

# Cambridge International AS & A Level

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**GEOGRAPHY****9696/21**

Paper 2 Core Human Geography

**May/June 2024****MARK SCHEME**Maximum Mark: 60

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**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.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **16** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**AS Level Geography 9696 (Paper 1 and Paper 2) specific marking instructions**

Examiners must use the following annotations:

| <b>Annotation</b>                                                                   | <b>Meaning</b>                                                                                                                                                                                                                                                               | <b>Use</b>                                                    |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
|    | Correct point                                                                                                                                                                                                                                                                | Point-marked questions only:<br>Section A, Section B part (a) |
|    | Incorrect                                                                                                                                                                                                                                                                    | Point-marked questions only:<br>Section A, Section B part (a) |
|    | Level 4                                                                                                                                                                                                                                                                      | Levels-marked questions only:<br>Section B part (c)           |
|    | Level 3                                                                                                                                                                                                                                                                      | Levels-marked questions only:<br>Section B parts (b) and (c)  |
|    | Level 2                                                                                                                                                                                                                                                                      | Levels-marked questions only:<br>Section B parts (b) and (c)  |
|    | Level 1                                                                                                                                                                                                                                                                      | Levels-marked questions only:<br>Section B parts (b) and (c)  |
|   | Level 0 – No creditable response                                                                                                                                                                                                                                             | Levels-marked questions only:<br>Section B parts (b) and (c)  |
| Highlight                                                                           | Creditworthy part of an extended response                                                                                                                                                                                                                                    | Levels-marked questions only:<br>Section B parts (b) and (c)  |
|  | Evaluative point                                                                                                                                                                                                                                                             | Levels-marked questions only:<br>Section B part (c)           |
|  | Omission or further development/detail needed to gain credit                                                                                                                                                                                                                 | All questions                                                 |
|  | Unclear or validity is doubted                                                                                                                                                                                                                                               | All questions                                                 |
|  | Developed point                                                                                                                                                                                                                                                              | All questions                                                 |
|  | Appropriate example or case study given                                                                                                                                                                                                                                      | All questions                                                 |
|  | Irrelevant                                                                                                                                                                                                                                                                   | All questions                                                 |
|  | Material that does not answer the question                                                                                                                                                                                                                                   | All questions                                                 |
|  | Highlighting a significant part of an extended response – to be used with another annotation e.g.  or  | Levels-marked questions only:<br>Section B parts (b) and (c)  |

| Annotation                                                                        | Meaning                                                                                                        | Use                                                                                                                                 |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
|  | 1. Diagram or essay plan has been seen but no specific credit given<br><br>2. Additional page has been checked | 1. Any diagrams or essay plans<br><br>2. All blank pages in the provided generic answer booklet and/or extension answer booklet(s). |
|  | Rubric error                                                                                                   | Optional questions only (place at start of question not being credited):<br>Section B (Candidates answer one question)              |

Examiners must consider the following guidance when marking the essay questions:

Candidates are free to develop their own approach to the question and responses will vary depending on the approach chosen. Whichever approach is chosen, essays which address the question and support their argument with relevant examples will be credited. There may be detailed consideration of a case study/one or more examples, or a broadly conceived response, drawing on several examples to illustrate the factors involved.

**Section A**

Answer **all** questions in this section. All questions are worth 10 marks.

**Population**

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Marks    |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1(a)     | <p><b>Fig. 1.1 shows the global pattern of average annual rate of population change (%), 2015–2020.</b></p> <p><b>Using Fig. 1.1, describe the global pattern of population change.</b></p> <p>Global pattern may include:</p> <ul style="list-style-type: none"> <li>• Almost concentric zones with highest in the middle and lowest on the periphery</li> <li>• Highest in Africa – some countries 3.1 to 5.0%</li> <li>• Lowest in Europe with some countries negative</li> <li>• Low in Americas apart from central America and western South America</li> <li>• Low-mid growth in Oceania and Southeast Asia</li> <li>• Contrast HICs, MICs, LICs</li> </ul> <p><b>1 mark</b> for a simple statement. <b>Max. 2</b> if simple list.</p> | <b>4</b> |
| 1(b)     | <p><b>Suggest <u>two</u> reasons why some countries may have high rates of population growth.</b></p> <p>Net migration (1)<br/>Net natural increase (1)</p> <p><b>1 mark</b> for each reason. Answers should link directly to high rates of population growth.</p> <p><b>Max. 1</b> if do not mention ‘net’ idea – award 1 mark overall for the idea of migration <u>and</u> BR/DR.</p>                                                                                                                                                                                                                                                                                                                                                      | <b>2</b> |
| 1(c)     | <p><b>Explain why a government might try to increase a country’s population.</b></p> <p>Reasons could include:</p> <ul style="list-style-type: none"> <li>• Need to increase labour supply/ fill gaps</li> <li>• Want to increase political power / larger army</li> <li>• Currently country is underpopulated</li> <li>• The country has an ageing population</li> </ul> <p><b>1 mark</b> for a simple reason or <b>2 marks</b> for a developed reason (such as adding detail or an example).</p>                                                                                                                                                                                                                                           | <b>4</b> |

