



# **Cambridge International AS & A Level**

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**GEOGRAPHY**

**9696/21**

Paper 2 Core Human Geography

**October/November 2023**

**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.

Cambridge International is publishing the mark schemes for the October/November 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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This document consists of **15** 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.

**AS Level Geography 9696 (Paper 1 and Paper 2) specific marking instructions**

Examiners must use the following annotations:

<b>Annotation</b>	<b>Meaning</b>	<b>Use</b>
	Correct point	Point-marked questions only: Section A, Section B part (a)
	Incorrect	Point-marked questions only: Section A, Section B part (a)
	Level 4	Levels-marked questions only: Section B part (c)
	Level 3	Levels-marked questions only: Section B parts (b) and (c)
	Level 2	Levels-marked questions only: Section B parts (b) and (c)
	Level 1	Levels-marked questions only: Section B parts (b) and (c)
	Level 0 – No creditable response	Levels-marked questions only: Section B parts (b) and (c)
Highlight	Creditworthy part of an extended response	Levels-marked questions only: Section B parts (b) and (c)
	Evaluative point	Levels-marked questions only: Section B part (c)
	Omission or further development/detail needed to gain credit	All questions
	Unclear or validity is doubted	All questions
	Developed point	All questions
	Appropriate example or case study given	All questions
	Irrelevant	All questions
	Material that does not answer the question	All questions
	Highlighting a significant part of an extended response – to be used with another annotation e.g.  or	Levels-marked questions only: Section B parts (b) and (c)

<b>Annotation</b>	<b>Meaning</b>	<b>Use</b>
<b>SEEN</b>	1. Diagram or essay plan has been seen but no specific credit given  2. Additional page has been checked	1. Any diagrams or essay plans  2. All blank pages in the provided generic answer booklet and/or extension answer booklet(s).
<b>R</b>	Rubric error	Optional questions only (place at start of question not being credited): Section B (Candidates answer one question)

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 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.

**Section A**

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

**Population**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(a)	<p><b>Fig. 1.1 shows the projected increase in world population, by country and continent, 2019–2050.</b></p> <p><b>Using Fig. 1.1, calculate the percentage of ‘all other countries’ of the projected increase in world population. Show your working.</b></p> <p>There are different ways of working this calculation:</p> <p>Total named regions: <math>2.0 - 1.44 = 0.56 / 2.0 = 28\%</math></p> <p>Or read amount of ‘all other countries’, i.e. 0.56 divided by total: <math>2.0 \times 100 = 28\%</math></p> <p><b>1 mark</b> for the answer: 28% and <b>1 mark</b> for a method of calculation.</p>	2
1(b)	<p><b>Using Fig. 1.1, describe the distribution of the projected increase in world population.</b></p> <p>The distribution may be described as:</p> <ul style="list-style-type: none"> <li>• Dominated by two continents (Africa and Asia)</li> <li>• North America is the continent with the fewest countries</li> <li>• India is the largest single country</li> <li>• Three quarters in the 22 countries named/one quarter in rest of world</li> <li>• Half in 9 countries</li> <li>• Other</li> </ul> <p><b>1 mark</b> for each descriptive point, <b>2 marks</b> for a developed point.</p>	3
1(c)	<p><b>Explain the problems for a country caused by its population increasing.</b></p> <p>Problems may be social, economic, environmental or others, and might be specific or generalised.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>• Pressure on services, e.g. health care for early ages and pre- and post-natal support</li> <li>• Expansion of education provision</li> <li>• Increased food supply</li> <li>• Influence on labour force</li> <li>• Pressure on resources (qualify)</li> <li>• Spending priorities of government</li> <li>• Taxation</li> <li>• Other</li> </ul> <p><b>1 mark</b> for a simple point, <b>2 marks</b> for a developed point.</p>	5

