



Cambridge International AS & A Level

GEOGRAPHY

9696/21

Paper 2 Core Human Geography

May/June 2022

MARK SCHEME

Maximum Mark: 60

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 **14** 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 descriptors 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.

Section A

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

Population

Question	Answer	Marks
1(a)	<p>Table 1.1 shows the percentage of undernourished population in selected world regions for 2005, 2010, 2015 and 2019.</p> <p>Name the world region which reduced undernourishment the most between 2005 and 2019 shown in Table 1.1.</p> <p>Asia</p>	1
1(b)	<p>Compare the changes in undernourishment for Africa and South America shown in Table 1.1.</p> <p>Indicative:</p> <ul style="list-style-type: none"> • Both decreased level of undernourishment 2005–2015 • Changed at a rate such that South America always 13/14% lower than Africa • South America lower % than Africa – 1/3 in 2005 1/4 in 2015 • Both increased in 2019 – Africa by 0.8 South America by 1.2 • Both decreased by 2 2005–19 <p>Point mark 4 x 1 mark but maximum 2 if no data.</p> <p>Maximum 1 mark for clearly no comparison.</p>	4
1(c)	<p>Suggest reasons why the improvement in nourishment for Africa, shown in Table 1.1, has been slow.</p> <p>Indicative:</p> <ul style="list-style-type: none"> • Rapid growth in population (high BR and decreasing DR) • Climatic issues – floods, droughts, pests (e.g. locusts) • Economic issues – lack of investment, poverty, subsistence farms dominate • Social issues – rural to urban migration, social unrest, lack of education • Demographic – outmigration of young males (loss of farm workers) • Political issues – role of TNCs, mismanagement of aid/corruption, civil wars, trade issues <p>1 mark for simple reason or 2 marks if some development such as an example.</p> <p>Maximum 2 if not clearly focused on reasons for slow improvement.</p>	5

Migration

Question	Answer	Marks
2(a)(i)	<p>Fig. 2.1 shows migration out of the UK and migration into the UK, by sex and age group, in 2018.</p> <p>Using Fig. 2.1, state: the group which had the greatest difference between migration out of the UK and migration into the UK</p> <p>Females aged 15–24</p>	1
2(a)(ii)	<p>Using Fig. 2.1, state: one group where migration out of the UK exceeded migration into the UK.</p> <p>Males aged 45–64, males aged 65 and over, or females aged 60 and over</p>	1
2(b)	<p>Calculate the difference between migration into the UK for males aged 15–24 and females aged 15–24. Show your working.</p> <p>152.5 thousand [females aged 15–24] (1 mark) – 107.5 thousand [males aged 15–24] (1 mark) = 45 thousand (1 mark) Allow rounded 153 vs 108/107 = 45 thousand or 46 thousand</p> <p>Maximum 2 if no reference to thousands.</p>	3
2(c)	<p>Suggest why more males aged 25–44 migrate than females aged 25–44.</p> <p>Indicative:</p> <p>Young males are more mobile as:</p> <ul style="list-style-type: none"> • Often seen as ‘breadwinners’ for the family • Cultural pressure • More likely to do risky – dangerous/dirty/distant – jobs • Often males are paid more so can afford to move • Migration journey may be risky (females would be more vulnerable) <p>Young females are less mobile as:</p> <ul style="list-style-type: none"> • Often have young children to look after • Often fill lower paid jobs so less able to afford to move • Age of marriage and settling down • Level of education <p>1 mark per reason for comparison.</p>	5

Settlement dynamics

Question	Answer	Marks
3(a)	<p>Fig. 3.1 is a photograph which shows a manufacturing site, in an HIC, that is no longer in use.</p> <p>State <u>three</u> different pieces of evidence from Fig. 3.1 which suggest that the manufacturing site is no longer in use.</p> <p>Indicative:</p> <ul style="list-style-type: none"> • Broken windows • Overgrown with vegetation • No sign of life/activity • Plaster flaking off wall (left of photo) • Unsafe bridge • Pipes/sewers not in use suggesting no activity • No power as wires are down <p>1 mark per point but must be clearly in the photograph.</p>	3
3(b)	<p>Suggest why the site shown in Fig. 3.1 is no longer suitable for modern-day manufacturing.</p> <p>Indicative:</p> <ul style="list-style-type: none"> • Too cramped/lack of space • Vertical buildings – most modern industry is horizontal • Many small sub-parts – now tend to have a few large sub-parts • Lack of space for transport • It is run down so too expensive to modernise • Has a river dividing the site • Does not meet government standards/regulations e.g. pollution controls <p>1 mark for simple reason or 2 marks if some development/detail. Maximum 1 if focus on buildings decay rather than site.</p>	3
3(c)	<p>Explain why some manufacturing stays at its original urban location rather than relocating to a new site.</p> <p>Indicative:</p> <ul style="list-style-type: none"> • Inertia – cost too much to move • Has invested in local area/support industries – linkage • Has local supply of labour (quantity and/or quality) • Has local raw materials (or inputs such as components) • Good transport links (e.g. port location, motorways) • Government subsidies (often to avoid unemployment) • Take time to relocate • Cheaper land where they are as they own the land <p>1 mark for simple reason or 2 marks if some development such as example.</p>	4

