
GEOGRAPHY**9696/21**

Paper 2 Core Human Geography

May/June 2019

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.

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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 AAnswer **all** questions in this section.**Population**

Question	Answer	Marks
1(a)(i)	<p>Fig. 1.1 shows average calorie consumption per person per day (kcal) for South America, 2006–10. Fig. 1.2 shows the countries of South America.</p> <p>Using Fig. 1.1, state: the number of countries where average calorie consumption per person per day was 2500–3000 kcal</p> <p>6</p>	1
1(a)(ii)	<p>Using Fig. 1.1, state: the number of countries that had calorie consumption below that defined as ‘healthy’.</p> <p>5</p>	1
1(b)	<p>Describe the pattern of calorie consumption shown in Fig. 1.1.</p> <p>Description could include:</p> <ul style="list-style-type: none"> • larger countries have higher calorie consumption (1) • there is no pattern (1) • western areas lower than eastern (1) • countries in highland areas tend to have lower calorie consumption (1) • poorer/less developed countries have lower kcal (1) <p>Do not credit lists of countries.</p> <p>Point mark but credit development (quoting countries/values).</p>	3
1(c)	<p>Suggest why, as a country develops, its people’s calorie consumption tends to increase.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • higher incomes so can afford more/better food or cheaper food • improvement in food production/farming techniques • improved transport so better distribution of food/imports • development of wholesaling and retailing – greater range of foods • increased consumption of meat – status symbol • more high calorie junk food consumed (Western culture/diet) <p>1 mark per reason or 2+ marks if some development. One reason well developed could gain maximum.</p>	5

Population/Migration/Settlement dynamics

Question	Answer	Marks
2(a)(i)	<p>Fig. 2.1 shows the simplified age/sex structure of a rural area in an HIC in 1975 and 2015.</p> <p>Using Fig. 2.1, state which age group: increased the most between 1975 and 2015</p> <p>61 and over</p>	1
2(a)(ii)	<p>Using Fig. 2.1, state which age group: decreased the most between 1975 and 2015</p> <p>16–30</p>	1
2(a)(iii)	<p>Using Fig. 2.1, state which age group: had the greatest imbalance between males and females in 1975.</p> <p>31–45</p>	1
2(b)	<p>Give evidence from Fig. 2.1 that shows the area experienced both rural-urban and urban-rural migration.</p> <p>Out migration indicated by the relative loss of working groups – both 31–45 and 16–30, loss of young working males (or students).</p> <p>In migration indicated by influx of older groups 46–60 and 61 and over, gain of large numbers of older females.</p> <p>1 mark per point or 2 for development such as data percentage/reason. If no use of data (age groups/percentage) then maximum 2 marks.</p>	3

Question	Answer	Marks
2(c)	<p>Explain why migration into and out of some rural settlements can occur at the same time.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • push and pull approach • different groups do the moving e.g. old move in to retire but young move out to find further education or jobs • improved transport allows both in and out migration • changes in employment structure in rural areas e.g. loss of jobs in primary but gains in tertiary e.g. tourism • internet allows more flexible working so locate where other factors have greater influence e.g. entertainment or scenery • house prices – increases attract wealthy older migrants but force out younger less well off • planning controls e.g. National Parks – limit housing development but encourage economic development • government policies <p>1 mark per reason or 2 marks if some development. No need to be about HICs.</p> <p>Maximum 3 marks if only one of the migration flows explained.</p>	4

