and so the views expressed may vary widely. Candidates are free to develop their own approaches; comprehensive responses are neither possible here nor required. Discussion may include the pros and cons of minimum wage levels, and consideration of the value of different forms of work balanced against understanding of absolute and relative poverty levels and the wage levels required to maintain a basic standard of living.

No particular position is anticipated given that the analysis of issues and viewpoints is an integral part of AO3. The discussion may usefully consider the issue from different perspectives. It involves unpacking the issue and structuring the response accordingly to feature what the candidate identifies as the significant elements of interest to be discussed.

At lower levels, candidates may offer some knowledge or understanding, possibly unbalanced, descriptive and restricted in terms of scale. 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.

<b>Page 10</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – October/November 2013</b>	<b>9768</b>	<b>03</b>

**6 Has the impact of changes in working practices been overstated? [25]**

**Indicative content:**

The question is clearly intended to elicit an evaluative, contemporary response. The wording would allow responses from a variety of countries. Clearly, the interpretation of the word “overstated” is a key element. Although this issue is specifically listed in the published content (see below), a wide range of changes (at a variety of scales and levels of development) may be legitimately introduced:

- Changes in working practices, such as homeworkers, teleworkers, e-workers, video-conferencing

At many times in the past, major changes in the world of work have been hypothesised. Technology was supposed to liberate people, freeing them in terms of location, intensity and duration of a working life. In many cases, the (often post-industrial) reality has failed to bring the anticipated advantages and workers everywhere are facing longer working lives of greater uncertainty (or “flexibility” if one is being positive).

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 such changes 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.

<b>Page 11</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – October/November 2013</b>	<b>9768</b>	<b>03</b>

## **Section B**

### **Energy and Mineral Resources**

- 7 Examine the role of national resource policies in the management of energy and mineral resource exploitation. [25]**

**Indicative content:**

The question is clearly intended to elicit an evaluative, contemporary response. The wording would allow responses from a variety of countries. The use of the word ‘exploitation’ should focus candidates on the element of supply. The published content comprises:

- National resource policies, such as nationalisation, rationalisation, subsidies
- International commodity organisations, such as OPEC, may also be appropriately introduced

Candidates may also profitably include environmental policies in relation to remediation, waste and treatment of by-products.

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 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 word “management”, i.e. whether failure/success is measured in economic, socio-cultural, environmental or political terms. 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.

<b>Page 12</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – October/November 2013</b>	<b>9768</b>	<b>03</b>

**8 Discuss how the presence of energy or mineral resources in a country can be a ‘curse’.** [25]

**Indicative content:**

The question is intentionally provocative, demanding a wide-ranging debate. Such a “curse” is widely debated in the literature and may be profitably considered across all levels of development. As a geographical response, clearly the spatial dimension needs to be paramount. Candidates could helpfully identify different elements in this debate, such as:

- Energy security
- The functioning of international commodity organisations, such as OPEC
- Contrasting countries with an overall lack of energy resources or a low resource base
- The special case of oil and petroleum globally
- Protection of domestic energy resources by consuming imports
- Imports to meet peak demands for energy
- Corruption
- Development theories (possibly from Paper 1 content)

Examples may include countries such as Nigeria and Uganda, but also a country such as the UK and the “missed opportunity” of North Sea oil and gas. Beyond this the question itself offers a natural framework for a response consisting of advantages and disadvantages. These may be identified in different dimensions (social, economic, environmental and political) and some sense of relative importance may be offered.

At lower levels, candidates may offer some knowledge or understanding, possibly unbalanced, descriptive and restricted in terms of scope. 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.

<b>Page 13</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – October/November 2013</b>	<b>9768</b>	<b>03</b>

### The Provision of Food

- 9 Discuss the view that aquaculture is an unsustainable response to 21<sup>st</sup> century food supply issues. [25]**

**Indicative content:**

This question appears to be narrowly targeted, and yet hidden within it are major issues of food production and the provision of food in terms of sustainable (a clear definition could be profitably included) supply. The wider syllabus context is that of food shortage as the mismatch between the demand for food and its availability. The question is intentionally provocative, demanding a wide-ranging debate. Syllabus content about aquaculture includes:

- The location of fish farming and reasons for its location
- The growth of fish farming and its economic and environmental impacts

With increasing concern about the overfishing of wild stocks and the health and sustainability concerns over growing red meat rearing and consumption, an increase in aquaculture may appear a seductive solution. However, it raises a number of economic, social and environmental issues in countries at all stages of development.

