



## Cambridge International AS & A Level

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**GEOGRAPHY**

**9696/22**

Paper 2 Core Human Geography

**October/November 2020**

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 **17** 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 carry 10 marks.

## Population

Question	Answer	Marks
1	<b>Fig. 1.1 and Fig. 1.2 show the proportion of population aged 60 or over, by country, in 2015 and projected for 2050.</b>	
1(a)	<b>Using Fig. 1.1, state the continent with the lowest overall proportion of the population aged 60 or over in 2015.</b>  Africa	<b>1</b>
1(b)	<b>Describe the changes in pattern of areas with 0–9% of the population aged 60 or over between Fig. 1.1 and Fig. 1.2.</b>  Candidates should offer evidence from Fig. 1.1 to support the description.  <b>Changes</b> in the pattern include: <ul style="list-style-type: none"> <li>• fewer areas</li> <li>• more focused with very few areas outside of Africa</li> <li>• none in 2050 in South America and Central America in comparison to 5/6/7 clear areas in 2015</li> <li>• two remnants in region spreading from Middle East across Asia, formerly quite widespread across this region</li> <li>• pattern within Africa was a block/consolidated area but now is broken up</li> <li>• areas in South and North of Africa no longer in this category/percentage has increased</li> </ul> Do not credit descriptions of other categories or pattern in 2015.  <b>1 mark</b> for a simple change.	<b>4</b>
1(c)	<b>Suggest <u>two</u> reasons why the proportion of population aged 60 or over is low in some countries.</b>  Credit best two reasons if they give more than two.  Reasons may include factors (environmental, economic, social and political) which are contributory to low proportions of people aged 60 or over: <ul style="list-style-type: none"> <li>• high death rates/low life expectancy – related to over 60s</li> <li>• high rates of natural increase</li> <li>• a youthful population structure/high birth rates</li> <li>• poor health care/living conditions</li> <li>• war and social unrest</li> <li>• other factors such as out migration of elderly (or in migration of young), socio-economic reasons</li> </ul> Credit a simple reason <b>1 mark</b> , or for a developed reason (with detail or an example) <b>2/3 marks</b> , to the maximum.	<b>5</b>

## Migration

Question	Answer	Marks
2	<b>Fig. 2.1 shows the contribution of natural increase and net migration to population change in Europe, 1950–2019 and projected for 2020–49.</b>	
2(a)	<b>Using Fig. 2.1, state the decade in which net migration became higher than natural increase.</b>  1990–1999 or 1990s, but no credit for 1990.	<b>1</b>
2(b)	<b>Describe how net migration and natural increase influence the net change of population shown in Fig. 2.1.</b>  Candidates should offer data from Fig. 2.1 to support the description.  Points may include: <ul style="list-style-type: none"> <li>net change remains positive from 1990–2019 as net migration is greater than natural increase</li> <li>after 2019 net change is negative because natural increase is negative and outweighs the positive impact of net migration</li> <li>net change moves from positive to negative in 2020–2039 as net migration is not enough to counteract the negative natural increase</li> </ul> <b>1 mark</b> for a simple point, <b>2 marks</b> for a developed point clearly linking the elements together, with supporting data from Fig. 1.1, to the maximum.	<b>4</b>
2(c)	<b>Explain how international migration can have positive impacts on receiving/destination areas.</b>  Candidates are free to develop their own explanation based upon voluntary and/or forced migration. Do not credit negative impacts or impact on source.  Key ideas include: <ul style="list-style-type: none"> <li>increase in labour supply</li> <li>skills shortages eased</li> <li>increased productivity through specialisation</li> <li>increase in entrepreneurs/enhanced innovation</li> <li>contributors to tax revenue</li> <li>diversification of retail and other services</li> <li>cultural and social benefits</li> <li>higher BR/more youthful population</li> <li>other</li> </ul> Credit a simple point <b>1 mark</b> , or a point with development (with detail or an example) <b>3 marks</b> , to the maximum.	<b>5</b>