Settlement dynamics

Question	Answer	Marks
3(a)	<p>Fig. 3.1 shows part of a residential area in Athens, Greece, an HIC in Europe.</p> <p>Describe <u>two</u> problems of urban living shown in Fig. 3.1.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • crime – vandalism/graffiti/visual pollution • parking problems – safety for pedestrians and traffic • lack of open green spaces • lack of things to do for young people • overcrowding – congested living space • excess concrete leading to flooding/urban heat island • isolation – lack of people <p>1 mark × 2 per problem or 2 × 2 marks if some development/clear reference to Fig. 3.1.</p> <p>Do not credit generic problems not shown in photograph.</p>	4
3(b)	<p>Briefly explain why an urban area may experience renewal.</p> <p>Specific renewal schemes expected, not general upgrading of an area.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • older areas decaying – run down, polluted • out of date facilities and infrastructure • creation of new image – rebranding • change in function e.g. decline in industry • for a special event e.g. Olympics • following a major disaster e.g. earthquakes, war damage • increased or decreased population or change in its structure <p>Or may suggest social, economic, environmental, political reasons.</p> <p>1 mark per reason or 2+ marks if development (example/detail).</p>	3
3(c)	<p>Explain <u>one</u> issue that urban renewal may create in urban settlements.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • economic e.g. cost of renewal, increased supply of services, impact on local tax base, higher rents, impact on traffic • social e.g. loss of homes, increased gentrification, friction between groups • demographic e.g. impact on population structure • environmental e.g. risk of pollution from building phase • political e.g. resistance from those who don't want change <p>1 mark per simple issue or 2+ marks if some development/example.</p>	3

Section B

Answer **one** question from this section.

Population

Question	Answer	Marks
4(a)	<p>Compare recent changes in life expectancy in LICs/MICs and HICs.</p> <p>This is a comparison so two separate accounts maximum 4 marks. The stress is on <u>changes</u> so a comparison of current life expectancy maximum 4 marks.</p> <p>'Recent' = within the last 40 years i.e. not historical changes.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • both have increased life expectancy • HICs still have a lot higher life expectancy than LICs • LICs have rapidly increased whilst HICs have slowed (or even fallen) • LICs (unlike HICs) fluctuate in life expectancy due to disasters, wars, disease outbreaks (some may have decreased) • females have longer life expectancy in HICs compared to LICs but increasing more than males in LICs • contrasts in changes in infant mortality impacting on life expectancy <p>Point mark such that 3 valid points with development (detail, use of data) can achieve the maximum.</p> <p>There is no explanation required/expected but allow as development.</p>	7

Question	Answer	Marks
4(b)	<p>For your chosen case study of <u>one</u> country's population policy, explain the nature of the population problem(s) experienced by the country.</p> <p>The syllabus requires such a case study to be linked to natural increase but accept those that include migration. Exact content will vary with the chosen case study.</p> <p>Indicative content could include problems stemming from:</p> <ul style="list-style-type: none"> • high birth rate • low birth rate • high infant mortality rate • ageing population • excessively youthful population • migration (out or in) • an unbalanced population structure e.g. sex ratios • population related problems such as famine, unemployment, poverty <p>Award marks based on the quality of explanation (with a clear notion of why this is a problem for the country) and breadth of the response using the marking levels below.</p> <p>Level 3 (6–8) Response clearly explains in detail the nature of the population problem(s). 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>Level 2 (3–5) Response offers some explanation of the nature of the population problem(s). Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p> <p>Level 1 (1–2) Response is largely descriptive with limited explanation of the nature of the population problem(s). 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>For the country chosen in (b), evaluate the success of the population policy.</p> <p>Candidates are free to develop their own approach to the question and responses will vary depending on the approach chosen. Whichever route is chosen, essays which discuss the success of the population policy and support their argument with relevant examples will be credited. There may be detailed consideration of a case study, or a broadly conceived response, drawing on several examples to illustrate the factors involved.</p> <p>The syllabus states the case study should include attempts to alter the natural increase rate and to manage the results of population change. Candidates should recognise that any policy will vary in its success relative to the following:</p> <ul style="list-style-type: none"> • the groups it affects – differentiation/discrimination • regions or areas it impacts on – scale • changes over time • demographic vs economic vs socio-cultural vs political viewpoints • costs (cost-benefit analysis) <p>Award marks based on the quality of the response using the marking levels below.</p> <p>Level 4 (12–15) Response thoroughly evaluates the extent to which the policy has been successful. Response has good contextual understanding of the costs and benefits of such a policy. Response makes clear links between policy and natural increase rate and resulting population change. Response is well founded in detailed knowledge and strong conceptual understanding of the topic.</p> <p>Level 3 (8–11) Response evaluates some of the extent to which the policy has been successful but may be unbalanced. Response has some contextual understanding of the costs and benefits of such a policy. There is some attempt to link policy and natural increase rate and resulting population change. 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 policy. 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 population policy 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

