
GEOGRAPHY

9696/22

Paper 2 Core Human Geography

October/November 2018

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **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.

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

| Question | Answer | Marks |
|----------|--|----------|
| 1(a) | <p>Fig. 1.1 shows actual total fertility rate (TFR) and predicted TFR for selected LICs.</p> <p>State the actual TFR for the country labelled <u>X</u> in Fig. 1.1.</p> <p>Accept 5.9 or 6.0.</p> | 1 |
| 1(b) | <p>Describe the pattern shown in Fig. 1.1.</p> <p>Candidates should give data from Fig. 1.1 to support the description.</p> <p>Elements of pattern may include:</p> <ul style="list-style-type: none"> • there is a weak relationship between predicted and actual TFR • both actual TFR and predicted TFR vary • ranges of values for TFR can be identified, e.g. actual approx. 5.2 to 8.5, predicted approx. 4.1 to 7.3 • more developed LICs (black circles) and less developed LICs (open circles) fall into two distinct groups (left and right of predicted TFR 5) • for the vast majority of countries, actual TFR is higher than predicted TFR (i.e. above the diagonal line) • some clustering close to the diagonal line between TFR 6 and 7 • other <p>1 mark for a simple point, 2 marks for a developed point with data support from Fig. 1.1. For a description of pattern without data support, max. 2.</p> | 4 |
| 1(c) | <p>Explain briefly why fertility rates remain high in some countries.</p> <p>A number of reasons combine to explain why fertility rates remain high. These may be expressed positively or negatively (but avoid double credit).</p> <p>Possible reasons include:</p> <ul style="list-style-type: none"> • traditional or conservative mindsets and attitudes • strong cultural or religious influences • resistance to change • need for large families (e.g. labour, security in old age) • high infant mortality rate (IMR) and child mortality • lack of, lack of access to, or prohibitive costs of contraception • lack of government investment in family planning/other priorities • lack of female education • government policy • other <p>A full response consists of three or more reasons, developed and explained with some use of an example or examples. 1 mark for a simple point, 2 marks for a developed point with either detail or the use of an example.</p> | 5 |

Migration

| Question | Answer | Marks |
|----------|---|----------|
| 2(a) | <p>Fig. 2.1 shows migration losses and gains for six countries in Europe, 2000–10.</p> <p>Compare the migration data shown in Fig. 2.1 for FYR Macedonia and Montenegro.</p> <p>Macedonia had a small migration loss (–0.6%), whereas Montenegro had a small migration gain (+ 0.8%).</p> <p>For the comparison/a comparative element 1 mark, and for the data support 1 mark.</p> | 2 |
| 2(b) | <p>Give <u>one</u> reason why the migration data shown in Fig. 2.1 may not be accurate.</p> <p>A number of valid reasons may be offered, falling in three broad areas:</p> <ul style="list-style-type: none"> • issues of data collection, e.g. survey access/methods, migrants are on the move, language issues • issues of data processing, e.g. calculation errors, rounding, government ‘fixing’ the data, lack of comparability between countries • migrants avoid being counted, e.g. to avoid taxation • illegal (1 mark) so... (2nd mark) <p>For a simple reason 1 mark and for a developed reason which may be linked to Fig. 2.1 or supported by an example 2 marks.</p> | 2 |

| Question | Answer | Marks |
|----------|--|----------|
| 2(c) | <p>Explain how <u>political</u> factors can cause emigration (migration from a country).</p> <p>Candidates should only explain emigration (outward <u>international</u> migration). Many will adopt push v pull, but these must be political in nature.</p> <p>The explanation may comprise ideas including:</p> <ul style="list-style-type: none"> • war/conflict promotes migration to safety or to locations which are perceived to be safer • war/conflict stimulates refugee flows cross-border to neighbouring countries or over longer distances • availability of UNHCR camps and programmes in neighbouring countries may encourage emigration • regime change may make political activists and opponents migrate with their families and forced (involuntary) migration may occur • a government's need for labour may encourage emigration from other countries • a few governments promote emigration to relieve population pressure and gain remittance income • dislike of government policies • government policy to force out groups • role of politics on economic conditions • freedom of movement allowed/encouraged <p>A full response comprises three developed points carefully focussed on political factors, or a more broadly-based explanation comprising a number of points. 1 mark for a simple point, 2 marks for a developed point.</p> | 6 |