**Migration**

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Marks    |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 2(a)     | <p><b>Fig. 2.1 shows part of a refugee camp in Syria, an LIC in Asia, 2019.</b></p> <p><b>Describe the characteristics of the refugee camp shown in Fig. 2.1.</b></p> <p>Characteristics could include:</p> <ul style="list-style-type: none"> <li>• People living in tents</li> <li>• Washing has to dry outside</li> <li>• No services (power, water, etc.) shown</li> <li>• Crowded/high density/little space between tents</li> <li>• Few roads</li> <li>• Brick buildings may be central services e.g. toilets</li> <li>• Little privacy</li> <li>• Rubble (but not litter/rubbish)</li> <li>• Others</li> </ul> <p><b>1 mark</b> for each characteristic or <b>2 marks</b> with some development (such as adding detail or an example).</p>                                                                 | <b>4</b> |
| 2(b)     | <p><b>Suggest <u>two</u> reasons why there may be few adult males in a refugee camp.</b></p> <p>Reasons could include:</p> <ul style="list-style-type: none"> <li>• Men have been killed/still fighting</li> <li>• Only women and children fled the area</li> <li>• Men and women have been separated in the camp</li> <li>• Men have left to find work elsewhere</li> </ul> <p><b>1 mark</b> for each reason.</p>                                                                                                                                                                                                                                                                                                                                                                                                | <b>2</b> |
| 2(c)     | <p><b>Explain why refugee camps are only a short-term solution to an influx of migrants.</b></p> <p>Reasons could include:</p> <ul style="list-style-type: none"> <li>• Refugees are likely to return to the source area once the reason for their flight has stopped/reduced</li> <li>• Refugees may move on in search of better conditions, etc.</li> <li>• Camps may be judged to be a source of conflict/disease, etc. so governments want to close them</li> <li>• There is limited living space/sanitation and disease can spread</li> <li>• Camps may be destroyed (e.g. natural disaster, war etc.)</li> <li>• Aid is expensive so may end meaning the camp is closed</li> </ul> <p><b>1 mark</b> for a simple reason or <b>2 marks</b> for a developed reason (such as adding detail or an example).</p> | <b>4</b> |

## Population/Settlement dynamics

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Marks    |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 3(a)     | <p><b>Fig. 3.1 shows population growth for Berlin, Germany, an HIC in Europe, and Mumbai, India, an MIC in Asia, 1960–2020.</b></p> <p><b>Compare the population growth for the two cities shown in Fig. 3.1.</b></p> <p>Comparison could include:</p> <ul style="list-style-type: none"> <li>• Mumbai's population has grown rapidly by 16 million in 60 years but Berlin's population is largely unchanged/grown by only 0.4 million</li> <li>• Mumbai's population has grown at rapid rate but slowed after 2000 whilst Berlin's population has not</li> <li>• Berlin's population has fluctuated in its growth with some periods of decline (1975–1985) whilst Mumbai's population has grown continuously</li> <li>• Similarity is that both have grown overall from 1960 to 2020</li> </ul> <p><b>1 mark</b> for a simple comparison, <b>2 marks</b> for a developed comparison with data.</p> <p><b>Max. 1</b> for two separate descriptions.</p> | <b>3</b> |
| 3(b)     | <p><b>Suggest <u>two</u> reasons for the population growth of Mumbai shown in Fig. 3.1.</b></p> <p>Reasons should be related to cities, and link directly to population growth.</p> <p>Reasons could include:</p> <ul style="list-style-type: none"> <li>• Rapid in-migration from rural areas</li> <li>• Government stimulated growth – was the capital</li> <li>• Rapid industrialisation – increased jobs, etc.</li> <li>• Problems elsewhere e.g. violence in north-west India</li> <li>• Location of TNCs - many concentrated there (as port city, etc.)</li> <li>• High rate of natural increase (not just high BR)</li> </ul> <p><b>1 mark</b> for each reason.</p>                                                                                                                                                                                                                                                                              | <b>3</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Marks    |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 3(c)     | <p><b>Explain why many cities in HICs are declining in population.</b></p> <p>Reasons could focus on out migration and/or negative natural increase:</p> <p>The disadvantages of the cities can cause outmigration, such as:</p> <ul style="list-style-type: none"> <li>• Traffic congestion</li> <li>• Increased pollution</li> <li>• High rents/rates</li> <li>• High prices</li> <li>• Overcrowding</li> <li>• Crime (or fear of it)</li> </ul> <p>The advantages of areas outside the city which attract population, such as:</p> <ul style="list-style-type: none"> <li>• Cheaper/larger housing</li> <li>• More space</li> <li>• Less pollution/healthier</li> <li>• Scenery</li> <li>• More peaceful/friendlier</li> </ul> <p>Or increase in enabling factors such as:</p> <ul style="list-style-type: none"> <li>• Improved transport</li> <li>• Rise of internet – so can work remotely</li> <li>• Government policy e.g. decentralisation, urban renewal, etc.</li> <li>• Ageing population/low BR</li> </ul> <p><b>1 mark</b> for a simple reason or <b>2 marks</b> for a developed reason (such as adding detail or an example).</p> | <b>4</b> |

