



Cambridge International Examinations
Cambridge Pre-U Certificate

GEOGRAPHY

9768/02

Paper 2 Global Themes

May/June 2016

MARK SCHEME

Maximum Mark: 50

Published

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.

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This document consists of **15** printed pages.

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Guidance notes for marking 9768/02

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

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1	0–9	<ul style="list-style-type: none"> • 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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Section A

Migration and urban change

1 Evaluate the consequences of urbanisation on rural source areas. [25]

Indicative content:

The question is clearly intended to elicit an evaluative response from a variety of locations. A clear definition of “urbanisation” in the introduction would be highly beneficial. The syllabus context is: “The impacts of internal migration”, in particular:

- “Effects on source areas including any effects of rural depopulation”

The wording would tend to favour an answer from LICs although HIC content is not precluded. Locations might include HICS such as the UK (a possible opportunity for an historical perspective and examples of rural depopulation) and a wide variety of LICs, e.g. age/gender/education level, selective migration leading to disproportionate impacts on rural source areas. Consequences might be extended to remittances and rural management schemes such as ‘Adarsha Gram’ and ‘Asrayan Project’ in Bangladesh if directly linked to rural source areas. Consequences may be profitably evaluated using a form of ‘SEEP’ (Social/Economic/Environmental/Political) analysis.

At lower levels, candidates may offer some knowledge or understanding, possibly unbalanced, descriptive and restricted in terms of detail. 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 taken from different parts of the world.

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- 2 ‘Countries require greater international freedom of movement of labour, yet some people are only interested in increased migration controls.’

Discuss both parts of this statement.

[25]

Indicative content:

The question is clearly intended to elicit an evaluative, contemporary response, although more historic examples with a clear geographic element should be credited. The wording allows responses based on a variety of countries (and indeed this is necessary for marks in the higher Levels), but answers may profitably focus on recent debates in the UK about the net benefit of migration and recent policy proposals. Recent expansion of the EU with staged introduction of freedom of movement would be an obvious context (particularly recent debates about Romanian and Bulgarian migrants and the run-up to the UK EU Referendum in June 2016), but there are other such international agreements which could be profitably included. Indeed, a wide range of locations would be creditworthy. International migration runs through the published content, with the specific management context being: “Managing migration flows through strategies to encourage or restrict population movement:

- International: immigration controls, ‘points/quota schemes’, international agreements, financial incentives”

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. Migration control is a hot political issue from familiar locations such as the UK, USA and Australia (economic migrants and refugees) to more novel examples such as Syria, Singapore, Bulgaria and Romania. Indeed, this exam cycle saw the rise of Trump, UKIP and many anti-immigrant parties in other European countries.

At lower levels, candidates may offer some knowledge or understanding without a balanced approach, which is likely to be dominated by assertion. At higher levels, candidates demonstrate a command of the subject area and the ability to structure a response which is balanced and is distinguished by a grasp of the facts rather than purely perceptions.

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Trade, debt and aid

- 3 Examine how foreign direct investment (FDI) has led to national debt, debt crises and consequent debt relief.** [25]

Indicative content:

This question appears to be narrowly targeted, and yet within it are major issues of debt (a clear set of definitions could be profitably included). As a geographical response, clearly the spatial dimension needs to be paramount. The published content comprises:

- “Global capital transfers can create debt
- Different types of debt including trade deficits
- The global pattern of debt
- The impact of FDI
- The problem of debt
- The management of FDI and its impacts; the debt crisis and debt relief, including the Heavily Indebted Poor Countries (HIPC) initiative.”

In countries’ eagerness to attract FDI, they may incur debt in attempting to provide international standard infrastructure as well as fiscal environments (including favourable tax regimes) attractive to footloose TNCs. Debt crises might include discussion of the various Eurozone issues, more historic examples such as Argentina (and its recent litigation against vulture funds) and Mexico as well as the HIPC countries. Examples of relief will depend on location, although the HIPC Initiative would probably be expected.

At lower levels, candidates may offer some knowledge (possibly a general discussion of FDI and TNCs) or understanding without a ‘big picture’ perspective 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 focused and is distinguished by a broad discussion of the issues. Such a response is likely to be informed and supported by specific located examples.

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4 Examine the roles of trade, remittances and aid in the globalisation of the world economy.

[25]

Indicative content:

This question appears to be narrowly targeted, and yet within it are major issues of capital transfers and the increasingly globalised economy, which should elicit a wide-ranging debate. It does focus on a specific part of the syllabus content:

- “Economic globalisation:
- The roles of trade...remittances and aid in the globalisation of the world economy.
- The advantages and disadvantages of economic globalisation.
- The social and environmental consequences of globalisation.”