Settlement dynamics

| Question | Answer | Marks |
|----------|--|----------|
| 3(a) | <p>Table 3.1 shows the ten districts with the highest proportion of elderly people living in low income households in London, UK, an HIC in Europe, in 2015.</p> <p>Name the district shown in Table 3.1 in which one third of elderly people were living in low income households.</p> <p>Lambeth</p> | 1 |
| 3(b) | <p>Describe the variation in the data shown in Table 3.1.</p> <p>The percentage of elderly people living in poor households in London varies from 49.7% (almost half) in Tower Hamlets (rank 1) to 27.5% (just over one quarter) in Hammersmith (rank 10). Credit identification of the highest and lowest 1 mark and data support 1 mark.</p> <p>Award the third mark for accurate reference to one or more of the other districts in London: e.g. that two others (Hackney and Newham) have values of over 40% e.g. three districts cluster in the mid-30% range e.g. the districts ranked 8, 9 and 10 are only separated by 0.5% or a similar observation relating to the detail of variation.</p> | 3 |
| 3(c) | <p>Explain how income causes residential segregation within urban areas.</p> <p>Income determines people's ability to pay for housing, either to rent or to buy. Candidates may refer to rent and spatial competition and to the way the housing market operates in urban areas. Income advantages the more affluent in terms of choice about where to live and disadvantages the poor who are left with the locations and houses to live in that the rich do not want. The poor find it difficult to get out of poverty and move into a better residential area because of lack of a job, job insecurity, etc. Many may adopt a push v pull approach.</p> <p>In urban areas in LICs and MICs, this may lead to the development of shanty towns (squatter settlements) for the poor who cannot afford anywhere else to live and to areas for high income groups, such as gated communities. These protect the rich from negative urban externalities and contact with the poor.</p> <p>Candidates may refer to LICs/MICs or HICs or both groups of countries.</p> <p>A full response consists of three or more reasons, developed and explained with some use of an example or examples, or may consist of a more broadly-based linked explanation. 1 mark for a simple point, 2 marks for a developed point.</p> | 6 |

Section BAnswer **one** question from this section.**Population/Migration**

| Question | Answer | Marks |
|----------|---|----------|
| 4(a)(i) | <p>Describe how to calculate a dependency ratio.</p> $\frac{\text{youths or young population (0–14) + elderly (over 65)}}{\text{economically active or working population (15–65)}} \times 100$ <p>Credit top: 2 marks; bottom: 1 mark, and division/over the other/ratio 1 mark. Allow some tolerance on the ages given (such as 16 and 60). An accurate formula receives full marks. Award 1 mark for an inaccurate formula showing some understanding of dependency ratio.</p> | 4 |
| 4(a)(ii) | <p>Outline what is meant by the term <i>youthful population</i>.</p> <p>The key idea is that the age group 0 to 14, under 15 or the young, (1 mark) dominates the population/is disproportionate (1 mark) compared to the other two age groups (adults/working and aged) (1 mark).</p> <p>A diagram is not required, but all marks could be obtained through a labelled age/sex structure diagram. It should be 'bottom-heavy', progressive and triangular in shape with the three age cohorts marked.</p> | 3 |

| Question | Answer | Marks |
|----------|--|----------|
| 4(b) | <p>With the help of one or more examples, explain some of the issues associated with a youthful population.</p> <p>Candidates are expected to use one or more examples in detail to support and/or develop the explanation. The word ‘some’ indicates that comprehensive responses are not required.</p> <p>A number of issues associated with a youthful population may be developed, including:</p> <ul style="list-style-type: none"> • high youth dependency on the economically active/burden • overpopulation (imbalance in population/resource relationship) • pressure to meet their aspirations – unemployment • needs of the young, e.g. for healthcare, education • youth delinquency and crime through boredom, unmet needs, etc. • need for/introduction of anti-natal policy • challenge to government to harness the creativity and energy of the young in developing the country <p>Some may adopt the demographic, social, economic, environmental and political issues approach.</p> <p>Max. 3 marks for a generic answer without examples.</p> <p>Award marks based on the quality of the explanation and breadth of the response using the marking levels below.</p> <p>Level 3 6–8 Response explains two or more issues associated with a youthful population in a clear and focussed manner. Response is well-founded in detailed knowledge and strong conceptual understanding of the topic. The example(s) used are appropriate and integrated effectively into the response.</p> <p>Level 2 3–5 Response explains one or more issues associated with a youthful population. Response develops on a foundation of knowledge and understanding which is largely secure. The example or examples may lack detail or development.</p> <p>Level 1 1–2 Response comprises one or more points about population which may not be carefully focussed on youth. Knowledge is basic and understanding may be inaccurate. The example(s) are in name only or lacking entirely.</p> <p>Level 0 0 No creditable response.</p> | 8 |

