Cambridge Assessment International Education

Cambridge International AS & A Level

GEOGRAPHY **9696/02**

Paper 2 Core Human Geography **For examination from 2020**

MARK SCHEME

Maximum Mark: 60

Specimen

This document has **18** pages. Blank pages are indicated.

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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

Population

Question	Answer	Marks
1(a)	**State the total fertility rate for India shown in Fig. 1.1.** 2.9 (accept 2.8 to 3.0)	**1**
1(b)	**Describe the relationship between the two variables, using data from Fig. 1.1.** Candidates should offer data from Fig. 1.1 to support their description. Candidates may mention: • a negative relationship between the two variables • a fairly close relationship between the TFR and the percentage of married women using modern contraception • the greater the percentage of married women using modern contraception, the lower the total fertility rate • a broadly linear relationship • the relationship is not perfect/there is a broad scatter of points/many anomalies exist. **1 mark** for a simple point, **2 marks** for a point with supporting data from Fig. 1.1.	**4**
1(c)	**Explain <u>three</u> factors, other than contraception, which influence fertility rates.** Factors may be expressed positively or negatively in terms of the influence each has on fertility. Relevant factors include: • demographic, e.g. infant mortality rate so a need to have more children to ensure some survive to adulthood • social/cultural, e.g. tradition, literacy, the education of women, religion • economic, e.g. children as asset or as burden, female employment, financial incentives linked to population policy • environmental, e.g. food supply • political, e.g. population policy pro-natalist or anti-natalist, empowerment of women. Credit three factors, a simple point without explanation **1 mark** or explained point **2 marks**, to the maximum. Development might come as depth of explanation or the linking of factors.	**5**

Migration

Question	Answer	Marks
2(a)	**According to Fig. 2.1, which country was the origin of the greatest number of asylum seekers?** Afghanistan	**1**
2(b)	**Describe the distribution of source areas of asylum seekers shown in Fig. 2.1.** Candidates should offer data from Fig. 2.1 to support their description. Candidates may mention: • the source areas were LICs in Asia and the Middle East, (but not every country) • the largest numbers came from a cluster of four countries: Afghanistan, Iran, Iraq, and also from Sri Lanka • distance appears to make no difference to the flows • source areas tend to be those where security may not be guaranteed • 650 asylum seekers shown as 'Other countries', whose origins may be different, or not known or unverifiable so the distribution could be more complex. Credit a simple point **1 mark** or a point with supporting data from Fig. 2.1 credit **2 marks**, to the maximum.	**4**
2(c)	**Suggest reasons why Australia, an HIC, may be an attractive destination for asylum seekers.** Candidates are free to develop their own reasoning. Key ideas about international migration: • a betterment motive • perception • reports and news received from other migrants • relative proximity, compared to distance to NZ, USA, etc. • accessible by boat, rather than air (fewer documents, identity can be concealed) • established route of people traffickers. In addition Australia offers: • help and support to refugees • politically stability, a place of safety • better prospects, e.g. employment, education, healthcare. Do not credit push factors. The question asks about the pull factors of an HIC (environmental, economic, social and political). Candidates are not expected to know details of Australia. Credit a simple reason **1 mark** or a point with development (such as detail related to a HIC) credit **2 marks**, to the maximum.	**5**

Population/Migration/Settlement dynamics

Question	Answer	Marks
3(a)	**Using Figs. 3.1 and 3.2, identify <u>two</u> changes to Seoul between 1970 and 1980.** Credit any two changes seen on Fig. 3.1 and Fig. 3.2. Candidates may mention: • expansion of the built-up area • increase in number/doubling of expanded towns [from 3 to 6] • introduction of greenbelt • growth of expanded towns south of river • expansion of built-up area south of river.	2
3(b)	**Describe Seoul urban region as shown in Fig. 3.3.** Candidates should offer data from Fig. 3.3 to support their description. Credit any features seen on Fig. 3.3. Candidates may mention: • fully built-up within the greenbelt • grown outwards beyond the greenbelt • noticeably heavier development south of the Han River • new towns [four Ilsan, Pundang, Kwacheon and Ansan] • urban renewal inside the greenbelt, with three locations to the north as opposed to one to the south. Each point is worth **1 mark** up to the maximum.	3