## Settlement dynamics

Question	Answer	Marks																		
3	<b>Fig. 3.1 shows the percentage of urban population, by city size, for world regions in 2014.</b>																			
3(a)	<p><b>Using Fig. 3.1, describe the variations in percentage of urban population in megacities by world region.</b></p> <p>The variation is from 0% (Australasia) to 13% (Asia and South America and Caribbean) <b>1 mark</b> with no need to state the names plus <b>one other valid point</b> such as Europe (7%) much smaller than the rest; Africa and North America similar – 11% and 12%.</p> <p>Credit greater/most/fewer as descriptions of <b>variations</b>, i.e. figures are not required. Simple list gains no credit.</p>	<b>2</b>																		
3(b)	<p><b>Using Fig. 3.1, compare the percentage of urban population, by city size, for Europe with that of Asia.</b></p> <p>Candidates should offer data from Fig. 3.1 to support the comparison.</p> <p>Comparative values are:</p> <table border="1"> <thead> <tr> <th>Size of city</th> <th>Europe %</th> <th>Asia %</th> </tr> </thead> <tbody> <tr> <td>Megacities (10 million or more)</td> <td>7</td> <td>13</td> </tr> <tr> <td>Large cities (5–10 million)</td> <td>2</td> <td>10</td> </tr> <tr> <td>Medium sized cities (1–5 million)</td> <td>16</td> <td>20</td> </tr> <tr> <td>Cities (500 000–1 million)</td> <td>10</td> <td>9</td> </tr> <tr> <td>Urban areas (less than 500 000)</td> <td>65</td> <td>48</td> </tr> </tbody> </table> <p>Points of comparison (<b>max 1</b> if no comparison) include:</p> <ul style="list-style-type: none"> <li>• Europe and Asia both have the highest percentage in urban areas smaller than 500 000, but Europe's share is higher</li> <li>• Europe has a higher share in both categories of below 1 million but Asia is higher in all cities greater than 1 million and above</li> <li>• the second largest share in both regions is cities of 1–5 million but Asia's share is higher than Europe's</li> </ul> <p><b>1 mark</b> for each comparison to the maximum.</p>	Size of city	Europe %	Asia %	Megacities (10 million or more)	7	13	Large cities (5–10 million)	2	10	Medium sized cities (1–5 million)	16	20	Cities (500 000–1 million)	10	9	Urban areas (less than 500 000)	65	48	<b>3</b>
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Question	Answer	Marks
3(c)	<p><b>Explain <u>two</u> planning issues in urban areas in LICs/MICs.</b></p> <p>Candidates are free to develop their own <b>explanation</b>.</p> <p>Key issues include (but they do need explaining, i.e. why they are an issue):</p> <ul style="list-style-type: none"> <li>• housing, including shanty towns (squatter settlements)</li> <li>• provision of infrastructure and utilities</li> <li>• residential segregation</li> <li>• changes in the CBD</li> <li>• location of economic activities</li> <li>• building codes and standards</li> <li>• governance</li> <li>• land tenure</li> <li>• sources of finance</li> <li>• pollution</li> <li>• planned development and expansion</li> <li>• opposition by groups</li> <li>• other</li> </ul> <p>Credit a simple point <b>1 mark</b>, or a point with development (with detail or an example) <b>3 marks</b>, to the maximum. If purely description, then max <b>2 marks</b>.</p>	<b>5</b>

**Section B**

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

**Population**

Question	Answer	Marks
4(a)(i)	<p><b>Define the term <i>food security</i>.</b></p> <p>Food security, as defined by the United Nations' Committee on World Food Security, is the condition in which all people, at all times, have physical, social and economic access to sufficient safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life.</p> <p>Key ideas at <b>1 mark</b> each include:</p> <ul style="list-style-type: none"> <li>• access to sufficient quantity</li> <li>• affordability</li> <li>• nutritional value</li> <li>• at all times/all people</li> <li>• an element of future planning</li> <li>• for an active and healthy life</li> </ul>	<b>3</b>
4(a)(ii)	<p><b>Suggest <u>two</u> ways in which food security in a country can be threatened.</b></p> <p>Reasons should be linked to reduced food security, including:</p> <ul style="list-style-type: none"> <li>• factors influencing the amount of food produced such as: water shortage caused; climate change land degradation; greedy land acquisitions; change in farming practices, e.g. use of sterile seeds in GM crops as opposed to traditional method of saving own seed; war/natural disaster; disease/pests of crops or animals, etc.</li> <li>• factors influencing the availability of food such as: population growth; changes in dietary demands; rising prices, etc.</li> <li>• problems in food distribution such as: poor transport, poor storage, war, etc.</li> <li>• other</li> </ul> <p>Credit a simple reason <b>1 mark</b>, or for a developed reason <b>2/3 marks</b>, to the maximum.</p>	<b>4</b>