The wording encourages responses based on a variety of countries (breadth here is necessary in order to access the higher Levels). No particular position is anticipated, given that the analysis of issues and viewpoints is an integral part of AO3. 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 without a ‘big picture’ perspective 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 quite balanced and is distinguished by a broad discussion of the issues.

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People, place and conflicts

5 ‘The ‘nation-state’ is a concept that has now lost its purpose.’

Examine the validity of this statement.

[25]

Indicative content:

The question is clearly intended to elicit an evaluative, contemporary response, although more historic examples with a clear geographic element should be credited. The wording allows responses from a variety of countries (and some breadth is necessary in order to access the higher Levels). The concept of the nation-state runs through the published content, with the specific context being: “Definition and classifications:

- Definitions of a nation and a state (role, functions and purpose).”

The question 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. In essence, the question is a classic piece of political geography.

At lower levels, candidates may offer some knowledge or understanding without a balanced approach, which is likely to be dominated by assertion. At higher levels, candidates demonstrate a command of the subject area and the ability to structure a response which is balanced and is distinguished by a grasp of the facts rather than purely perceptions.

6 To what extent have resources been the main cause of international conflicts?

[25]

Indicative content:

This is a narrowly-targeted question in syllabus content, but is rich potentially in terms of the assessment that a candidate can make. There has long been a view that international conflicts will be over resources. The published content lies in the “Causes of conflict” section:

- “Resources, including water, energy.”

Candidates will need to be highly selective as there is a wide range of potential examples. Depth may be preferable over breadth. The question clearly demands a discussion, with examples chosen to support this. ‘Water wars’ and ‘oil wars’ have long been mooted, but it may be argued that there have been few direct clear examples (the Gulf Wars). However, the causes of conflicts are rarely clear-cut and evaluation of this may be profitably included.

At lower levels, candidates may offer some knowledge or understanding, possibly unbalanced and descriptive. At higher levels, candidates demonstrate a command of the subject area, particularly the ability to structure a response which is quite balanced and evaluative.

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Section B

Energy and mineral resources

- 7 'Until we can accurately measure stocks and reserves of both mineral and energy resources, discussions about resource depletion are of limited value.'

To what extent do you agree with this statement?

[25]

Indicative content:

The question is clearly intended to elicit an evaluative, contemporary response. The wording would allow responses based on a variety of countries discussing a variety of mineral and energy resources. The published content lies in two principal sections:

- "Classification
- Non-renewable resources in terms of stocks and reserves
- The impact of resource exploitation
- The global impact of changing energy and mineral demand: resource depletion, climate change, increasing economic costs, political implications"

Accurate definitions of stock and reserve resources would be expected in an introduction along with some initial outlining of the 'impending crises' caused by resource depletion. The response should ideally then focus on a narrow range of resources whose supply (including contradictions) can be discussed in depth. Historic work of academics such as Paul Ehrlich and Julian Simon might be profitably introduced here, as would a balanced discussion of the 'Peak' concept (e.g. Peak oil/gas/tin, etc.).

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 the desired depth, balance and clarity. Such response may also be too overly descriptive. At higher levels, candidates demonstrate a command of the subject area and the ability to structure a response which is quite balanced and analytical. Such a response is likely to be informed and supported by specific and varied examples.

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- 8 To what extent can the socio-economic impact of mineral and energy resource exploitation be managed at a local scale? [25]

Indicative content:

The question tests an explicit and fairly narrow part of the topic. However, responses should not be limited to this and could profitably be wide-ranging. The published content comprises:

- “Managing the socio-economic impact of energy and mineral resource exploitation at different scales:
- Local approaches, such as regeneration schemes, local employment initiatives”

UK/EU examples may be expected to dominate (although any relevant approach in any location will be creditable) with a likely preponderance of declining coalfield examples (e.g. south Wales, Notts., Lincs. & Derby, central Scotland, Durham, the Ruhr, Nord-Pas de Calais). Oil exploitation might assess the management of local ‘boom’ economies, such as the north Alberta tar sands, Aberdeen and Shetlands, and LIC contexts such as the Niger Delta. Mineral resource exploitation might assess local impacts in countries such as South Africa (diamonds), Australia (gold, iron ore) and Brazil (iron ore).

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.

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The provision of food

9 'Food producers should never disregard physical geography.'