Question	Answer	Marks
3(c)	**The population of Seoul decreased from 10.4 million in 2000 to 9.8 million in 2010.** **Suggest reasons why the total population of some cities is decreasing.** Candidates are free to develop their own reasoning. Reference to Seoul may be made but is not required or expected. Candidates may mention: • social, economic, environmental and political push and pull factors related to counterurbanisation: the attraction of living environments which are perceived as better outside the city (new town, expanded town, rural settlements, surrounding rural areas) • demographic reasons: a decline in fertility/drop in natural increase rate accompanies economic development and the demographic transition (Stage 3 and later), population decrease over time if fertility is below replacement level (2.2) in some MICs and HICs, including South Korea. • economic reasons: high costs, decline in inner city employment, improved transport and internet • social reasons: conflict/social unrest, more urban crime • environmental reasons: increased urban pollution • political reasons: government decentralisation policies, regeneration. Credit recognition of potential problems of data gathering (change in city boundaries, the way data is gathered) if offered. Credit a simple reason **1 mark** or a point with development (such as detail related to 'some cities') for **2 marks**, to the maximum.	5

Section B

Population/Migration

Question	Answer	Marks
4(a)(i)	**Describe the changes to the death rate in the demographic transition model.** Answers may be via a well annotated diagram. Answers should include: • rapid fall/decrease in Stage 2 (1) • slow in rate of fall/decrease in Stage 3 (1) • low/stabilised in Stage 4 or increasing slightly in Stage 5 (1).	3
4(a)(ii)	**Suggest reasons for the changes to the death rate you described in (a)(i).** Candidates may suggest the following explanations: High fluctuating death rate in Stage 1 followed by a steep decline in Stage 2: • periodic famines in Stage 1 then better nutrition in Stage 2 following improved food production and transport • poor hygiene, few doctors or hospitals and outbreaks of disease in Stage 1 then from Stage 2 onwards clean water, efficient sewerage system and improved medical care (e.g. vaccinations). Gentle decline of death rate in Stage 3 and stabilisation in Stage 4 to low fluctuating death rate: • increased standard of living. Slight increase of death rate in Stage 5: • consequence of the age structure of an ageing population. **1 mark** for each explanation with a clear cause/effect on the death rate, to the maximum. Candidates should cover at least three stages of the model for maximum marks.	4

Question	Answer	Marks
4(b)	**With the use of examples, explain the advantages and disadvantages of using the demographic transition model to predict future population changes.**	8
	Expect candidates to use examples to illustrate both advantages and disadvantages. Responses will vary depending on the reasons chosen, but credit any valid explanation.	
	Advantages:	
	• developed through observation of North America and countries in Western Europe	
	• can be observed actually happening in countries like South Korea	
	• shows changes through time	
	• can be used to predict what will happen in countries going through the same stages.	
	Disadvantages:	
	• eurocentric and based on past events	
	• assumes that in time all countries pass through the same four stages	
	• not relevant for non-industrialised countries	
	• Stage 5 had to be added to account for decline in natural increase rate when birth rates fell below death rates	
	• religious and political influences can have an effect on birth rate that changes the predicted trend	
	• war, famine, natural disasters and epidemics can have an effect on death rates that changes the predicted trend	
	• doesn't take migration into account	
	• the timescale of the model is much more contracted than original model countries.	
	Max. 3 marks for a generic answer without examples.	
	Award marks based on the quality of explanation and breadth of the response using the marking levels below.	
	Level 3 **6–8** Response explains a range of advantages and disadvantages with a clear focus on predicting future population changes. 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.	
	Level 2 **3–5** Response explains both advantages and disadvantages in outline or may focus on one at the expense of the other. Links to the use of DTM to predict future population changes is limited or undeveloped. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.	
	Level 1 **1–2** Response comprises a few points which outline either an advantage or a disadvantage but not both. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.	
	Level 0 **0** No creditable response.	