| Question | Answer | Marks |
|----------|---|-------|
| 4(c) | <p>With the aid of examples, assess the extent to which a person’s age affects how likely they are to migrate.</p> <p>Candidates are free to develop their own approach to the question and responses will vary depending on the approach chosen. Whichever route is chosen, essays which assess the influence of a person’s age on how likely they are to migrate and support their assessment with relevant examples will be credited. Age is one factor which affects migration amongst others such as gender, perception, opportunity, etc. Forced (involuntary) migration may be included on which age has little or no influence.</p> <p>Candidates may consider the observed ‘norms’ of age and migration:</p> <ul style="list-style-type: none"> • young adults migrate the most (fewer ties, greater ambition, etc.) • many adults of working age migrate (economic migration) • infants and children only migrate with their parents • the elderly are less likely to migrate than other adults, but do move on retirement, to be nearer to family, into special accommodation, etc. <p>Some may link the extent to the level of push v pull, inertia, cost, knowledge and availability of transport. Migration can be international or internal.</p> <p>Award marks based on the quality of the response using the levels below.</p> <p>Level 4 12–15 Response considers the effect of age on migration in relation to other factors and influences in a clear and well-developed assessment. Response integrates relevant examples effectively. Response is well-founded in detailed knowledge and strong conceptual understanding of the topic.</p> <p>Level 3 8–11 Response considers the effect of age on migration in relation to one or more other factors and offers an overall assessment which may be limited or brief. Examples may lack detail or development. Response develops on a largely secure base of knowledge and understanding.</p> <p>Level 2 4–7 Response shows general knowledge and understanding about migration with limited focus on age or breadth. Response is mainly descriptive or explanatory and may be inaccurate, with assessment simply stated. General responses, without the use of examples, do not get above 6 marks.</p> <p>Level 1 1–3 Response considers migration broadly but does not address the question and does not offer a convincing assessment. Response is descriptive, knowledge is basic and understanding is poor.</p> <p>Level 0 0 No creditable response.</p> | 15 |

Migration/Settlement dynamics

| Question | Answer | Marks |
|----------|--|----------|
| 5(a) | <p>With the help of an example, describe the process of chain migration.</p> <p>Chain migration is a series of migrations within a family or defined group of people. It usually begins when one family member (usually a working male) migrates to a new location and sends back positive reports and money to bring other family members (e.g. wife and children) to join him there (2 marks). The chain may extend later to other relatives, friends or people from the same community, village or cultural group who benefit from the information, advice and encouragement available as well as people with whom to live when they arrive (2 marks). In internal migration, the destination is usually urban or it could be rural if there is secure employment, e.g. in agriculture or mining.</p> <p>The example may be real (e.g. a named location, actual migrants, fieldwork about chain migration) or generic. For a general response with no example, max. 4 marks.</p> | 7 |