Discuss the validity of this statement.

[25]

Indicative content:

This question appears to be narrowly targeted, and yet may easily encompass today's major issues of food production. Responses should aim to be as synoptic as possible. The published content comprises:

- "Classification and distribution patterns:
- The physical constraints on food supply. The patterns of agricultural production globally and nationally resulting from these constraints."

Introductory material might profitably include a discussion of relevant physical geography and models (e.g. Optima Limits) addressing this subject material. Support for the statement might be wide-ranging, with a variety of examples at a range of scales from countries at different levels of development, including the major food producing 'regions' (e.g. the North American prairies, the temperate lowlands of Western Europe, the pampas of South America, the major fishing grounds associated with cold ocean currents and the rice valleys of south Asia). Arguments against the statement are likely to be small/medium-scale and led by technological innovation (with consequent implications?), e.g. irrigation-led production, horticulture and aquaculture. The impact of climate change on 'traditional' patterns might also be profitably included.

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 and the ability to structure a response which is broad, quite balanced and evaluative.

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10 To what extent can local rather than international initiatives solve the issue of global food insecurity? [25]

Indicative content:

The question is clearly intended to elicit an evaluative, contemporary response. There has been much recent debate about local solutions to food insecurity issues. The published content lies in two principal sections:

- “The supply of food in the wider world
- The range of alternative, appropriate technology solutions to food shortages including intercropping and polyculture and addressing post-harvest losses
- The supply of food: the globalisation of production and supply
- The concept of food security.”

Food insecurity in the mid-20th century was tackled aggressively and successfully in a number of countries. However, the steps taken quickly revealed a number of negative repercussions (ethical, environmental, economic and political), which could be profitably debated in a response to this question using any of the above content. The issue for candidates is the need to be highly selective and balanced. A wide range of examples may be profitably evaluated, including the EU Common Agricultural Policy, the Green Revolution, Genetically Modified crops, Cuba’s response to the end of Soviet support, the food/fair miles debate, the Slow Food movement and the varied fortunes of organic production.

At lower levels, candidates may offer some knowledge or understanding, possibly unbalanced and descriptive. At higher levels, candidates demonstrate a command of the subject area, particularly the ability to structure a response which is quite balanced and evaluative.

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Tourism spaces

11 'Although unsustainable, mass tourism still dominates the global tourist industry.'

Discuss the validity of this statement.

[25]

Indicative content:

This question appears to be narrowly targeted, and yet within it are major issues of global tourism and its sustainability (a clear definition could be profitably included). Much recent literature on tourism focuses on niche areas such as ecotourism and adventure tourism. However, the vast majority of tourists (topical data from the UNWTO would be very useful here) still take part in 'mass' tourist activities. The published content comprises:

- "Classification
- Classifying tourism using a variety of criteria, including destination, activity, scale, tourist age, socio-economic group, personal characteristics, ecological impact."

No particular position is anticipated given that the analysis of issues and viewpoints is an integral part of AO3. A broad discussion of tourism sustainability (economic, social and environmental) is expected, exemplified at a variety of scales from countries at varying levels of development. Candidates may argue that mass tourism is and can be made more sustainable. Others may argue that the only way to make tourism more sustainable is to move from mass to more niche tourism. The breadth of definitions of sustainability allows such a plurality of responses.

At lower levels, candidates may offer some knowledge or understanding without a 'big picture' perspective or the ability to fully discuss the issues. 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.

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12 ‘Modern media has changed consumer choices of tourism destinations.’

Examine the validity of this statement and its impact on tourism spaces.

[25]

Indicative content:

The question appears relatively broad, but actually focuses on a specific part of the syllabus content (see below). In addition, the key part lies right at the end and candidates must take care not to make this a secondary consideration. The published content comprises:

- “Change over time
- Role of the media”

Candidates will need accurate knowledge of how the internet (and other media) has changed consumer tourism choices. The use of the word “modern” is strongly guiding towards a contemporary response. Generally, consumers are now in possession of a very large amount of information (both positive and negative and much of it first-hand and relatively unprocessed) and seeming ‘power’. However, promotion and marketing resources are uneven between tourism spaces and consumers may not be quite as powerful as they imagine. Tourist destinations need to be technologically (and possibly diplomatically) nimble/savvy if they are to respond to this. 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.

At lower levels, candidates may offer some knowledge or understanding, possibly unbalanced and descriptive. At higher levels, candidates demonstrate a command of the subject area, particularly the ability to structure a response which is quite balanced and evaluative.