Question	Answer	Marks
4(c)	**With the aid of examples, assess the challenges for countries at Stage 5 of the demographic transition model.**	15
	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 challenges 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.	
	Candidates may describe Stage 5, an ageing population and reduction in total population over time. Birth rate is consistently lower than death rate – negative natural increase rate.	
	Demographic, social, economic and political challenges including: • sustainability of the population • care for elderly and implications of cost required • family commitments • shortage of young, vigorous, innovative workers • future shortage of workers and economic stagnation • tax burden on small working age group • strain on certain resources e.g. hospitals • government policies on immigration, tax, retirement age, pensions.	
	Candidates may assess the scale of the challenge and make reference to government policy aimed at reducing the impact of these challenges.	
	Credit responses which make reference to benefits as well as challenges: reduced pressure on the environment, large market for goods and services aimed at the retired, volunteering etc., but this should not be the focus of the argument.	
	Award marks based on the quality of the response using the marking levels below.	
	Level 4 **12–15** Response thoroughly discusses the demographic, economic, social and political challenges faced by a specific country or countries at Stage 5 with strong contextual understanding of the examples. Response is well-founded in detailed knowledge and strong conceptual understanding of the topic.	
	Level 3 **8–11** Response discusses some challenges which may include demographic, economic, social or political factors and offers an overall conclusion. Examples may lack detail or development. Response develops on a largely secure base of knowledge and understanding.	
	Level 2 **4–7** Response shows general knowledge and understanding of a limited range of demographical challenges. 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).	

Question	Answer	Marks
4(c)	**Level 1** **1–3** Response may broadly discuss the demographic transition model but does not address the question and does not come to a convincing conclusion. Response is descriptive, knowledge is basic and understanding is poor. **Level 0** **0** No creditable response.	

Migration/Settlement dynamics

Question	Answer	Marks
5(a)	**Describe how obstacles, barriers and distance may influence the volume of internal migration.** Answers may be via one or more well annotated diagrams. Description should include a clear relationship between each aspect and the volume of migration: • migration volume tends to decrease with distance from source – most is local • natural obstacles and barriers e.g. rivers, mountains, tend to reduce volume or funnel migration along particular routes • the influence of some obstacles/barriers may vary with the nature of the migrant or level of development/technology of the area • obstacles and barriers placed by authorities e.g. quotas, qualifications/ skills areas, age constraints. No credit should be given if description relates to international migration. Credit basic description **1 mark** or a point with development (such as detail or an example) credit **2 marks**, to the maximum.	**7**

Question	Answer	Marks
5(b)	**Explain why pull factors in internal migration are often perceived rather than real.**	8
	This is a question very much about perception and why migrants often have a very unrealistic set of expectations (environmental, economic and social/cultural) of their destination areas.	
	Candidates may discuss: • 'streets paved with gold' expectations – hopes and dreams • availability of information – distortion by the media or even governments • social distance so information and feedback gets distorted • contacts at destination may exaggerate • time lag in information so it is out of date • push factors are so great that migrants don't care – 'can't be worse' idea.	
	No credit should be given for examples related to push factors.	
	Award marks based on the quality of explanation and breadth of the response using the marking levels below.	
	Level 3 **6–8** Response clearly explains why a range of pull factors are more likely to be perceived than real. 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.	
	Level 2 **3–5** Response offers some explanation why pull factors are often not accurate but is less secure on the perception aspect of the question. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.	
	Level 1 **1–2** Response comprises a few points which focus on types of pull factors rather than directly answering the question. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.	
	Level 0 **0** No creditable response.	

Question	Answer	Marks
5(c)	**With the aid of examples, assess the extent to which the characteristics of internal migration change as a country develops.**	15
	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 changes to the characteristics of internal migration 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.	
	Candidates might consider the characteristics of the migration in terms of who migrates: • demographics: age, sex • economic: income, wealth, occupation • social: education, marital status, socio-economic group, ethnicity and/or the nature of the migration • direction of movement: rural-urban vs urban-rural, intra-urban • type of movement: seasonal, stepped, circulation • different motivations of the migration such as security vs economic • different/fewer obstacles to the migration.	
	Candidates may discuss the characteristics of countries as they develop which facilitate internal migration: • improved transport and media (increased knowledge of other areas) • greater mobility of labour due to increased economic development – industrialisation • impact of education allowing social mobility • greater political control so easier and safer to move • higher incomes so can afford to move.	
	Award marks based on the quality of the response using the marking levels below.	
	Level 4 **12–15** Response thoroughly discusses the changes in the specific demographic, economic, social characteristics and/or nature of the internal migration as a country develops. Response makes clear links in examples between the changes in characteristics and levels of development. Response is well-founded in detailed knowledge and strong conceptual understanding of the topic.	
	Level 3 **8–11** Response discusses some of the changes in the characteristics and/or types of internal migration as a country develops. There is some attempt at a link between the changes in characteristics and levels of development. Examples may lack detail or development. Response develops on a largely secure base of knowledge and understanding.	