**Section B**

Answer **one** question from this section. All questions are worth 30 marks.

**Population**

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Marks    |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 4(a)     | <p><b>Describe the causes of food shortages.</b></p> <p>Causes could include:</p> <ul style="list-style-type: none"> <li>• Environmental problems destroying crops e.g. floods, droughts, fires, pests, disease, desertification</li> <li>• Economic e.g. transport problems, storage problems, increased cost of food, poor farming techniques</li> <li>• Socio-political e.g. wars, influx of migrants, high population growth, uneven distribution of food supplies</li> </ul> <p><b>1 mark</b> for each descriptive point outlined, with up to <b>2 marks</b> for further development such as using example(s) or more detail.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>7</b> |
| 4(b)     | <p><b>With the aid of examples, explain the consequences of food shortages.</b></p> <p>Consequences could include:</p> <ul style="list-style-type: none"> <li>• Social e.g. increased deaths, disease, migration, malnutrition</li> <li>• Economic e.g. inflation, changes in farming, improvements in transport</li> <li>• Environmental e.g. overgrazing, deforestation, soil erosion</li> <li>• Political e.g. riots, civil war, international aid, rationing</li> <li>• Positives e.g. introduction of innovation/technology to ease food shortage</li> </ul> <p><b>Max. 4 marks</b> if no valid examples.</p> <p>Award marks based on the quality of explanation and breadth of the response using the marking levels below.</p> <p><b>Level 3 (6–8)</b><br/>Response clearly explains the consequences of food shortages. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.</p> <p><b>Level 2 (3–5)</b><br/>Response explains the consequences of food shortages. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p> <p><b>Level 1 (1–2)</b><br/>Response is largely descriptive about the consequences of food shortages. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.</p> <p><b>Level 0 (0)</b><br/>No creditable response.</p> | <b>8</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Marks     |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 4(c)     | <p><b>With the aid of examples, assess the extent to which technology is the solution to food shortages in LICs/MICs.</b></p> <p>Technology could cover aspects such as: GM crops, mechanisation, better drainage, agri-chemicals, irrigation, weather forecasting, vertical farming, etc.</p> <p>But other solutions are possible such as:</p> <ul style="list-style-type: none"> <li>• Importing food</li> <li>• Policies to control/reduce population numbers e.g. family planning</li> <li>• Economic development - so that more can afford food supplies</li> <li>• Rationing</li> <li>• Improve transport/storage of food to improve access/align supply</li> <li>• International aid/ NGOs</li> <li>• Improved terms of trade</li> </ul> <p>Award marks based on the quality of the response using the marking levels below.</p> <p><b>Level 4 (12–15)</b><br/>Response thoroughly assesses the extent to which technology is the solution to food shortages in LICs/MICs. Examples used are appropriate and integrated effectively into the response. Response is well founded in detailed knowledge and strong conceptual understanding of the topic.</p> <p><b>Level 3 (8–11)</b><br/>Response assesses the extent to which technology is the solution to food shortages in LICs/MICs but may be unbalanced. Examples may lack detail or development. Response develops on a largely secure base of knowledge and understanding.</p> <p><b>Level 2 (4–7)</b><br/>Response shows general knowledge and understanding of the extent to which technology is the solution to food shortages in LICs/MICs. Response is mainly descriptive or explanatory with limited use of examples and understanding of the topic may be partial or inaccurate. Some concluding remarks. General responses without the use of example(s) will not get above the middle of Level 2 (6 marks).</p> <p><b>Level 1 (1–3)</b><br/>Response may broadly discuss the role of technology in food production but does not address the question and does not come to a convincing conclusion. Response is descriptive, knowledge is basic and understanding is poor.</p> <p><b>Level 0 (0)</b><br/>No creditable response.</p> | <b>15</b> |

