



# **Cambridge International AS & A Level**

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**GEOGRAPHY**

**9696/21**

Paper 2 Core Human Geography

**May/June 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.

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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.

**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>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)

**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 age/sex structure for the world in 1980. Fig. 1.2 shows the age/sex structure for the world in 2020.</b></p> <p><b>Using Fig. 1.1 and Fig. 1.2, calculate the difference in the percentage of population 80 years and over between 1980 and 2020. Show your working.</b></p> <p>1980 = 0.7% (1), 2020 = 1.7% (1), change = increase by 1% (1)</p>	3
1(b)	<p><b>Using Fig. 1.1 and Fig. 1.2, compare the shape of the two age/sex structures.</b></p> <p>Candidates should offer evidence from Fig. 1.1 to support the comparison. <b>Max. 1 mark</b> if no direct comparison.</p> <p>Comparison could include:</p> <ul style="list-style-type: none"> <li>• 1980 has a wide base (12.3%) whilst 2020 has a narrower base (8.7%)</li> <li>• 1980 has a triangular progressive shape whilst 2020 is more even having a static shape</li> <li>• 1980 stops at 90–94 whilst 2020 stops at 95–99</li> <li>• 1980 gets steadily less as age group increases but 2020 has a bulge at 30–34</li> <li>• Both similar in M/F balance</li> </ul> <p><b>1 mark</b> for a simple comparison point. <b>Max. 2</b> if no use of data or if no reference to shape.</p>	3
1(c)	<p><b>Explain why birth rates are decreasing in many countries.</b></p> <p>Reasons may include factors (environmental, economic, social and political) which are contributory to decreasing birth rates such as:</p> <ul style="list-style-type: none"> <li>• Greater use of birth control</li> <li>• Reduced infant/child mortality</li> <li>• Greater education especially of females</li> <li>• More working females with career aspirations</li> <li>• Increased cost of bringing up children</li> <li>• More materialistic culture</li> <li>• Less need for child labour or to support elderly</li> <li>• Ageing population</li> <li>• Government policy</li> </ul> <p><b>1 mark</b> for a simple reason or <b>2 marks</b> for a developed reason (with detail or an example), to the maximum.</p>	4

**Migration**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
2(a)(i)	<p><b>Table 2.1 shows the top 10 sources of migrants into the USA, an HIC in North America, in 1990 and 2013.</b></p> <p><b>Using Table. 2.1, state the country that has:</b> <b>shown the greatest increase as a source of migrants</b></p> <p>Mexico</p>	1
2(a)(ii)	<p><b>Using Table. 2.1, state the country that has:</b> <b>shown no change as a source of migrants.</b></p> <p>Canada</p>	1
2(b)	<p><b>Using Table 2.1, describe the distribution of sources of migrants shown in 2013.</b></p> <p>Candidates should offer data from Fig. 2.1 to support the description.</p> <p>Points may include:</p> <ul style="list-style-type: none"> <li>• 5 of the sources are near neighbours of the USA</li> <li>• 5 of the sources are in Asia</li> <li>• None from Europe</li> <li>• 7 are MICs, 3 HICs and no LICs</li> </ul> <p><b>1 mark</b> for a simple point or <b>2 marks</b> for a developed point with supporting data from Fig. 1.1, to the maximum.</p>	3
2(c)	<p><b>Suggest why Mexico is a large source of migrants into the USA.</b></p> <p>Reasons could include:</p> <ul style="list-style-type: none"> <li>• Next door to USA – shorter distance than anywhere else</li> <li>• Significant difference in standard of living between the two countries</li> <li>• Many Mexicans have already migrated to the USA, so a lot of chain migration</li> <li>• Long porous border – difficult to police</li> <li>• Much of SW USA has a Mexican (Hispanic) culture and language</li> <li>• Lots of low skilled jobs available for ‘cheap’ labour</li> <li>• Chance to send remittances home</li> <li>• Safety and political stability</li> <li>• Also accept relevant push and pull factors</li> </ul> <p><b>1 mark</b> for a simple point or <b>2/3 marks</b> for a point with development (with detail or an example), to the maximum.</p>	5