Question	Answer	Marks
4(b)	<p><b>Using examples, explain the roles of technology and innovation in overcoming food shortages.</b></p> <p>Candidates should use examples to help explain the roles of technology and innovation in overcoming food shortages. Examples may come from any stage of the food cycle: production, storage, processing, transport, availability to consumers.</p> <p>Responses will vary depending on the examples and reasons chosen but credit any valid explanation.</p> <p>The explanation may draw on the following factors:</p> <ul style="list-style-type: none"> <li>• irrigation and chemical use including issues of precision application and monitoring of needs</li> <li>• improved harvesting and post harvesting management</li> <li>• developments in plant breeding and seed technology</li> <li>• use of information gathering technologies such as sensors, drones or satellite GPS to monitor factors such as: soil conditions, yields, pests, etc.</li> <li>• soil research</li> <li>• hydroponics/vertical farming</li> <li>• improvement in transport/storage/processing</li> <li>• other</li> </ul> <p><b>Max. 3 marks</b> for a generic response without 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> Response explains in detail the roles of technology and innovation in overcoming food shortages thoroughly in a clear and focused manner. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Any examples used are appropriate and integrated effectively into the response.</p> <p><b>Level 2 (3–5)</b> Response explains the roles of technology and innovation in overcoming 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> Response comprises one or more points about overcoming food shortages which may not be carefully focused on the roles of technology and/or innovation. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.</p> <p><b>Level 0 (0)</b> No creditable response.</p>	8



Question	Answer	Marks																
4(c)	<p><b>'The issues of a youthful population are easier to manage than the issues of an ageing population.'</b></p> <p><b>With the aid of examples, how far do you agree?</b></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>Content may include:</p> <table border="1" data-bbox="308 719 1326 1541"> <thead> <tr> <th data-bbox="308 719 815 784">youthful</th> <th data-bbox="815 719 1326 784">ageing</th> </tr> </thead> <tbody> <tr> <td data-bbox="308 784 815 913">changing attitudes, e.g. to economic value of children, caring role of children, females, etc.</td> <td data-bbox="815 784 1326 913">decline of workforce issues, e.g. loss of skills, numbers, replacement, etc.</td> </tr> <tr> <td data-bbox="308 913 815 1014">access to family planning and education</td> <td data-bbox="815 913 1326 1014">provision of care and facilities for elderly</td> </tr> <tr> <td data-bbox="308 1014 815 1144">cost of providing for needs of the young, e.g. schools, health support, etc.</td> <td data-bbox="815 1014 1326 1144">pension issues such as contributions, raising of retirement age, etc.</td> </tr> <tr> <td data-bbox="308 1144 815 1276">housing issues such as provision of water and sanitation, overcrowding, etc.</td> <td data-bbox="815 1144 1326 1276">changing attitudes to the elderly and their role in society</td> </tr> <tr> <td data-bbox="308 1276 815 1377">improvements to maternal and child health</td> <td data-bbox="815 1276 1326 1377">difficulties associated with pro-natalist policies</td> </tr> <tr> <td data-bbox="308 1377 815 1476">environmental pressures</td> <td data-bbox="815 1377 1326 1476">expectations of filial support within society</td> </tr> <tr> <td data-bbox="308 1476 815 1541">other</td> <td data-bbox="815 1476 1326 1541">other</td> </tr> </tbody> </table> <p>Alternatively, candidates may consider demographic, economic, social, environmental and political issues, but the stress is on relative ease of managing them.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p><b>Level 4 (12–15)</b> Response thoroughly discusses the extent to which the issues of a youthful population are easier to manage than the issues of an ageing population in a clear and well developed assessment. 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>	youthful	ageing	changing attitudes, e.g. to economic value of children, caring role of children, females, etc.	decline of workforce issues, e.g. loss of skills, numbers, replacement, etc.	access to family planning and education	provision of care and facilities for elderly	cost of providing for needs of the young, e.g. schools, health support, etc.	pension issues such as contributions, raising of retirement age, etc.	housing issues such as provision of water and sanitation, overcrowding, etc.	changing attitudes to the elderly and their role in society	improvements to maternal and child health	difficulties associated with pro-natalist policies	environmental pressures	expectations of filial support within society	other	other	15
youthful	ageing																	
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other	other																	

