CAMBRIDGE
International Education

Cambridge International AS & A Level

GEOGRAPHY **9696/02**

Paper 2 Human Geography **For examination from 2027**

MARK SCHEME

Maximum Mark: 60

Specimen

This document has **14** pages. Any blank pages are indicated.

Generic Marking Principles

All examiners must apply these general marking principles when marking candidate responses. Examiners must apply them alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme must 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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

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 descriptions in mind.

Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level statement, award the lowest mark.

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

Candidates are free to develop their own approach to the question and responses will vary depending on the approach chosen. Whichever approach is chosen, essays which answer the question and support their argument with relevant examples will be credited. There may be detailed consideration of a detailed specific example/one or more examples, or a broadly conceived response, using several examples to show the factors involved. Evaluation may occur throughout the answer or in one or more evaluative sections such as an overall assessment at the end.

Levels of response

AO1 Knowledge and understanding

AO3 Evaluation

Use this marking grid to give marks for each candidate response for Questions 4, 5 and 6.

Level	Description	Marks
5	**Developed response that evaluates the question** • Relevant and accurate knowledge and clear understanding that answers the question. • Developed reasoning with an assessment of alternative factors/viewpoints to reach a logical decision. • Relevant evidence/examples that are accurate and detailed and support the answer.	13–15
4	**Developed response with relevant evaluation** • Mostly relevant and accurate knowledge with secure understanding that answers the question. • Developed reasoning with discussion of alternative factors/viewpoints. • Relevant evidence/examples that are generally accurate with some detail that mostly support the answer.	10–12
3	**Explanatory response with simple evaluation** • Mostly relevant knowledge with some understanding that answers the question, but with some limitations in breadth and/or accuracy. • Reasoning lacks development and discussion of alternative factors/ viewpoints may be limited; the answer is largely explanatory. • Evidence/examples which are limited in some way (relevance, accuracy or detail) are used in the answer.	7–9
2	**Descriptive response related to the question** • Some relevant knowledge with partial understanding linked to the question. • Limited reasoning; the answer is largely descriptive. • Some limited examples may be used in the answer.	4–6
1	**Limited response related to the topic** • Limited knowledge and understanding related to the topic which does not answer the question. • Examples may be absent or in name only.	1–3
0	• No creditable response.	0

Section A

Answer **all** questions in this section.

Population and migration

Question	Answer	Marks
1(a)(i)	**Figure 1.1 shows the age/sex structure for Nigeria, an MIC in West Africa, 2023.** **Use Figure 1.1 to:** **calculate the percentage of the total population that is 65 years of age and over. Show your working.** Award **one mark** for answer: 2.8(%) Award **one mark** for working: 0.6 + 0.7 + 0.4 + 0.4 + 0.2 + 0.3 + 0.1 + 0.1	**2**
1(a)(ii)	**Use Figure 1.1 to:** **state <u>one</u> age group where the percentage of females is greater than the percentage of males.** One of: • 75–79 • 65–69 • 55–59	**1**
1(b)	**Figure 1.1 shows a youthful population structure.** **Explain <u>two</u> reasons why such a population structure could cause problems for the country in the future.** Award **one mark** for identification of a reason and **one mark** for explanation of why this is a problem. Maximum **three marks** for one reason with a developed explanation. Problems could include: • continued high birth rate = rapid population growth • shortage of jobs = underemployment or unemployment • lack of / pressure on facilities, e.g. schools / health care • pressure on food supply = risk of famine/malnutrition • large young dependent population = need to increase taxation • discontented young population = possible civil unrest • in the distant future (assuming no other major changes in the population) the country will have an ageing population.	**4**