**Population/Migration**

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Marks    |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 5(a)     | <p><b>With the aid of examples, describe the difference between obstacles, constraints and barriers to migration.</b></p> <p>An <b>obstacle</b> blocks the migrant or hinders their progress, but they can eventually get through/over it. e.g. mountains, oceans, no visa/passport.</p> <p>A <b>constraint</b> limits or restricts movement, so slowing migration down but not halting it, e.g. cost, access to transport, pull of family/friends, need to apply for a visa.</p> <p>A <b>barrier</b> prevents movement so prevents migration, e.g. a wall, laws.</p> <p>The difference is subtle and may benefit from exemplification.</p> <p><b>2 marks</b> for each term, up to <b>3 marks</b> with development such as using an example.</p> <p><b>Max. 3</b> if no valid examples. Examples may be non-place related e.g. visas.</p> | <b>7</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Marks    |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 5(b)     | <p><b>With the aid of examples, explain why governments might attempt to control <u>internal</u> migration.</b></p> <p>Governments might attempt to control <u>internal</u> migration for a variety of reasons, often to protect a location from overpopulation or underpopulation pressures. These reasons may include:</p> <ul style="list-style-type: none"> <li>• Environmental e.g. to limit/reduce pollution, protect water supplies, protect natural environments/ecosystems.</li> <li>• Economic e.g. to ensure infrastructure fits needs, to open up resources, to protect resources</li> <li>• Social e.g. to protect cultures, to spread cultures, reduce rural depopulation</li> <li>• Demographic e.g. to reduce/increase numbers/age range, to control the spread of diseases, reduce ageing population pressure</li> <li>• Political e.g. to influence voting pattern, to reduce/increase conflict, increase safety/security</li> </ul> <p><b>Max. 4 marks</b> if no valid examples.</p> <p>Award marks based on the quality of explanation and breadth of the response using the marking levels below.</p> <p><b>Level 3 (6–8)</b><br/>Response clearly explains why governments might attempt to control <u>internal</u> migration. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.</p> <p><b>Level 2 (3–5)</b><br/>Response explains why governments might attempt to control <u>internal</u> migration. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p> <p><b>Level 1 (1–2)</b><br/>Response is largely descriptive about why governments might attempt to control <u>internal</u> migration. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.</p> <p><b>Level 0 (0)</b><br/>No creditable response.</p> | <b>8</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Marks     |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 5(c)     | <p><b>‘Improvements in transport is the main reason for the global increase in international migration.’ With the aid of examples, how far do you agree with this view?</b></p> <p>Improvement in transport covers air, water and road transport both in terms of quantity/quality as well as its relative cost.</p> <p>But is it the main reason? Other reasons could include:</p> <ul style="list-style-type: none"> <li>• Increased education and increased information via media, etc.</li> <li>• Improved communications especially IT</li> <li>• Increased pushes in the form of wars, famines, floods, etc.</li> <li>• Increased pulls e.g. wage inflation/contrasts</li> <li>• More countries willing to welcome migrants (for their labour, skills, etc.)</li> <li>• Development – higher incomes so more can afford to migrate</li> </ul> <p>Award marks based on the quality of the response using the marking levels below.</p> <p><b>Level 4 (12–15)</b><br/>Response thoroughly assesses the extent to which improvements in transport is the main reason for the global increase in international migration. Examples used are appropriate and integrated effectively into the response. Response is well founded in detailed knowledge and strong conceptual understanding of the topic.</p> <p><b>Level 3 (8–11)</b><br/>Response assesses the extent to which improvements in transport is the main reason for the global increase in international migration but may be unbalanced. Examples may lack detail or development. Response develops on a largely secure base of knowledge and understanding.</p> <p><b>Level 2 (4–7)</b><br/>Response shows general knowledge and understanding of the extent to which improvements in transport is the main reason for the global increase in international migration. Response is mainly descriptive or explanatory with limited use of examples and understanding of the topic may be partial or inaccurate. Some concluding remarks. General responses without the use of example(s) will not get above the middle of Level 2 (6 marks).</p> <p><b>Level 1 (1–3)</b><br/>Response may broadly discuss improvements in transport but does not address the question and does not come to a convincing conclusion. Response is descriptive, knowledge is basic and understanding is poor.</p> <p><b>Level 0 (0)</b><br/>No creditable response.</p> | <b>15</b> |