Question	Answer	Marks
4(c)	<p><b>Level 3 (8–11)</b> Response discusses whether the issues of a youthful population are easier to manage than the issues of an ageing population, and offers an overall assessment but may be limited or 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> Response shows general knowledge and understanding of the issues of a youthful population and an ageing population, with little focus on the question of which structure is easier to manage. 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> Response may broadly discuss population issues 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> No creditable response.</p>	

**Migration**

Question	Answer	Marks
5(a)	<p><b>Describe the impacts of rural-urban migration on rural areas.</b></p> <p>The impacts may be demographic, social, economic, environmental or political.</p> <p>Candidates may include impacts on:</p> <ul style="list-style-type: none"> <li>• population structure such as increased age dependency, imbalanced gender structure, etc.</li> <li>• social such as issues for family structure, loss of schooling as children take on adult roles, etc.</li> <li>• economic such as remittances, loss of labour force, skills shortage, decline in agricultural production, etc.</li> <li>• environmental such as abandonment of agricultural land</li> <li>• political such as neglect of rural areas, voting patterns</li> <li>• other</li> </ul> <p>Credit basic description <b>1 mark</b>, or a point with development (such as detail or an example) credit <b>2/3 marks</b>, to the maximum.</p>	<b>7</b>

Question	Answer	Marks
5(b)	<p><b>With the aid of examples, explain the role of push factors in rural-urban migration.</b></p> <p>This requires a focused explanation of the <b>role</b> of push factors in rural-urban migration. The ‘role’ element of the question invites candidates to refer to the push-pull model, but push factors are expected to be the main focus of the response. Factors from either or both of voluntary and forced migration may be offered.</p> <p>Candidates may include demographic, social, economic, environmental or political push factors:</p> <ul style="list-style-type: none"> <li>• demographic, e.g. lack of marriage partners, overpopulation, high death rate</li> <li>• social, e.g. lack of educational opportunities, tradition and cultural issues, inheritance laws</li> <li>• economic, e.g. employment issues such as seasonality, diversity of opportunity, low wage rates, agricultural change</li> <li>• environmental, e.g. natural disaster, famine</li> <li>• political, e.g. neglect/priorities by government over investment in services, security issues, war</li> <li>• other</li> </ul> <p><b>Max. 3 marks</b> for a generic answer without 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> Response explains the role of push factors in rural to urban migration thoroughly in a clear and focused manner. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Any examples used are appropriate and integrated effectively into the response.</p> <p><b>Level 2 (3–5)</b> Response explains the role of push factors in rural to urban migration. Response may be unbalanced or limited through focusing on one factor. 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> Response comprises one or more points about rural to urban migration which may not be carefully focused on the role of push factors. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.</p> <p><b>Level 0 (0)</b> No creditable response.</p>	8

Question	Answer	Marks
5(c)	<p><b>Assess the extent to which distance influences patterns of international migration.</b></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>Any type of international migration and/or pattern may be considered. Candidates are expected to assess the influence of distance (probably with the notion of distance decay) on patterns of migration but may consider other factors as well, such as age, cost, entry restrictions, etc. This could form a route to discuss the influence of distance against other factors such as cost, push v pull, transport, information, etc. Patterns considered may vary spatially, between groups of people and over time.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p><b>Level 4 (12–15)</b> Response thoroughly discusses the extent to which distance influences patterns of international migration thoroughly in a clear and well developed assessment. 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> Response discusses the extent to which distance influences patterns of 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> Response shows general knowledge and understanding of international migration with limited focus on the question (specifically the extent to which distance influences patterns of 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> Response may broadly discuss migration 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> No creditable response.</p>	15

**Settlement dynamics**

Question	Answer	Marks
6(a)	<p><b>Compare the process of counterurbanisation with the process of re-urbanisation.</b></p> <p>Counterurbanisation is the movement or migration of people/and economic activity/from an urban area/into the surrounding rural areas (out of the urban area/centrifugal).</p> <p>Re-urbanisation is the movement or migration of people back into or towards the centres of cities (centripetal/inwards).</p> <p>Credit similarities and differences such that three valid <b>comparisons</b> with development (detail and/or examples) can achieve at the <b>max.</b></p> <p>For two separate descriptions without an element of comparison, <b>max. 4.</b></p>	<b>7</b>