Question	Answer	Marks
5(c)	**Level 2** **4–7** Response shows general knowledge and understanding of a limited range of changes in the characteristics and/or types of internal migration as a country develops. Little or no link between development and migration characteristics. 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). **Level 1** **1–3** Response may broadly discuss internal 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. **Level 0** **0** No creditable response.	

Settlement dynamics

Question	Answer	Marks
6(a)	**Explain how bid rent results in different functional zones within urban settlements.** Answers may be via a well annotated diagram. Explanation may include: • why bid rent declines with distance from the urban centre • why various users vary in their ability to bid rent for different sites (with distance from centre) • why bid rent lines for different functions have different slopes and why these will cross • users that can pay more will gain the site. Credit detail of how and why functions (land uses) have their particular bid rent line. Credit a simple reason **1 mark** or a point with development (such as detail related to different functions) credit **2 marks**, to the maximum.	**7**

Question	Answer	Marks
6(b)	**Outline the causes and processes of residential segregation within urban areas.**	8
	Candidates should discuss both the causes and the processes but do not need a balanced answer. Credit a clear understanding of what constitutes residential segregation.	
	Causes could include: • physical: space, relief, drainage, south facing, views • economic: income/wealth, house types/prices, jobs, transport • social preference of residents: priorities (travel/schools), racial or ethnic clustering, discrimination • political: land use zoning, planning, social housing • historical: old colonial pattern • combinations of the above.	
	The response should examine those processes that lead to segregation so there may be some overlap with causes.	
	Processes could include: • core/periphery processes such as spread/backwash • cycles of decline/growth • social and political issues resulting in social or economic segregation • housing policy: type, cost and ownership of housing • gradual change in character of neighbourhoods (tipping) • degeneration/regeneration of areas, gentrification.	
	Credit the understanding that the causes and processes may vary over time and in different places.	
	Max. 5 marks if either the cause or the process is missing.	
	Award marks based on the quality of explanation and breadth of the response using the marking levels below.	
	Level 3 **6–8** Response outlines in detail both causes and processes with a clear cause/ effect focus on resulting residential segregation. 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.	
	Level 2 **3–5** Response covers both causes and process in outline or may focus on one at the expense of the other. Limited focus on resulting residential segregation. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.	
	Level 1 **1–2** Response comprises a few points on residential segregation with little or no discussion of the causes or processes. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.	
	Level 0 **0** No creditable response	

Question	Answer	Marks
6(c)	**With the aid of one or more examples of a Central Business District (CBD), assess the extent to which increasing cost of land is the main cause of change.**	15
	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 factors affecting changing CBDs and support their argument with relevant examples will be credited. There may be detailed consideration of one or more factors, or a broadly conceived response, drawing on several examples to illustrate the factors involved.	
	There must be some attempt to evaluate the role of increasing cost of land.	
	Candidates may discuss the nature of changes in CBDs including: • functional make-up of the area • building size/height/type • services including transport • population (as users and/or residents) • its areal extent • prosperity.	
	Candidates may discuss other causes of change: • economic factors: other costs including services, labour taxes, supplies of materials, economic advantages outside the CBD e.g. edge cities, greater mobility • social factors: population flight from the inner city, rise of the internet • political factors: inner area redevelopment, decentralisation policies, taxes • environmental factors: pollution • other factors or combinations.	
	Credit the understanding of the complex nature of this cause/effect and that high land costs (a relative term) vary in their impact.	
	Candidates may base their answers on CBDs in HICs where decentralisation is common and/or LICs where centralising forces are common.	
	Award marks based on the quality of the response using the marking levels below.	
	Level 4 **12–15** Response thoroughly discusses a range of factors for changes to CBDs with a clear assessment of the role of land cost in specific located examples. The cause/effect link between the factors and resulting change in the CBD will be clear. Response is well-founded in detailed knowledge and strong conceptual understanding of the topic.	
	Level 3 **8–11** Response discusses some of the factors for changes to CBDs including the cost of land. There is some attempt to link the factors to the resulting change in the CBD. Examples may lack detail or development. Response develops on a largely secure base of knowledge and understanding.	

Question	Answer	Marks
6(c)	**Level 2** **4–7** Response shows general knowledge and understanding of changes in CBDs and includes a limited discussion of land cost. Little or no discussion of other 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). **Level 1** **1–3** Response may broadly discuss CBDs but does not address the question and does not come to a convincing conclusion. Response is descriptive, knowledge is basic and understanding is poor. **Level 0** **0** No creditable response.	