



# Cambridge International AS & A Level

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**GEOGRAPHY**

**9696/23**

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.

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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:

Annotation	Meaning	Use
	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)

Annotation	Meaning	Use
<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**

Question	Answer	Marks
1(a)(i)	<p><b>Fig. 1.1 shows the number of births and deaths in the UK, an HIC in Europe, 1951–2018.</b></p> <p><b>Using Fig. 1.1, state the year when: natural increase was zero.</b></p> <p>1977 or 1976</p>	<b>1</b>
1(a)(ii)	<p><b>Using Fig. 1.1, state the year when: natural increase was the highest.</b></p> <p>1964</p>	<b>1</b>
1(b)	<p><b>Outline evidence from Fig. 1.1 which suggests that the UK was in Stage 4 of the demographic transition model for the time period shown.</b></p> <p>Stage 4 is characterised by low birth and death rates (BR may fluctuate), with a stabilising population growth. BR may be slightly higher than DR, so population growth is slow.</p> <p>Evidence might include:</p> <ul style="list-style-type: none"> <li>• Births remain higher than deaths</li> <li>• Deaths are never higher than births</li> <li>• Low natural increase</li> <li>• Fluctuating births and steady deaths</li> <li>• Other evidence</li> </ul> <p><b>1 mark</b> for a simple point, <b>2 marks</b> for a developed point.</p>	<b>3</b>
1(c)	<p><b>Explain the issues caused by an ageing population for a country.</b></p> <p>Issues of an ageing population may be for individuals, society in general and/or government and might include:</p> <ul style="list-style-type: none"> <li>• Economic e.g. taxation, spending priorities</li> <li>• Social e.g. poverty, rising pension age, length of time in ill health</li> <li>• Health care provision, demands on labour force</li> <li>• Political e.g. voting preferences, raising taxes, budgets</li> <li>• Other</li> </ul> <p>There should be a minimum of two issues with <b>max. 4 marks</b> for one issue. <b>1 mark</b> for a simple point or <b>2 marks</b> for a point with development (with detail or an example) to the maximum.</p>	<b>5</b>

## Population/Migration

Question	Answer	Marks
2(a)(i)	<p><b>Fig. 2.1 shows the age distribution of the total world population and of international migrants in 2019.</b></p> <p><b>Using Fig. 2.1: state the age group with the highest percentage of international migrants.</b></p> <p>30–34</p>	1
2(a)(ii)	<p><b>Using Fig. 2.1: compare the age structure of the total world population with the age structure of the international migrant population.</b></p> <p>Comparisons may include:</p> <ul style="list-style-type: none"> <li>• Differing shapes of the structures</li> <li>• Total population mostly declines with age but the international migrants increase from 0–34</li> <li>• Migrant population has significant bulge 20–54</li> <li>• Migrant population much lower % U19 than total population</li> <li>• Higher % 75+ in migrant population</li> <li>• Both rise in the 75+ age group</li> <li>• Changes in the total population are small but larger in the international migrants</li> <li>• Largest drop in both is from 65–69 to 70–74</li> <li>• Other comparisons</li> </ul> <p><b>1 mark</b> for a simple comparison, <b>2 marks</b> for a developed comparison.</p>	3
2(b)	<p><b>Suggest <u>two</u> reasons for the international migrant age structure shown in Fig. 2.1.</b></p> <p>Reasons for the international migrant age could include:</p> <ul style="list-style-type: none"> <li>• Age selectivity</li> <li>• Education</li> <li>• Economic</li> <li>• Retirement</li> <li>• Life cycle</li> <li>• Links to family</li> <li>• Other</li> </ul> <p><b>1 mark</b> for each reason.</p>	2

Question	Answer	Marks
2(c)	<p><b>Explain the problems of forced (involuntary) international migration for receiving/destination countries.</b></p> <p>Receiving/destination countries may face problems from forced (involuntary) international migration such as:</p> <ul style="list-style-type: none"><li>• Numbers and short time span of influx</li><li>• Provision of resources/facilities (needs qualifying, e.g. food, shelter, water, sanitation)</li><li>• Longer term problems such as education, and changes to the labour market</li><li>• Social/cultural issues</li><li>• Other</li></ul> <p>For each problem: <b>1 mark</b> for a simple point, <b>2 marks</b> for a developed point, up to a <b>max. 3 marks</b>. Minimum of two problems required for <b>full marks</b>.</p>	<b>4</b>