Section B

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

Population

Question	Answer	Marks
4(a)	<p>Describe the changes in the death rate in the demographic transition model (DTM).</p> <p>Indicative:</p> <ul style="list-style-type: none"> • Stage 1 (High stationary) – DR is high (and fluctuates) • Stage 2 (Early expanding) – DR drops rapidly • Stage 3 (Late expanding) – DR still falling but slows • Stage 4 (Low stationary) – DR is low • Stage 5 (Declining) – DR begins to rise <p>1 mark per correct change/stage + 2 marks available for use of examples with data.</p> <p>Candidates may not answer with reference to stages, but this may be self-limiting.</p> <p>Candidates may label a diagram with data.</p> <p>No credit for explanation.</p>	7

Question	Answer	Marks
4(b)	<p>With the aid of examples, explain why death rates fall with the increased economic development of an area.</p> <p>Candidates may answer this stage by stage of the DTM or consider the various factors that come with increased economic development:</p> <ul style="list-style-type: none"> • Improvement in diets (quality and quantity) – farming improves • Improved health – medical advances, more hospitals, better health education (especially reduces infant mortality) • Greater security so fewer wars, violence • Improved water supply (quality and quantity) • Greater education on safer living – anti-smoking, better hygiene etc. • Improved housing – so fewer fires, fewer bugs etc. • More tertiary jobs – safer than primary/secondary • Cultural shift such that females more valued and protected • Improved transport so aid can reach problem areas <p>Award marks based on the quality of explanation and breadth of the response using the marking levels below.</p> <p>Level 3 (6–8) Response clearly explains in detail why death rates fall with the increased economic development of an area. 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>Level 2 (3–5) Response offers some explanation of why death rates fall with the increased economic development of an area. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p> <p>Maximum 4 marks if no examples.</p> <p>Level 1 (1–2) Response is largely descriptive with limited, if any, explanation of why death rates fall with the increased economic development of an area. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.</p> <p>Level 0 (0) No creditable response.</p>	8

Question	Answer	Marks
4(c)	<p>‘The main impact of an ageing population on a country is economic.’ With the aid of examples, how far do you agree with this statement?</p> <p>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.</p> <p>An ageing population impacts on a country via its impact on:</p> <ul style="list-style-type: none"> • Demography – higher DR, lower BR, more older females (sex imbalance) • Social and cultural life – need for schools, health care, type of consumer goods etc. • Political – voting patterns, tax revenue, need for social services/facilities • Economic – both directly e.g. labour supply, cost of pensions, etc. but also indirectly such as increased need for medical care, need for specialised residential housing, etc. <p>So is economic the main impact? Are all impacts negative – are there some positives? e.g. increased employment in care industry.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p>Level 4 (12–15) Response thoroughly discusses the extent to which the main impact of an ageing population on a country is an economic one. 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>Level 3 (8–11) Response discusses the extent to which the main impact of an ageing population on a country is an economic one but may be unbalanced. Examples may lack detail or development. Response develops on a largely secure base of knowledge and understanding.</p> <p>Level 2 (4–7) Response shows general knowledge and understanding of the extent to which the main impact of an ageing population on a country is an economic one. 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>Level 1 (1–3) Response may broadly discuss the role of an ageing population 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>Level 0 (0) No creditable response.</p>	15

Population/Migration

Question	Answer	Marks
5(a)	<p>Describe different ways of classifying types of population movements.</p> <p>Indicative:</p> <ul style="list-style-type: none"> • On cause: forced vs voluntary, pushed vs pulled • On distance: international vs internal (or regional, local etc.) • On direction: rural to urban, intra-urban etc., in- and out-immigration vs emigration • On duration: migration vs circulation • On nature of people moving e.g. refugees, stepped vs chain, mass vs individual <p>There are many ways so expect at least two ways otherwise maximum 3 marks.</p> <p>Point mark. 1 mark per point + 2 marks available for use of examples/details.</p>	7

Question	Answer	Marks
5(b)	<p>With the aid of examples, explain why the level of internal migration has increased in many LICs/MICs.</p> <p>The LIC/MIC context suggests rapidly urbanising and industrialising countries, so level of migration has increased due to:</p> <ul style="list-style-type: none"> • Greater disparities in wealth between areas e.g. rural vs urban or core vs periphery • Increased opportunities in cities – tertiary jobs • Decreased satisfaction with rural life • Improvement in transport – both private and public • Increased education – opened up new horizons and ambitions • Growth of media so more people know of other opportunities elsewhere • Government policy – tends to focus its limited investment • Increased employment of women • More barriers to international migration • Climate change e.g. more droughts/floods <p>Many may consider various push and pull factors but these should be used to explain why migration has increased.</p> <p>Award marks based on the quality of explanation and breadth of the response using the marking levels below.</p> <p>Level 3 (6–8) Response clearly explains in detail why the level of internal migration has increased in many LICs/MICs. 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>Level 2 (3–5) Response offers some explanation of why the level of internal migration has increased in many LICs/MICs. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p> <p>Maximum 4 marks if no examples.</p> <p>Level 1 (1–2) Response is largely descriptive with limited, if any, explanation of why the level of internal migration has increased in many LICs/MICs. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.</p> <p>Level 0 (0) No creditable response.</p>	8