At lower levels, candidates may offer some knowledge or understanding, possibly unbalanced, descriptive and restricted in terms of scope. 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 broad, quite balanced and evaluative.

<b>Page 14</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – October/November 2013</b>	<b>9768</b>	<b>03</b>

**10 To what extent have farmers in countries at higher levels of development been ‘victims of their own success’ following the modernisation of food production after 1950? [25]**

**Indicative content:**

The syllabus sets this content in the timeframe ‘after 1950’. However, the question is intentionally provocative, demanding a wide-ranging and evaluative debate. Syllabus content about food production modernisation includes:

- Changes to the means of supply
- Increased yields to the point of overproduction
- Improved farm incomes
- Changes in land tenure and farm size
- Significant landscape change

Food insecurity in the mid-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, which could be profitably debated in a response to this question.

At lower levels, candidates may offer some knowledge or understanding, possibly unbalanced, descriptive and unclear in terms of the word “success”. At higher levels, candidates demonstrate a command of the subject area, particularly the ability to structure a response which is quite balanced and evaluative. A principal focus on only one country at a higher level of development, such as the UK, would be valid.

<b>Page 15</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – October/November 2013</b>	<b>9768</b>	<b>03</b>

### Tourism Spaces

**11 Examine the view that ecotourism is on too small a scale to change the environmental impact of global tourism. [25]**

**Indicative content:**

This question appears to be narrowly targeted, and yet hidden within it are major issues of the sustainability (a clear definition would be profitably included) of this major global issue. As a geographical response, clearly the spatial dimension needs to be paramount. The published content comprises:

- 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 nature of the environmental impacts and associated management strategies:
  - Negative impacts:
    - Pressures on habitats and on rural and urban landscapes
    - Pressures on ecosystem environments with a particular focus on the impact on management of tourism in coral reef ecosystems
    - Pressures on protected and wilderness environments
    - Pollution, including visual pollution of the landscape, noise pollution, air and water pollution
  - Positive impacts:
    - Locally, such as conservation, preservation of monuments and zoning strategies
    - Nationally, including the role of National Parks
    - Globally, including the role of international co-operation and legislative designations
    - The role of sustainable tourism and ecotourism

This clearly shows the potential breadth of responses. The literature tends to over-state the importance and scale of eco-tourism, surely no more than niche tourism at present (and generally very expensive).

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 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.

<b>Page 16</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – October/November 2013</b>	<b>9768</b>	<b>03</b>

**12 To what extent are the socio-cultural impacts of tourism a negative example of globalisation? [25]**

**Indicative content:**

The question appears relatively broad, but actually focuses on a specific part of the syllabus content (see below). Globalisation should probably only be considered in the broadest context as the question is directed at global tourism impacts. The syllabus content outlines the socio-cultural impacts of tourism as positive and negative.

Positive impacts:

- Community benefits through social development projects in health and education
- Local cultural promotion and preservation in an increasingly globalised world

Negative impacts:

- Destruction of traditional local socio-cultural patterns including social demographic changes and cultural tensions between tourists and local communities
- Commodification of culture as a tourist resource
- Development of antisocial and illegal activities including crime, prostitution and sex tourism

Discussion may include a range of positive and negative socio-cultural impacts and management strategies, for example The Gambia or Nepal. Candidates should be able to evaluate the success of strategies to manage the negative impacts and enhance the positive impacts of tourism with reference to religious sensibilities, histories, dress codes, music and traditional food.

At lower levels, candidates may offer some knowledge or understanding, possibly unbalanced, descriptive and unclear in the meaning of the term “socio-cultural”. 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.