**Population/Migration**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
2(a)	<p><b>Fig. 2.1 and Fig. 2.2 show the age/sex structure of the total population and the immigrant population for New Zealand, an HIC in Australasia, 2019.</b></p> <p><b>Using Fig. 2.1 and Fig. 2.2, compare the age/sex structure of the total population with the age/sex structure of the immigrant population.</b></p> <p>Comparisons could include:</p> <ul style="list-style-type: none"> <li>• Lower numbers from 0–19 years, but less difference with each age group up to 19</li> <li>• Higher numbers from 20–59; gap declines from 55</li> <li>• Similar from 59 upwards but not consistent, e.g. males 75+ higher</li> <li>• Some gender variations, e.g. 25–55 more females; the difference more pronounced in earlier groups of this range</li> <li>• Other</li> </ul> <p>For each simple comparison <b>1 mark</b>, with a <b>second mark</b> for development. Four simple comparisons are valid for <b>4 marks</b>.  <b>Max. 2 if no comparison.</b></p>	4
2(b)	<p><b>Suggest <u>two</u> reasons for differences in the age/sex structure between the total population and the immigrant population shown in Fig. 2.1 and Fig. 2.2.</b></p> <p>Reasons for the differences may include:</p> <ul style="list-style-type: none"> <li>• Movement for retirement</li> <li>• Movement for employment opportunities</li> <li>• International migrants are more likely to move with older rather than young children</li> <li>• Immigration policies (encouraging certain age groups) of the government</li> <li>• Other</li> </ul> <p><b>1 mark</b> for a simple point, <b>2 marks</b> for a developed point.</p>	3
2(c)	<p><b>Explain <u>two</u> advantages of being a source country of international migration.</b></p> <p>Advantages may include:</p> <ul style="list-style-type: none"> <li>• Remittances</li> <li>• Reduces population pressure on differing sectors of economy and society</li> <li>• Reduces unemployment and underemployment</li> <li>• Return migrants may bring new skills, ideas and money</li> <li>• Other</li> </ul> <p><b>1 mark</b> for a simple explanation, <b>2 marks</b> for a developed explanation (with detail or an example).</p>	3

**Settlement dynamics**

Question	Answer	Marks
3(a)	<p><b>Fig. 3.1 is a photograph which shows a suburban development in Soest, Germany, an HIC in Europe.</b></p> <p><b>Using Fig. 3.1, identify <u>three</u> features in the photograph which might attract people to live in the area.</b></p> <p>Features include:</p> <ul style="list-style-type: none"> <li>• Large houses with gardens</li> <li>• Mixture of housing (detached, apartments, etc.)</li> <li>• Access to sports facilities (e.g. pools, playing fields, running track)</li> <li>• Road network facilitates commuting</li> <li>• Pathways by roads and between housing blocks</li> <li>• Surrounded by rural area/green space</li> <li>• Other</li> </ul> <p><b>1 mark</b> per feature identified.</p>	3
3(b)	<p><b>Suggest <u>two</u> problems for the surrounding rural environment caused by the suburban development shown in Fig. 3.1.</b></p> <p>Problems may include:</p> <ul style="list-style-type: none"> <li>• Loss of land</li> <li>• Pollution of air, land or water</li> <li>• Habitat loss</li> <li>• Wildlife disturbance</li> <li>• Other</li> </ul> <p><b>1 mark</b> for a simple point, <b>2 marks</b> for a developed point.</p>	3
3(c)	<p><b>Explain the consequences of counterurbanisation for urban areas.</b></p> <p>Consequences for urban areas of counterurbanisation may be social, economic, political or environmental.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• Population numbers decline, unbalanced population structure</li> <li>• Less demand for services</li> <li>• Possible loss of local tax base</li> <li>• Loss of skills or educated workforce</li> <li>• Derelict land / rundown buildings</li> <li>• Increased traffic from commuting</li> <li>• Other</li> </ul> <p><b>1 mark</b> for a simple point, <b>2 marks</b> for a developed point (with detail or an example).</p>	4

**Section B**

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

**Population**

Question	Answer	Marks
4(a)	<p><b>Describe the problems for countries caused by underpopulation.</b></p> <p>Problems caused by underpopulation may include:</p> <ul style="list-style-type: none"><li>• Underutilisation of resources</li><li>• Labour shortages/high costs</li><li>• Increased immigration to fill labour shortages and consequent impact on economy and society</li><li>• Low service provision</li><li>• Other</li></ul> <p><b>1 mark</b> for each descriptive point. A minimum of two problems should be described with <b>max. 4 marks</b> for one problem. <b>Max. 2 marks</b> for a list.</p>	7