Question	Answer	Marks
5(c)	<p>‘The impact of the migration of a population from an area is always negative for the source area.’</p> <p>With the aid of examples, to what extent do you agree with this view?</p> <p>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.</p> <p>Indicative:</p> <ul style="list-style-type: none"> • Out-migration often involves the young, better educated, healthy population. Negatives could include: demographic e.g. ageing population, social e.g. limited education, economic e.g. lack of labour, but: • Out-migration can be a positive for the source area if it is originally over-populated or if the characteristics of the out-migrants is to the areas advantage e.g. loss of ageing retirees <p>Award marks based on the quality of the response using the marking levels below.</p> <p>Level 4 (12–15) Response thoroughly discusses the extent to which the impact of the migration of a population from an area is always negative for the source area. 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>Level 3 (8–11) Response discusses the extent to which the impact of the migration of a population from an area is always negative for the source area but may be unbalanced. Examples may lack detail or development. Response develops on a largely secure base of knowledge and understanding.</p> <p>Level 2 (4–7) Response shows general knowledge and understanding of the extent to which the impact of the migration of a population from an area is always negative for the source area. 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>Level 1 (1–3) Response may broadly discuss the impact of the migration of a population from an area 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>Level 0 (0) No creditable response.</p>	15

Population/Migration/Settlement dynamics

Question	Answer	Marks
6(a)	<p>Describe the processes that lead to residential segregation in urban areas.</p> <p>This is about the processes that lead to segregation rather than an explanation of why it occurs (although there is some overlap between processes and causes) or the groups involved (maximum 4 if only considers groups).</p> <p>Indicative:</p> <ul style="list-style-type: none"> • Operation of the housing market • Buying a house, type of property available e.g. size • Discrimination and prejudice – reputation and word of mouth/feedback • Influence of family and friends • Need for local facilities and services e.g. schools, medical, shops, parks etc. • Ease of transport – ease of access, public vs private • Government processes – Planning controls/zoning/taxation/government housing schemes • Level of risk/insecurity etc. • Sharing a common culture • Filtering – increased wealth <p>Point mark. 1 mark per process + 2 marks available for use of examples with data.</p>	7

Question	Answer	Marks
6(b)	<p>With the aid of examples, explain why land values vary within an urban area.</p> <p>Many candidates will focus on the bid-rent model and relate land values to distance from the centre but there are other factors/causes such as:</p> <ul style="list-style-type: none"> • Physical conditions such as relief, drainage, south facing, flood risk • Social factors such as reputation of an area, type of existing population • Political factors such as local tax rate, level of services • Age of properties • Historical and cultural factors e.g. near a cathedral • Recreational and entertainment opportunities • Temporal – they vary over time e.g. changing image/reputation <p>Maximum 4 marks if candidate just covers bid-rent.</p> <p>Award marks based on the quality of explanation and breadth of the response using the marking levels below.</p> <p>Level 3 (6–8) Response clearly explains in detail why land values vary within an urban area. 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>Level 2 (3–5) Response offers some explanation of why land values vary within an urban area. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p> <p>Maximum 4 marks if no examples.</p> <p>Level 1 (1–2) Response is largely descriptive with limited, if any, explanation of why land values vary within an urban area. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.</p> <p>Level 0 (0) No creditable response.</p>	8

Question	Answer	Marks
6(c)	<p>With the aid of examples, to what extent do environmental factors affect the location of activities within urban areas?</p> <p>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.</p> <p>Environmental factors could include:</p> <ul style="list-style-type: none"> • Climate e.g. aspect, shelter, smog • Relief e.g. slope angle • Drainage e.g. near to water supply, well drained site • Vegetation • Geology e.g. strength of bedrock, raw materials • Levels and types of pollution <p>The key is their impact on the location of activities e.g. residential, retail, industrial etc. Or are other economic, social, political and historical factors more important in determining location?</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p>Level 4 (12–15) Response thoroughly discusses the extent to which environmental factors affect the location of activities within urban areas. 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>Level 3 (8–11) Response discusses the extent to which environmental factors affect the location of activities within urban areas but may be unbalanced. Examples may lack detail or development. Response develops on a largely secure base of knowledge and understanding.</p> <p>Level 2 (4–7) Response shows general knowledge and understanding of the extent to which environmental factors affect the location of activities within urban areas. 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>Level 1 (1–3) Response may broadly discuss the role of a limited number of environmental factors 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>Level 0 (0) No creditable response.</p>	15