Migration

Question	Answer	Marks
5(a)	<p>Compare the characteristics of voluntary and forced (involuntary) international movements of people.</p> <p>Candidates are required to study voluntary and forced (involuntary) movements under the heading of international migration.</p> <p>This is a comparison, so two separate accounts maximum 4 marks.</p> <p>Characteristics could include:</p> <ul style="list-style-type: none"> • forced where there is no choice/voluntary there is a choice • age/sex profile of the migrants • socio-economic differences • contrasting pushes (and pulls) • journey length/direction – mode of travel • volume of movement with time • timing of movement – and time taken • step/chain migration • differences in constraints and obstacles to their movement <p>Point mark such that 3 valid points with development (detail, examples, use of data) can achieve the maximum.</p> <p>If simple list of comparative pushes and pulls, then maximum 5 marks.</p>	7

Question	Answer	Marks
5(b)	<p>Using examples, explain the pattern of international refugee flows.</p> <p>The syllabus refers candidates to study the causes and patterns of international migrations, including refugee flows.</p> <p>The pattern is debateable (accept any clear pattern) but could be simplified to LICs to MICs, tropical to temperate or insecure to secure areas, distance decay idea. Pattern also changes with time and operates often as a series of pulses. The key is that there are two ends to the pattern – source and destinations, so candidates could explain both.</p> <p>Explanation could include:</p> <ul style="list-style-type: none"> • insecure areas due to e.g. civil unrest, war, famine, ethnic cleansing • pushes vs pulls • attitudes of governments • availability of transport/accessibility • social and cultural factors • the location of natural disasters e.g. drought, low-lying flood prone areas <p>But there are also a number of feedback loops that may be referred to such as chain migration.</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 outlines a range of causes both human and natural and makes clear links to how they result in patterns of flows. 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>Level 2 (3–5) Response offers some explanation of refugee flows probably mainly based on push vs pull factors. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p> <p>Level 1 (1–2) Response has descriptive points about refugee flows. 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>Evaluate the impacts of <u>one</u> international migration stream on its destination(s).</p> <p>Candidates are free to develop their own approach to the question and responses will vary depending on the approach chosen. Whichever route is chosen, essays which discuss the impacts of one international migration stream on its destination(s) and support their argument with relevant examples will be credited. There may be detailed consideration of a case study or a broadly conceived response, drawing on several examples to illustrate the factors involved.</p> <p>Impacts may cover:</p> <ul style="list-style-type: none"> • environmental e.g. increased pollution from refugee camps • economic e.g. cost to the economy, supply of cheap labour • social e.g. friction over housing, jobs, new foods introduced • cultural e.g. language, religion • political e.g. creates friction with locals • the view of which is the greatest impact (or whether it is positive or negative) may vary with location, level of technology, population density, volume of refugees etc. Also it will vary over time – short vs long term. <p>Award marks based on the quality of the response using the marking levels below.</p> <p>Level 4 (12–15) Response thoroughly evaluates which is the greatest impact of an inflow of refugees. Response has good contextual understanding of the impacts. Response makes clear links between the nature of the migrants and impacts. Response is well founded in detailed knowledge and strong conceptual understanding of the topic.</p> <p>Level 3 (8–11) Response evaluates some of the impacts but may be unbalanced in favour of negatives and may not fully consider other more positive impacts. There is some attempt to link the nature of the migrants and the resultant impacts. 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 a limited range of the impacts of an inflow of migrants. 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>	15