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | |
|------------------------|--|--|--------------------|--------------------|--------------------|----------------|------------------------------------|------------------------|-------------------|--|-----------------|-------------------------------------|--------------------------------|----------------------|--------------------------------|--|------------------|------------|------------------------------------|---|
| 5(b) | <p>Explain the causes of rural-urban migration in LICs/MICs.</p> <p>Candidates are likely to explain rural-urban migration in terms of the interaction of push factors and pull factors. The factors operate in several dimensions, for example:</p> <table border="1" data-bbox="316 450 1331 1010"> <thead> <tr> <th data-bbox="316 450 549 512">factor</th> <th data-bbox="549 450 922 512">push in rural area</th> <th data-bbox="922 450 1331 512">pull to urban area</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 512 549 611">demographic</td> <td data-bbox="549 512 922 611">overpopulation</td> <td data-bbox="922 512 1331 611">improved health, lower death rates</td> </tr> <tr> <td data-bbox="316 611 549 710">social/cultural</td> <td data-bbox="549 611 922 710">disputes, divorce</td> <td data-bbox="922 611 1331 710">presence of family, entertainment, education</td> </tr> <tr> <td data-bbox="316 710 549 808">economic</td> <td data-bbox="549 710 922 808">unemployment, poverty, indebtedness</td> <td data-bbox="922 710 1331 808">job availability, higher wages</td> </tr> <tr> <td data-bbox="316 808 549 907">environmental</td> <td data-bbox="549 808 922 907">soil erosion, drought, disease</td> <td data-bbox="922 808 1331 907">better housing, piped water, health services</td> </tr> <tr> <td data-bbox="316 907 549 1010">political</td> <td data-bbox="549 907 922 1010">insecurity</td> <td data-bbox="922 907 1331 1010">relative safety, election promises</td> </tr> </tbody> </table> <p>Credit the idea that perception and aspiration are significant in migration decision-making and that information may be limited or inaccurate.</p> <p>Award marks based on the quality of the explanation and breadth of the response using the marking levels below.</p> <p>Level 3 6–8 Response explains the causes of rural-urban migration in both rural sources and urban destinations in a clear and focussed manner. Response is well-founded in detailed knowledge and strong conceptual understanding of the topic. The example(s) used are appropriate and integrated effectively into the response.</p> <p>Level 2 3–5 Response explains some of the causes of rural-urban migration. Response may be unbalanced rural/urban, through focussing on one dimension or limited by the use of simple opposites. Response develops on a foundation of knowledge and understanding which is largely secure. The example(s) may lack detail or development.</p> <p>Level 1 1–2 Response comprises one or more points about rural-urban migration which may not be focussed on its causes. Knowledge is basic and understanding may be inaccurate. The example(s) are in name only or lacking entirely.</p> <p>Level 0 0 No creditable response.</p> | factor | push in rural area | pull to urban area | demographic | overpopulation | improved health, lower death rates | social/cultural | disputes, divorce | presence of family, entertainment, education | economic | unemployment, poverty, indebtedness | job availability, higher wages | environmental | soil erosion, drought, disease | better housing, piped water, health services | political | insecurity | relative safety, election promises | 8 |
| factor | push in rural area | pull to urban area | | | | | | | | | | | | | | | | | | |
| demographic | overpopulation | improved health, lower death rates | | | | | | | | | | | | | | | | | | |
| social/cultural | disputes, divorce | presence of family, entertainment, education | | | | | | | | | | | | | | | | | | |
| economic | unemployment, poverty, indebtedness | job availability, higher wages | | | | | | | | | | | | | | | | | | |
| environmental | soil erosion, drought, disease | better housing, piped water, health services | | | | | | | | | | | | | | | | | | |
| political | insecurity | relative safety, election promises | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks |
|----------|--|-----------|
| 5(c) | <p>Assess the impacts of rural-urban migration on one or more urban areas in LICs/MICs.</p> <p>Candidates are free to develop their own approach to the question and responses will vary depending on the approach chosen. Whichever route is chosen, essays which assess the impacts of rural-urban migration on a named urban area or areas in LICs/MICs will be credited.</p> <p>Any impacts are valid, such as negative and positive; short-term and longer-term; and demographic, social/cultural, economic, environmental and political.</p> <p>Related syllabus content includes:</p> <ul style="list-style-type: none"> • urban growth • competition for space (spatial competition) • a shanty town (squatter settlement) <p>Award marks based on the quality of the response using the levels below.</p> <p>Level 4 12–15 Response considers the impacts of rural-urban migration on the chosen urban area(s) thoroughly in a clear and well-developed assessment. Response integrates the example(s) effectively. Response is well-founded in detailed knowledge and strong conceptual understanding of the topic.</p> <p>Level 3 8–11 Response considers some of the impacts of rural-urban migration on the chosen urban area(s) and offers an overall assessment which may be limited or brief. The example(s) may lack detail or development. Response develops on a largely secure base of knowledge and understanding.</p> <p>Level 2 4–7 Response shows general knowledge and understanding about rural-urban migration with limited focus on its impacts. Response is mainly descriptive or explanatory and may be inaccurate, with assessment simply stated. General responses, without the use of the example(s), do not get above 6 marks.</p> <p>Level 1 1–3 Response considers rural-urban migration broadly but does not address the question and does not offer a convincing assessment. Response is descriptive, knowledge is basic and understanding is poor.</p> <p>Level 0 0 No creditable response.</p> | 15 |