**Settlement dynamics**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
3(a)(i)	<p><b>Fig. 3.1 shows the cities with over 1 million population in Nigeria, an MIC in West Africa, in 2021.</b></p> <p><b>Using Fig. 3.1, state the number of cities with populations: between 3 and 4 million.</b></p> <p>1</p>	1
3(a)(ii)	<p><b>Using Fig. 3.1, state the number of cities with populations: between 1 and 2 million.</b></p> <p>5</p>	1
3(b)	<p><b>Using Fig. 3.1, what evidence is there for a hierarchy of cities in Nigeria?</b></p> <p>Candidates should offer data from Fig. 3.1 to support the comparison.</p> <ul style="list-style-type: none"> <li>• There is one large city (Lagos with almost 15 million) then two around 3–4 million and five between 1–2 million. This suggests a hierarchy of power 2</li> <li>• It is an unbalanced (primate city) hierarchy as the largest city is more than twice the size of the second city</li> <li>• Accept any that say why there is no evidence for a hierarchy</li> </ul> <p><b>1 mark per point or 2 marks if data is used.</b></p>	3
3(c)	<p><b>Explain the causes of the growth of <u>world cities</u>.</b></p> <p>A world city, also called a power city, global city, alpha city or world centre, is a city which is a primary node in the global economic network. Candidates are free to develop their own <b>explanation</b>.</p> <p>Causes could include:</p> <ul style="list-style-type: none"> <li>• International transport hub – especially airlines/telecommunications</li> <li>• Centre for world trade and finance</li> <li>• Historical factors e.g. base for colonialism</li> <li>• Centre for media and communication hub/cultural hub</li> <li>• HQs for many TNCs/international organisations</li> <li>• Major manufacturing centre</li> <li>• Centre for world class universities/education</li> <li>• Political influence</li> </ul> <p>Candidates may focus on general city growth, but this is too limited for credit. Answers should show some awareness of what a world city is to achieve a mark.</p> <p><b>1 mark for a simple point or 2 marks for a point with development (with detail or an example), to the maximum.</b> If purely description, then <b>max. 2 marks</b>.</p>	5

**Section B**

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

**Population**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
4(a)	<p><b>Outline the concepts of carrying capacity and optimum population.</b></p> <p>The <b>carrying capacity</b> of an environment is the maximum population size (1) of a biological species that can be sustained in that specific environment (1) given the food, habitat, water, and other resources available (1).</p> <p>The <b>optimum population</b> is a concept where the human population is able to balance maintaining a maximum population size (1) with optimal standards of living for all people (1). Although some link it to the best use of resources or highest level of income (1).</p> <p><b>2 marks</b> per description with up to <b>2 marks</b> each for further development such as examples.</p> <p><b>Max. 4 marks</b> if only one term described.</p>	7

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
4(b)	<p><b>With the aid of examples, explain how overpopulation can occur.</b></p> <p>Overpopulation of an area is when there are too many people for the amount of food, materials, and space available there. Carrying capacity is exceeded.</p> <p>The explanation may look at the balance between population and resources:</p> <ul style="list-style-type: none"> <li>• Increased population due to high natural increase or migration</li> <li>• Increased levels of consumption by the population</li> <li>• Failure in the resource base due to a climatic or geological hazard e.g. drought</li> <li>• Exhaustion of the resource base e.g. soils become exhausted</li> </ul> <p><b>Max. 3 marks</b> for a generic response without examples. Link to resources needed to get into Level 3.</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 how overpopulation can occur. 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 how overpopulation can occur. 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 overpopulation can occur. 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>'Population will always grow to exceed food supply.'</b></p> <p><b>With the aid of examples, how far do you agree?</b></p> <p>Candidates are free to develop their own approach to the question and responses will vary depending on the approach chosen. Whichever approach is chosen, essays which address the question and support their argument with relevant examples will be credited. There may be detailed consideration of a case study/one or more examples, or a broadly conceived response, drawing on several examples to illustrate the factors involved.</p> <p>Candidates may base their answers on the models proposed by Malthus (where population does exceed resources) and Boserup (where population stimulates resources) but this is not a requirement.</p> <p>There should be a recognition that this may vary with time, location, type of environment and the nature of the population. A sound approach would be to contrast LICs and HICs and acknowledge the inequalities that exist.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p><b>Level 4 (12–15)</b> Response thoroughly discusses the extent to which population will always grow to exceed food supply. Examples used are appropriate and integrated effectively into the response. Response is well founded in detailed knowledge and strong conceptual understanding of the topic.</p> <p><b>Level 3 (8–11)</b> Response discusses the extent to which population will always grow to exceed food supply 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 extent to which population will always grow to exceed food supply. Response is mainly descriptive or explanatory with limited use of examples and understanding of the topic may be partial or inaccurate. Some concluding remarks. General responses without the use of example(s) will not get above the middle of Level 2 (6 marks).</p> <p><b>Level 1 (1–3)</b> Response may broadly discuss population issues but does not address the question and does not come to a convincing conclusion. Response is descriptive, knowledge is basic and understanding is poor.</p> <p><b>Level 0 (0)</b> No creditable response.</p>	<b>15</b>