Question	Answer	Marks
1(c)	**Figure 1.2 shows changes in life expectancy of females at birth for Nigeria and Angola, two MICs in Africa, 1970–2020.** **Compare the changes in life expectancy of females for Nigeria with those for Angola.** Award **one mark** for each comparison. Reserve **one mark** for use of data from Figure 1.2. Changes might include: • Nigeria increases from 41 to 52 (11 years) whilst Angola increases from 39 to 61 (22 years). • life expectancy in Nigeria changes less overall compared with Angola. • Nigeria starts in 1970 with higher life expectancy than Angola but in 2020 life expectancy in Angola is higher than Nigeria / life expectancy in Nigeria is higher than Angola until 2002 and life expectancy in Angola then improves faster from 2003 to 2020.	**3**
1(d)	**Suggest reasons why birth rates are falling in some MICs.** Award **one mark** for identification of a reason and **one additional mark** for development (such as detail and/or examples) up to the maximum. Reasons need to be related to MICs. Maximum **three marks** if not clearly linked to MICs. Reasons could include: • better living conditions / health care / diets results in fewer deaths in childhood; women have fewer children as they are not needed as 'insurance' that enough will survive • less use of child labour • increasing cost of children • awareness and access to contraception • increased level of education of women • increased female employment/careers • an ageing population.	**5**

Water resources and management

Question	Answer	Marks
2(a)	**Figure 2.1 shows water use by sectors in the UK (an HIC in Europe), India (an MIC in Asia) and Chad (an LIC in Africa) in 2022.** **Calculate the difference in the total volume of water consumed per day between the populations of the UK and Chad. Show your working.** UK = 68 million × 351 litres (1 mark) = 23 868 million litres Chad = 18 million × 241 litres (1 mark) = 4338 million litres 23 868 million litres – 4338 million litres (1 mark) = 19 530 million litres (1 mark). Must have units. Allow tolerance. If an error is made in the first two calculations e.g. if there is an error in the calculations for total volume in litres of water per day consumed by the UK and/or Chad, do not award the marks for the error in these two calculations but award a mark for *their UK – their Chad = their difference in total litres*.	**4**
2(b)	**Compare the consumption of water by sector for India and Chad shown in Figure 2.1.** Award **one mark** per sector but maximum **two marks** if the response quotes percentages without comparing. Comparative points could include: • agriculture – India has slightly lower (70%) compared to Chad (80%) • manufacturing industry – Chad has lower consumption (3%) compared to India (22%) • domestic – India has lower domestic usage (8%) compared to Chad (17%).	**3**
2(c)	**Explain two reasons why the consumption of water by agriculture varies between countries.** Award **one mark** for identification of a reason and **one mark** for explanation of why this impacts the use of water by agriculture. Maximum **three marks** for one reason with a developed explanation. Reasons could include: • varies with types of crops/animals, etc. • depends on climate/seasons – generally hot/dry climates need more irrigation • number of crops per year / number of animals • availability of water sources • level of technology / types of irrigation used • underlying soils / geology (affects the rate of drainage of water) • cost/price of water • comparably low usage by agriculture could reflect growth of other sectors.	**4**

Question	Answer	Marks
2(d)	**Explain why the domestic consumption of water tends to increase as a country develops economically.** Award **one mark** for a simple explanation or **two marks** for a developed explanation up to the maximum. Reasons could include: • greater availability of clean safe water (more water infrastructure is built) • relatively cheaper (as incomes rise) so more used • houses have more water consuming technology/appliances e.g. showers, flush toilets, washing machines, etc. • more properties have swimming pools • increased car ownership so more washing of cars.	**4**

Urban areas and management

Question	Answer	Marks
3(a)	**Figure 3.1 shows a simplified plan of the urban area of a city in an MIC in 2000. Figure 3.2 shows the same urban area in 2024.** **Describe <u>four</u> changes to the city shown in Figure 3.1 and Figure 3.2.** Award **one mark** for each description of change. Maximum **two marks** for simple listing or identification of changes. Changes could include: • expansion of the city limits • new airport in north-west • new industrial area near the airport • new dam on the river • new resort on the river • more informal housing e.g. along the east road and near the airport • more high-income housing e.g. south-east along the coast and up the west of the river and near the bridge to the island CBD.	**4**
3(b)	**Describe the location of high-income housing zones in 2024 shown in Figure 3.2.** Award **one mark** for each locational point. Description of location could include: • along the coast especially to the west • along the west bank of the river towards the resort/dam • around one of the main roads/bridges from the CBD • on the edges of the city • away from industrial areas.	**3**
3(c)	**Suggest reasons for the location of high-income housing zones in urban areas.** Award **one mark** for each reason. Reasons could include: • on the edge of a city as less pollution / better access / less congested • near CBDs for access to work/offices, etc. but less crowded than CBD • location advantage, nice view, close to water, high relief, cooler, etc. • historical reasons for location • in areas of regeneration or urban renewal • proximity to schools, parks, etc. Accept reasons based on Figures 3.1 and 3.2.	**3**