Settlement dynamics

| Question | Answer | Marks |
|----------|--|----------|
| 6(a) | <p>Explain why the management of urban settlements is difficult.</p> <p>Managing urban settlements is difficult because of the dynamic combination of a number of factors operating at different scales. Candidates may develop an explanation on the basis of ideas including:</p> <ul style="list-style-type: none"> • scale, e.g. world cities, megacities (10 million +) • complexity, e.g. number of businesses, networks • LIC/HIC contexts and capabilities • environmental constraints, e.g. surrounding mountains, lack of water • urban growth and urban expansion (areal extent) • competing interests, e.g. business, residents, tourism sector • lack of urban space • outdated or inadequate infrastructure • governance issues, e.g. instability, corruption, political divisions • pressure from one-off events, e.g. international sport • urban settlements change rapidly • other <p>Credit a basic explanatory point 1 mark and a developed point (such as with some detail or an example) 2 marks, to the maximum.</p> | 7 |

| Question | Answer | Marks |
|----------|---|----------|
| 6(b) | <p>With reference to <u>one</u> shanty town (squatter settlement) in an LIC or MIC, describe the challenges before attempts at improvement.</p> <p>Candidates are expected to use the specified case study from syllabus 6.4 to inform and develop the description. Comprehensive responses are not required; a full response comprises two or more challenges.</p> <p>A number of challenges associated with informal settlement may be developed, including:</p> <ul style="list-style-type: none"> • poor living conditions • overcrowding • lack of services, e.g. piped water, toilets, electricity, health, schools • pollution • unemployment and underemployment • crime and lawlessness • governance issues • high rates of morbidity and mortality <p>Some may adopt the demographic, social, economic, environmental and political challenges approach.</p> <p>Max. 3 marks for a generic answer without the specified case study.</p> <p>Award marks based on the quality of the description and development of the response using the marking levels below.</p> <p>Level 3 6–8 Response explains two or more challenges associated with a shanty town (squatter settlement) in a clear and focussed manner. Response is well-founded in detailed knowledge and strong conceptual understanding of the topic. The example used is appropriate and integrated effectively into the response.</p> <p>Level 2 3–5 Response explains one or more challenges associated with a shanty town (squatter settlement). Response develops on a foundation of knowledge and understanding which is largely secure. The example may lack detail or development.</p> <p>Level 1 1–2 Response comprises one or more points about a shanty town (squatter settlement) which may not be carefully focussed on challenges. Knowledge is basic and understanding may be inaccurate. The example is in name only or lacking entirely.</p> <p>Level 0 0 No creditable response.</p> | 8 |

| Question | Answer | Marks |
|----------|--|-------|
| 6(c) | <p>Evaluate the success of the attempts to overcome the challenges you described in (b).</p> <p>Candidates are free to develop their own approach to the question and responses will vary depending on the approach chosen. Whichever route is chosen, essays which evaluate the success of the attempts to overcome the challenges described in (b) with exemplar detail from the case study will be credited. Success may be considered in terms of specific success criteria, against the original aims or in terms of outcomes, budget, timescale, unforeseen problems, unmet needs, further urban growth, etc. Candidates may identify inequalities between different locations and/or groups of people.</p> <p>Material about attempts which are not linked to the challenges described in (b), rather than being ignored, should be treated using the principle of generic credit (crediting any idea that applies to one of the challenges described).</p> <p>Attempts could include: clearance schemes, upgrading (ASH schemes), redevelopment, infrastructure upgrades, economic development, e.g. co-ops, etc. Award marks based on the quality of the response using the levels below.</p> <p>Level 4 12–15 Response considers the success of a range of attempts to overcome the challenges described in (b) in a clear and well-developed evaluation. Response integrates relevant exemplar detail effectively. Response is well-founded in detailed knowledge and strong conceptual understanding of the topic.</p> <p>Level 3 8–11 Response considers the success of attempts to overcome two or more of the challenges described in (b) and offers an overall evaluation which may be limited or brief. Examples may lack detail or development. Response develops on a largely secure base of knowledge and understanding.</p> <p>Level 2 4–7 Response shows general knowledge and understanding about attempts to overcome one or more challenges described in (b) with limited focus on success. Response is mainly descriptive or explanatory and may be inaccurate, with evaluation simply stated. General responses, without the use of examples, do not get above 6 marks.</p> <p>Level 1 1–3 Response considers improving a shanty town (squatter settlement) broadly but does not address the question and does not offer a convincing evaluation. Response is descriptive, knowledge is basic and understanding is poor.</p> <p>Level 0 0 No creditable response.</p> | 15 |