Question	Answer	Marks
5(c)	<p>Level 1 (1–3) Response may broadly discuss the impacts of 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>Level 0 (0) No creditable response.</p>	

Settlement dynamics

Question	Answer	Marks
6(a)	<p>Describe the characteristics of central business districts (CBDs).</p> <p>This is generic so could be HIC, MIC or LIC.</p> <p>Characteristics include:</p> <ul style="list-style-type: none"> • vertical zoning within buildings • multi-storey development • concentration of retailing and offices (absence of industry) • low residential population • dynamic – ever-changing, redeveloping/expanding • edge marked by transport termini • high footfall – accessibility (pedestrianisation) • highest site value/bid-rent <p>Point mark such that 3 valid points with development (detail, use of data) can achieve the maximum.</p> <p>There is no explanation required/expected but allow as development.</p>	7

Question	Answer	Marks
6(b)	<p>Explain why CBDs have distinct functional zones.</p> <p>Functional zoning is both horizontal (notion of inner and outer cores to CBD/ grouping of functions such as retailing) and vertical. There is no requirement to cover both aspects.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • competition for the most accessible sites e.g. bid-rent, land values • complementarity – support each other e.g. estate agents and legal • mutual repulsion e.g. high class shops and clubs • comparison activities e.g. clothes shops • historical factors e.g. tourist areas near a castle/cathedral • accessibility e.g. near to ring road for delivery, near parking • planning controls/land use zoning e.g. entertainment 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 explains a range of factors that result in land uses forming distinct zones. 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>Level 2 (3–5) Response offers some explanation of some of the factors that cause zonation of land uses. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.</p> <p>Level 1 (1–2) Response has descriptive points about land uses in CBDs. 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, assess the extent to which retailing is still located in the central areas of urban settlements.</p> <p>Candidates are free to develop their own approach to the question and responses will vary depending on the approach chosen. Whichever route is chosen, essays which discuss the extent to which retailing is still located in the central areas of urban settlements and support their argument with relevant examples will be credited. There may be detailed consideration of one or more examples, or a broadly conceived response, drawing on several examples to illustrate the factors involved.</p> <p>The syllabus refers to ‘the changing CBD’ and ‘how urban locations change over time for retailing’ so candidates should have a sound background for this. There should be a clear idea of what ‘central areas’ mean. There is no definitive answer but a number of forces are making it possible to do without a single main retail centre in a city.</p> <p>These include:</p> <ul style="list-style-type: none"> • decentralisation forces (high cost of CBD sites) – movement out of retailing, residential etc. to suburban or fringe locations • increased accessibility – more flexible travel than old radial routes • decreased accessibility into the centre – traffic congestion • use of the internet to purchase, trade, service etc. (no need to centralise) • competition from other nodes within the city e.g. new rival CBDs • development of niche areas – trendy areas in the central area • combination of retailing and other functions e.g. entertainment, transport, tourism • business rates/taxation cheaper elsewhere + planning restrictions tighter in CBD • pollution – due to traffic congestion and too crowded • but, equally, CBDs remain the ‘image makers’ for retailing with tourist attractions creating retailing in the centre <p>Award marks based on the quality of the response using the marking levels below.</p> <p>Level 4 (12–15) Response thoroughly assesses the extent to which CBDs are still the main focus of retailing in modern cities. Response has good contextual understanding of specific initiatives/strategies/factors at work. Response makes clear links between these forces and continued viability of the CBD. Response is well founded in detailed knowledge and strong conceptual understanding of the topic.</p> <p>Level 3 (8–11) Response assesses some of the factors but may be unbalanced in favour of one factor/process/strategy and may not consider others. There is some attempt to link forces to the viability of the CBD as a retail centre. Examples may lack detail or development. Response develops on a largely secure base of knowledge and understanding.</p>	15

Question	Answer	Marks
6(c)	<p>Level 2 (4–7) Response shows general knowledge and understanding of a limited range of forces. 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 CBD activities 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>	