**Population/Migration/Settlement dynamics**

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Marks    |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 6(a)     | <p><b>With the aid of examples, describe the functional zonation that may occur in cities in HICs.</b></p> <p>Some candidates may resort to models, but this is not an expectation. The zonation within a single city/urban area is an effective response.</p> <p>Functional zonation should by its very nature consist of zones with different functions such as:</p> <ul style="list-style-type: none"> <li>• Residential – various types</li> <li>• Industrial – heavy v light industry</li> <li>• Commercial e.g. offices – private v public sector</li> <li>• Retail</li> <li>• Transport</li> <li>• Recreational e.g. football grounds</li> <li>• Entertainment</li> <li>• Administration – government offices</li> <li>• Educational e.g. university</li> <li>• Open space – parks, etc.</li> </ul> <p><b>1 mark</b> for description of each zone with up to <b>2 marks</b> for further development such as examples.</p> <p>There is no requirement to explain but <b>max. 3</b> if no valid examples used.</p> | <b>7</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Marks    |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 6(b)     | <p><b>With the aid of examples, explain the causes of functional zonation in cities.</b></p> <p>Some candidates may use models, but this is not an expectation. The focus is on what causes distinctive zones in urban areas. The syllabus specifically refers to spatial competition and rent bid, but there are other causes including:</p> <ul style="list-style-type: none"> <li>• Physical geography e.g. relief, aspect, rivers/coasts, drainage</li> <li>• Economic e.g. transport routes, accessibility, industry</li> <li>• Social e.g. reputation, gentrification, access to services, university</li> <li>• Cultural and historical factors e.g. defensive site, cathedral close</li> <li>• Political e.g. land use zoning, planning controls</li> </ul> <p>Alternatively candidates may consider ideas of complementarity, competition etc.</p> <p><b>Max. 4 marks</b> if no valid examples.</p> <p>Award marks based on the quality of explanation and breadth of the response using the marking levels below.</p> <p><b>Level 3 (6–8)</b><br/>Response clearly explains the causes of functional zonation in cities. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.</p> <p><b>Level 2 (3–5)</b><br/>Response explains the causes of functional zonation in cities. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p> <p><b>Level 1 (1–2)</b><br/>Response is largely descriptive about the causes of functional zonation in cities. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.</p> <p><b>Level 0 (0)</b><br/>No creditable response.</p> | <b>8</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Marks     |
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| 6(c)     | <p><b>‘Very large cities in LICs/MICs often have negative consequences for countries.’ With the aid of examples, how far do you agree?</b></p> <p>Most candidates are likely to refer to the idea of core v periphery where the city can have a negative effect (backwash) or positive effect (spread) on other areas of the country. Many may relate it to rural to urban migration with the resulting impacts. Sometimes these cities are seen as parasitic.</p> <p>These ideas will vary with the nature of country, size of city, political structure, history (often a colonial legacy), etc. A very large city is often a common feature in LICs/MICs where the capital city dominates in terms of economic, social, cultural, and political development sometimes leading to peripheral areas trying to seek independence.</p> <p>Higher responses may discuss pros and cons.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p><b>Level 4 (12–15)</b><br/>Response thoroughly assesses the extent to which very large cities in LICs/MICs often have negative consequences for countries. Examples used are appropriate and integrated effectively into the response. Response is well founded in detailed knowledge and strong conceptual understanding of the topic.</p> <p><b>Level 3 (8–11)</b><br/>Response assesses the extent to which very large cities in LICs/MICs often have negative consequences for countries but may be unbalanced. Examples may lack detail or development. Response develops on a largely secure base of knowledge and understanding.</p> <p><b>Level 2 (4–7)</b><br/>Response shows general knowledge and understanding of the extent to which very large cities in LICs/MICs often have negative consequences for countries. Response is mainly descriptive or explanatory with limited use of examples and understanding of the topic may be partial or inaccurate. Some concluding remarks. General responses without the use of example(s) will not get above the middle of Level 2 (6 marks).</p> <p><b>Level 1 (1–3)</b><br/>Response may broadly discuss very large cities in LICs/MICs but does not address the question and does not come to a convincing conclusion. Response is descriptive, knowledge is basic and understanding is poor.</p> <p><b>Level 0 (0)</b><br/>No creditable response.</p> | <b>15</b> |