**Population/Migration**

<b>Question</b>	<b>Answer</b>		<b>Marks</b>																																	
5(a)	<p><b>Compare the characteristics of economic migration flows with the characteristics of refugee flows.</b></p> <p>The focus is on characteristics rather than explaining the two terms. <b>Max. 3 marks</b> if no comparison or if description of the flows.</p> <p>Characteristics could include:</p> <table border="1"> <thead> <tr> <th><b>Characteristic</b></th><th><b>Economic migration flows</b></th><th><b>Refugee flows</b></th></tr> </thead> <tbody> <tr> <td>Cause</td><td>Pull – e.g. higher incomes</td><td>Push e.g. fear of violence</td></tr> <tr> <td>Distance</td><td>Flexible</td><td>Short – usually nearest safe haven</td></tr> <tr> <td>Destination</td><td>HICs – usually cities</td><td>Anywhere that is safe</td></tr> <tr> <td>Duration</td><td>Years or may be permanent</td><td>Most are short-term until peace returns</td></tr> <tr> <td>Transport</td><td>Often by air and sea</td><td>Often walk</td></tr> <tr> <td>Volume</td><td>Low</td><td>High</td></tr> <tr> <td>Frequency</td><td>Low</td><td>In bursts</td></tr> <tr> <td>Structure</td><td>Single person</td><td>Families</td></tr> <tr> <td>Age</td><td>Young</td><td>All ages</td></tr> <tr> <td>Gender balance</td><td>More males</td><td>Mix/variety</td></tr> </tbody> </table> <p><b>1 mark</b> for a simple comparison point or <b>2 marks</b> for a point with development (with detail or an example), to the maximum.</p> <p>Two separate accounts, <b>max. 4 marks</b>.</p>		<b>Characteristic</b>	<b>Economic migration flows</b>	<b>Refugee flows</b>	Cause	Pull – e.g. higher incomes	Push e.g. fear of violence	Distance	Flexible	Short – usually nearest safe haven	Destination	HICs – usually cities	Anywhere that is safe	Duration	Years or may be permanent	Most are short-term until peace returns	Transport	Often by air and sea	Often walk	Volume	Low	High	Frequency	Low	In bursts	Structure	Single person	Families	Age	Young	All ages	Gender balance	More males	Mix/variety	7
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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
5(b)	<p><b>With the aid of examples, suggest why refugee flows may increase in the future.</b></p> <p>This question is about the cause of refugee flows and why such causes may be more frequent in the future. It is speculation but should be grounded in current trends such as:</p> <ul style="list-style-type: none"> <li>• Increased levels of conflicts between distinctive groups within a country</li> <li>• Increased conflicts between states often over decreasing resources e.g. water wars</li> <li>• Climatic refugees due to global warming effects e.g. to escape rising sea levels/disease</li> <li>• To escape from natural disasters e.g. earthquakes, hurricanes etc. – partly caused by increased numbers of people living in disaster prone areas</li> <li>• To escape persecution</li> <li>• Easier for refugees to flee e.g. improved transport links</li> <li>• Greater international aid for refugees</li> </ul> <p><b>Max. 3 marks</b> for a generic answer without examples/or where examples are not refugees.</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 refugee flows may increase in the future. 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 refugee flows may increase in the future. 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 refugee flows may increase in the future. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.</p> <p><b>Level 0 (0)</b> No creditable response.</p>	8

Question	Answer	Marks
5(c)	<p><b>With the aid of examples, assess the extent to which refugee flows impact more on receiving/destination areas in LICs/MICs than on receiving/destination areas in HICs.</b></p> <p>Candidates are free to develop their own approach to the question and responses will vary depending on the approach chosen. Whichever approach is chosen, essays which address the question and support their argument with relevant examples will be credited. There may be detailed consideration of a case study/one or more examples, or a broadly conceived response, drawing on several examples to illustrate the factors involved.</p> <p>The impacts of refugees depend on several factors such as:</p> <ul style="list-style-type: none"> <li>• Volume of refugees</li> <li>• Characteristics of refugees</li> <li>• Culture of refugees compared to that of receiving/destination area</li> <li>• Wealth of receiving/destination area</li> <li>• Resources of the receiving/destination area</li> <li>• History of previous refugee flows to receiving/destination area</li> <li>• Environment of the reception area</li> <li>• Political stance of receiving government</li> </ul> <p>The level of impact may be considered to vary spatially, between groups of people and over time. Impacts may be demographic, economic, social, political and environmental.</p> <p>Award marks based on the quality of the response using the marking levels below.</p> <p><b>Level 4 (12–15)</b> Response thoroughly discusses the extent to which refugee flows impact more on receiving/destination areas in LICs/MICs than on receiving/destination areas 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 discusses the extent to which refugee flows impact more on receiving/destination areas in LICs/MICs than on receiving/destination areas in HICs but may be unbalanced. Examples may lack detail or development. Response develops on a largely secure base of knowledge and understanding.</p>	15