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
4(b)	<p><b>With the aid of examples, explain why some areas in HICs may be underpopulated.</b></p> <p>Underpopulation in some areas in HICs may be related to some of the following:</p> <ul style="list-style-type: none"> <li>• Physical difficulties of living in certain environments, e.g. relief, climate, disease, water issues</li> <li>• Remoteness</li> <li>• Outmigration due to push factors</li> <li>• Pull factors of other areas, e.g. core</li> <li>• Access to resources</li> <li>• Other</li> </ul> <p><b>Max. 4 marks</b> for a response without the HIC context.</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 clearly explains why some areas in HICs may be underpopulated. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.</p> <p><b>Level 2 (3–5)</b> Response explains why some areas in HICs may be underpopulated. 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 is largely descriptive about how some areas in HICs may be underpopulated. 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

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
4(c)	<p><b>'Increasing food production is the best way to achieve optimum population for an area.' With the aid of examples, how far do you agree with this statement?</b></p> <p>Candidates may discuss some of the following ideas:</p> <ul style="list-style-type: none"> <li>• An optimum population is defined as a state where there is a balance between population and resources for the current level of technology and is likely to be only a temporary period. There are very few examples of such a state.</li> <li>• Either side of an optimum population are underpopulation and overpopulation.</li> <li>• Moving from underpopulation to an optimum population may require more food but it is likely that there are other ways such as: migration policies and/or technological solutions to the problems of underpopulation.</li> <li>• Moving from overpopulation to an optimum population is arguably more likely to require increased food production but migration policies and/or technological solutions may be involved.</li> <li>• Food is only one resource required by a population.</li> <li>• Other valid ideas.</li> </ul> <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 assesses the extent to which increasing food production is the best way to achieve optimum population for an area. Examples used are appropriate and integrated effectively into the response. Response is well founded in detailed knowledge and strong conceptual understanding of the topic.</p> <p><b>Level 3 (8–11)</b> Response assesses the extent to which increasing food production is the best way to achieve optimum population for an area 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 increasing food production and/or optimum population but with limited assessment of the extent to which they may be linked or not. 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 either increasing food production or the concept of optimum population but does not address the question and does not come to a convincing conclusion. Response is descriptive, knowledge is basic and understanding is poor.</p> <p><b>Level 0 (0)</b> No creditable response.</p>	15

**Population/Migration/Settlement dynamics**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
5(a)(i)	<p><b>Define the term refugee.</b></p> <p>The definition should include the following main points but may be expressed differently: a refugee is a person who has fled/been forced to leave <b>(1)</b> by war, violence, conflict or persecution <b>(1)</b> and has crossed an international border <b>(1)</b> to find safety.</p> <p>They may be unable or unwilling to return to their country of origin owing to a well-founded fear <b>(1)</b> of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion.</p> <p>Expressions such as climate/environmental refugee may be offered and some credit may be awarded here as an alternative to war, violence, conflict or persecution.</p>	3
5(a)(ii)	<p><b>Outline the physical obstacles which may be faced by refugees.</b></p> <p>Physical barriers may include:</p> <ul style="list-style-type: none"> <li>• Mountain ranges</li> <li>• Extensive areas of desert</li> <li>• Large bodies of water</li> <li>• Major rivers</li> <li>• Physical borders, e.g. fences/walls</li> <li>• Other</li> </ul> <p>For each physical barrier to migration: <b>1 mark</b> for a simple point, <b>2 marks</b> for a developed point, such as named/located barriers or linking to a migration stream.</p>	4