Question	Answer	Marks
3(d)	**Explain why population numbers may increase in inner areas of cities.** Award **one mark** for a simple explanation or **two marks** for a developed explanation up to the maximum. Points might include: • need to access jobs in CBD – greater choice / range of jobs / higher pay • transport focuses on inner areas and may be less available/frequent in outer or rural areas • redevelopment of old industrial areas • regeneration of urban areas • growth of high-rise housing in inner areas • desire to be near the dynamic heart of the city/entertainment • many services and facilities are focused on inner areas e.g. higher education, health, etc. • near to government centre (employment and contacts) • housing infilling • demographic growth.	**5**

Section B

Answer **one** question from this section.

Population and migration

Question	Answer	Marks
4	**'Push factors are the most important cause of increasing levels of international migration.'** **To what extent do you agree with this statement? Use examples to support your answer.** Candidates may consider push factors related to increasing levels of international migration such as: • increased levels of insecurity / war / persecution • increasing levels of climatic problems – droughts, floods, hurricane frequency • more disaster events such as earthquakes, volcanic eruptions, disease outbreaks • economic problems such as food shortages, unemployment • social problems such as lack of health care, difficulty accessing education, etc. • impact of global warming such as rising sea levels. But candidates should then consider: • increased pull factors such as job opportunities, higher wages, better education, better health services, joining family members, strong diaspora communities, etc. • increased need for labour in some destination countries. Other factors could be included such as: • improved transport, e.g. price, availability, more direct flights, etc. • increased spread of information/media promoting migration or making migration easier • increased education in migrants or increased levels of aspiration among potential migrants • fewer obstacles/barriers to migration. Higher level responses may consider that this may vary over time, between both source and destination places and the type of international migration. Award marks based on the quality of the response using the levels of response marking grid.	**15**

Water resources and management

Question	Answer	Marks
5	**Evaluate the opinion that multipurpose river schemes have more advantages than disadvantages. Use examples to support your answer.** Advantages could include: • hydroelectric power (HEP) is a renewable / sustainable energy source • river flow control and reduce flooding and/or flood risk • storing water for water supply / irrigation • improved navigation / bridging point • creating an economic growth point – employment • increased tourism / water sports. Disadvantages could include: • costs – construction and maintenance • damage to environment / ecology • danger if the dam fails or is damaged due to conflict/war • drowning of agricultural land / settlements / historical sites by lake creation • displacement of people from settlements drowned due to dam construction • loss of water due to evaporation / change in local climate • can be a source of waterborne diseases • increased pollution and greenhouse gas emissions e.g. methane from drowned plants, large amounts of concrete, construction traffic • potential for international conflicts over water resources. Higher level responses may consider that this may vary over time, location, scale and differences in perception of advantages and disadvantages between the various involved groups of people. Award marks based on the quality of the response using the levels of response marking grid.	**15**

Urban areas and management

Question	Answer	Marks
6	**'Solid waste disposal is the most important sustainable management issue in urban areas.'** **To what extent do you agree with this statement? Use examples to support your answer.** The syllabus refers to sustainable management issues as solid waste disposal, pollution, transport and housing. Arguments for solid waste being the most important issue could include: • the massive volume of waste involved which tends to increase as areas develop economically • the effective removal of solid waste reduces the likelihood of disease / pest outbreaks • the effective removal of solid waste improves environment / less pollution e.g. visual, water, etc. • saves money (if recycle/re-use) • can generate energy (if burnt) • effective management can improve civic pride • waste will decrease in importance if laws can reduce packaging, enforce recycling, etc. In some urban areas constraints on effective management of solid waste might include: • relative cost – expensive to collect / dispose of waste • rules about solid waste can make matters worse e.g. dumping / poor landfill • people may resist efforts e.g. do not sort rubbish. Candidates might also consider: • there are other more important priorities e.g. job creation, health facilities • other sustainability issues may be thought to be more important e.g. pollution, transport or housing. Higher level responses may consider that the relative importance of solid waste as a sustainability issue may vary over time, location, type of urban area and between the various involved groups of people. Award marks based on the quality of the response using the levels of response marking grid.	**15**

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