Question	Answer	Marks														
6(b)	<p><b>Explain the impacts of counterurbanisation on the competition for land in urban and nearby rural areas in HICs.</b></p> <p>Candidates may develop their own explanation within the context of HICs. The impacts should cover both the urban area losing population/economic activities and the rural areas receiving population/economic activities. Some consideration of impacts on both urban areas and rural areas is required for Level 3, but this does not have to be equally balanced.</p> <p>Impacts may include:</p> <table border="1" data-bbox="304 618 1326 1240"> <thead> <tr> <th data-bbox="304 618 815 683">urban area</th> <th data-bbox="815 618 1326 683">rural areas</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 683 815 748">less competition, land values fall</td> <td data-bbox="815 683 1326 748">more competition, values rise</td> </tr> <tr> <td data-bbox="304 748 815 880">abandoned/derelict buildings further reduce the attraction and land value</td> <td data-bbox="815 748 1326 880">original residents/young unable to afford high land prices leads to outmigration</td> </tr> <tr> <td data-bbox="304 880 815 978">cycle of decline</td> <td data-bbox="815 880 1326 978">more wealthy can afford the higher land values (social fabric changes)</td> </tr> <tr> <td data-bbox="304 978 815 1077">brownfield sites are costly to develop</td> <td data-bbox="815 978 1326 1077">pressure on land resources leads to loss of green space/agricultural land</td> </tr> <tr> <td data-bbox="304 1077 815 1176">lower housing prices attracts less wealthy groups</td> <td data-bbox="815 1077 1326 1176">conversion of buildings to higher value use</td> </tr> <tr> <td data-bbox="304 1176 815 1240">other</td> <td data-bbox="815 1176 1326 1240">other</td> </tr> </tbody> </table> <p>Alternatively, candidates may consider environmental, demographic, economic, social and political impacts of counterurbanisation on the competition for land.</p> <p><b>Max. 3 marks</b> for a generic answer without exemplar content.</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> Response thoroughly explains the impacts resulting from the changing competition for land caused by counterurbanisation on urban and nearby rural areas in HICs, with some balance, in a clear and focused manner. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Any examples used are appropriate and integrated effectively into the response.</p> <p><b>Level 2 (3–5)</b> Response explains the impacts resulting from the changing competition for land caused by counterurbanisation on urban and nearby rural areas in HICs in a limited or clearly imbalanced way. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p>	urban area	rural areas	less competition, land values fall	more competition, values rise	abandoned/derelict buildings further reduce the attraction and land value	original residents/young unable to afford high land prices leads to outmigration	cycle of decline	more wealthy can afford the higher land values (social fabric changes)	brownfield sites are costly to develop	pressure on land resources leads to loss of green space/agricultural land	lower housing prices attracts less wealthy groups	conversion of buildings to higher value use	other	other	8
urban area	rural areas															
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lower housing prices attracts less wealthy groups	conversion of buildings to higher value use															
other	other															

Question	Answer	Marks
6(b)	<p><b>Level 1 (1–2)</b> Response comprises one or more points about counterurbanisation which may not be carefully focused on the impacts resulting from the changing competition for land on urban and/or nearby rural areas in HICs. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.</p> <p><b>Level 0 (0)</b> No creditable response.</p>	



Question	Answer	Marks
6(c)	<p><b>‘Residential segregation in urban settlements in HICs is caused by economic factors.’</b></p> <p><b>With the aid of examples, how far do you agree?</b></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>The syllabus refers to residential segregation being caused by at least two reasons – income and race/ethnicity along with processes, e.g. operation of the housing market, influence of family and friends, culture and planning. Both cause and process could be considered as causal factors. Any other valid environmental, demographic, economic, social and political causal factors may be offered.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p><b>Level 4 (12–15)</b> Response thoroughly discusses the extent to which residential segregation in urban settlements in HICs is caused by economic factors and at least one other factor thoroughly in a clear and well developed assessment. 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> Response discusses the extent to which residential segregation in urban settlements in HICs is caused by economic factors 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> Response shows general knowledge and understanding of how residential segregation in urban settlements in HICs is caused by economic factors. 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> Response may broadly discuss residential segregation 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> No creditable response.</p>	15