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
5(b)	<p><b>With the aid of examples, explain the social impacts on rural source areas of rural to urban migration in LICs/MICs.</b></p> <p>Social impacts may include:</p> <ul style="list-style-type: none"> <li>• Population numbers, age/sex characteristics of the remaining population</li> <li>• Migrants returning with changed social attitudes</li> <li>• Changes in rates of births, fertility, deaths</li> <li>• Disruption of family life, caring responsibilities</li> <li>• Loss of services</li> <li>• Other</li> </ul> <p><b>Max. 4 marks</b> for a response without the LIC/MIC context. Candidates may consider LICs and MICs separately or as one group.</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 clearly explains the social impacts on rural source areas of rural to urban migration in LICs/MICs. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.</p> <p><b>Level 2 (3–5)</b> Response explains the social impacts on rural source areas of rural to urban migration in LICs/MICs. 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 is largely descriptive about the social impacts on rural source areas of rural to urban migration in LICs/MICs. 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

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
5(c)	<p><b>For rural to urban migration in HICs, assess the extent to which push factors are more important than pull factors.</b></p> <p>Factors may be social, economic, political, or environmental.</p> <p>Push factors might include:</p> <ul style="list-style-type: none"> <li>• Lack of employment for young people</li> <li>• Lack of and/or distance to social services</li> <li>• Isolation</li> <li>• Low wages, unemployment, lack of variety in job/career market</li> <li>• Pressure on farm incomes</li> <li>• Climate change, e.g. prolonged droughts</li> <li>• Other</li> </ul> <p>Pull factors might include:</p> <ul style="list-style-type: none"> <li>• Education/training opportunities</li> <li>• Service access</li> <li>• Urban facilities</li> <li>• Economic opportunities</li> <li>• Cultural attitudes</li> <li>• Other</li> </ul> <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 assesses the extent to which push factors are more important than pull factors for rural to urban migration in HICs. 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 assesses the extent to which push factors are more important than pull factors for rural to urban migration in HICs 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 rural to urban migration in HICs with limited assessment of the extent to which push factors are more important than pull 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 rural to urban 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

**Population/Migration/Settlement dynamics**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
6(a)	<p><b>Describe the problems for rural settlements caused by declining population numbers.</b></p> <p>Problems may be social, economic, or environmental such as:</p> <ul style="list-style-type: none"> <li>• Ageing population structure; changes in rates of births, fertility, deaths</li> <li>• Disruption of family structure and responsibilities</li> <li>• Reduction in standard of living</li> <li>• Service provision</li> <li>• Lack of workforce; rising wages; skills loss</li> <li>• Environmental decline</li> <li>• Other</li> </ul> <p>A minimum of two problems should be described, with <b>max. 4 marks</b> for each problem.</p> <p><b>1 mark</b> for a simple point, <b>2 marks</b> for a developed point up to the <b>maximum of 4 marks</b> for each problem.</p>	7
6(b)	<p><b>With the aid of examples, explain why population numbers are declining in some rural areas.</b></p> <p>Reasons will be specific to the examples given and may be social, economic, political or environmental. The decline in numbers could be caused by changing demographics and/or through out-migration and might be characterised by a push/pull approach.</p> <p><b>Max. 4 marks</b> for a 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 clearly explains why population numbers are declining in some rural areas. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.</p> <p><b>Level 2 (3–5)</b> Response explains why population numbers are declining in some rural areas. 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 is largely descriptive about how population is declining in some rural areas. 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

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
6(c) <b>'Issues of urbanisation in LIC/MIC cities are different to those in HIC cities.' With the aid of examples, how far do you agree with this statement?</b>	<p>A response should consider at least two issues. The response should consider differences, but the evaluative element would be developed by considering similarities before a conclusion regarding the extent of agreement or not with the statement.</p> <p>Issues for cities (LICs/MICs v HICs) might include:</p> <ul style="list-style-type: none"> <li>• Housing issues (quantity, quality, cost)</li> <li>• Population change</li> <li>• Change in socio-economic characteristics</li> <li>• Service provision (e.g. schools, health care)</li> <li>• Infrastructure provision (transport, energy)</li> <li>• Pollution</li> <li>• Planning</li> <li>• Other</li> </ul> <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 assesses the extent to which issues of urbanisation in LIC/MIC cities are different to those in HIC cities. 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 assesses the extent to which issues of urbanisation in LIC/MIC cities are different to those in HIC cities 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 the issues of urbanisation in LIC/MIC cities and HIC cities. 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 issues of urbanisation 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