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
5(c)	<p><b>Level 2 (4–7)</b> Response shows general knowledge and understanding of the extent to which refugee flows impact more on receiving/destination areas in LICs/MICs than on receiving/destination areas in HICs. 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 refugee flows 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>	

### Settlement dynamics

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
6(a)	<p><b>Describe how environmental factors affect the location of activities within urban areas.</b></p> <p>Activities can include residential, commercial, manufacturing, infrastructure etc. but the stress is on the environmental factors that influence their location such as:</p> <ul style="list-style-type: none"> <li>• Climate e.g. aspect – high class residential have sunny locations</li> <li>• Relief – industry needs flat land, but defence needs steep slopes</li> <li>• Drainage – rivers attract port activities, but poor drainage can repel activities</li> <li>• Vegetation – woodlands attract recreation (parks) and high class residential</li> <li>• Geology – strong bedrock is needed to support heavy industry. Activities avoid areas prone to mass movement. Mineral deposits may attract extraction activities such as a coal mine</li> <li>• Soil type – well drained gravel soils are ideal for buildings</li> <li>• Pollution – e.g. wind direction blows pollution away</li> </ul> <p><b>1 mark</b> per descriptive point with up to <b>2 marks</b> for further development such as examples.</p>	7

Question	Answer	Marks
6(b)	<p><b>With the aid of examples, explain how and why the location of retailing in cities has changed over time.</b></p> <p>Candidates may base their explanations in HICs or LICs/MICs or a mix of both.</p> <p>It is a two-part answer. <b>How</b> has the location of retailing changed which could include:</p> <ul style="list-style-type: none"> <li>• Movement to urban fringe/out-of-town</li> <li>• High-end retailing increasingly focused in CBD</li> <li>• Increased location in malls</li> <li>• Increasingly based not in a shop but online</li> </ul> <p><b>Why</b> involves the explaining of one or more of these changes. This could include:</p> <ul style="list-style-type: none"> <li>• To escape high rents/taxes in the CBD</li> <li>• To better meet the needs of customers</li> <li>• To gain more floor space at a cheaper price</li> <li>• Easier access/parking for customers and suppliers</li> <li>• Government planning restrictions</li> <li>• To gain greater linkage or comparison with other retailers</li> </ul> <p><b>Max. 3 marks</b> for a generic answer without exemplar content or if one of the components (how or why) are clearly missing.</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 how and why the location of retailing in cities has changed over time. 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 how and why the location of retailing in cities has changed over time. 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 the location of retailing in cities has changed over time. 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)	<p><b>With the aid of examples, how far do you agree that Central Business Districts (CBDs) are in decline?</b></p> <p>Candidates are free to develop their own approach to the question and responses will vary depending on the approach chosen. Whichever approach is chosen, essays which address the question and support their argument with relevant examples will be credited. There may be detailed consideration of a case study/one or more examples, or a broadly conceived response, drawing on several examples to illustrate the factors involved.</p> <p>Candidates may look at ‘decline’ in terms of population, land uses, activity, land value, pedestrian/traffic flows etc. or possibly contrast these aspects.</p> <p>CBDs are in a state of change. Once centres for retailing, commerce and offices, both the movement out to the suburbs and the online revolution threaten their central pivotal role in the urban structure and lead to decline in activity. There is some hope for this central area possibly based around:</p> <ul style="list-style-type: none"> <li>• Entertainment and recreational functions – could involve re-imaging</li> <li>• As a tourist centre (as still a transport hub plus historical/cultural aspects)</li> <li>• As high-class residential</li> <li>• Universities/educational establishments</li> <li>• Government functions/offices</li> <li>• Providing personal services e.g. beauty parlours</li> <li>• Large amount of investment in the CBD, so in the interests of investors and governments to find a use for such a central area</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 discusses the extent to which Central Business Districts (CBDs) are in decline. Examples used are appropriate and integrated effectively into the response. Response is well founded in detailed knowledge and strong conceptual understanding of the topic.</p> <p><b>Level 3 (8–11)</b> Response discusses the extent to which Central Business Districts (CBDs) are in decline but may be unbalanced. 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><b>Level 2 (4–7)</b> Response shows general knowledge and understanding of the changing Central Business District (CBD). 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 the Central Business District (CBD) 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>	