## Settlement dynamics

Question	Answer	Marks
3(a)	<p><b>Fig. 3.1 is a photograph which shows the Metro de Lima, a railway in Lima, Peru, an MIC in South America.</b></p> <p><b>Using Fig. 3.1, suggest <u>three</u> advantages of the railway shown for the city and its residents.</b></p> <p>Advantages might include:</p> <ul style="list-style-type: none"> <li>• Rapid transport / faster journeys</li> <li>• The view from the train (tourism)</li> <li>• Away from pollution of roads / reduces pollution</li> <li>• Covers/connects a large distance</li> <li>• Separate from pedestrians</li> <li>• Provides transport for people without cars</li> <li>• Provides employment / revenue for the city</li> <li>• Reduces traffic congestion</li> <li>• Other</li> </ul> <p><b>1 mark</b> for each advantage.</p>	<b>3</b>
3(b)	<p><b>Suggest <u>two</u> challenges in constructing the railway shown in Fig. 3.1.</b></p> <p>Challenges in the construction may have been:</p> <ul style="list-style-type: none"> <li>• Cost of build and/or land / compensation payments</li> <li>• Clearance of existing buildings</li> <li>• Noise and disruption during construction</li> <li>• Movement of materials and construction machinery</li> <li>• Other</li> </ul> <p>For each challenge: <b>point mark as 2+1 / 1+2</b> with a simple point <b>1 mark</b> or a point with development (with detail or an example) <b>2 marks</b>.</p>	<b>3</b>
3(c)	<p><b>Explain why urban renewal occurs in HIC cities.</b></p> <p>Urban renewal occurs in HIC cities for a variety of reasons such as:</p> <ul style="list-style-type: none"> <li>• Age and upgrading of older properties</li> <li>• Change of use as activities move out of areas such as the inner city / CBD</li> <li>• Deindustrialisation</li> <li>• Environmental improvements</li> <li>• Infrastructural improvements</li> <li>• Attempts at reimagining</li> <li>• Other</li> </ul> <p><b>1 mark</b> for a simple point or <b>2 marks</b> for a point with development (with detail or an example) to the maximum.</p>	<b>4</b>

**Section B**

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

**Population**

Question	Answer	Marks
4(a)(i)	<p><b>Outline the concept of <i>carrying capacity</i>.</b></p> <p>This may be marked with two marks for reference to: the largest population <b>(1)</b> that the resources of an environment can support <b>(1)</b> and a further mark for reference to sustainability and / or not causing damage to the environment for future generations <b>(1)</b>.</p>	<b>3</b>
4(a)(ii)	<p><b>Suggest <u>two</u> environmental consequences of exceeding carrying capacity.</b></p> <p>Environmental consequences of exceeding carrying capacity may come from either the population numbers and/or the resource use and may well be linked together.</p> <p>Environmental consequences may include:</p> <ul style="list-style-type: none"> <li>• Soil erosion</li> <li>• Water shortage</li> <li>• Pollution (should be qualified)</li> <li>• Species extinction</li> <li>• Resource depletion</li> <li>• Other</li> </ul> <p>For each environmental consequence: <b>1 mark</b> for a simple point, <b>2 marks</b> for a developed point.</p>	<b>4</b>

Question	Answer	Marks
4(b)	<p><b>With the aid of examples, explain the consequences of underpopulation for a country.</b></p> <p>Consequences of underpopulation for a country may include:</p> <ul style="list-style-type: none"> <li>• Underutilisation of resources</li> <li>• Labour shortages leading to high wages</li> <li>• Increased immigration to fill labour shortages and consequent impact on economy and/or society</li> <li>• Service provision is difficult / unprofitable</li> <li>• Other</li> </ul> <p>Candidates should explain at least two consequences of underpopulation.</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 the consequences of underpopulation for a country. 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 consequences of underpopulation for a country. 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 consequences of underpopulation. 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
4(c)	<p><b>‘Management of natural increase 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 be helped by population policies which increase numbers, but this could be achieved through migration policies.</li> <li>• There may be technological solutions to the problems of underpopulation.</li> <li>• Moving from overpopulation to an optimum population is less likely to involve management of natural increase.</li> <li>• And is more likely to be achieved by increasing food production but migration policies and/or technological solutions may also be involved.</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 management of natural increase 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 management of natural increase 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 the management of natural increase and optimum population for an area. 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 management of natural increase 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**

Question	Answer	Marks
5(a)(i)	<p><b>Define the term <i>voluntary migration</i>.</b></p> <p>The individual has a free choice <b>(1)</b> to move place of residence <b>(1)</b> for a least a year <b>(1)</b>.</p>	<b>3</b>
5(a)(ii)	<p><b>Describe <u>two</u> physical barriers to migration.</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>	<b>4</b>

Question	Answer	Marks
5(b)	<p><b>With the aid of examples, explain the economic impacts of rural to urban migration on rural source areas in LICs/MICs.</b></p> <p>Economic impacts (positive or negative) may include:</p> <ul style="list-style-type: none"> <li>• Population decrease leads to labour issues</li> <li>• Less underemployment or unemployment</li> <li>• Loss of market for services</li> <li>• Lower production as land ownership becomes concentrated</li> <li>• Less tax revenue</li> <li>• Deters inward investment</li> <li>• Remittances</li> <li>• Other</li> </ul> <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 the economic impacts of rural to urban migration on rural source areas 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 economic impacts of rural to urban migration on rural source areas 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 impacts of rural to urban migration. 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>	<b>8</b>

Question	Answer	Marks
5(c)	<p><b>‘Push factors are the main cause of urban to rural migration in HICs.’ With the aid of examples, how far do you agree with this statement?</b></p> <p>Factors may be social, economic, political, or environmental. The question expects candidates to consider push factors but other causal factors should be considered. This may involve an approach of considering pull factors of rural areas and such an approach may achieve the maximum, but there are other factors such as the ability of outmigrants to commute back to urban areas and/or still access the services of the urban area. A characteristic of a higher-level response might be that the candidate considers the complexity of the reasons for urban to rural migration and/or differentiates between places or considers temporal aspects. The answer must clearly refer to rural areas (not suburban areas).</p> <p>Push factors might include:</p> <ul style="list-style-type: none"> <li>• Inner city decline</li> <li>• Pollution issues</li> <li>• Crime and anti-social behaviour</li> <li>• Congestion</li> <li>• Lack of space</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 the main cause of urban to rural 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 the main cause of urban to rural 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 causes of urban to rural migration 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 urban to rural 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

**Settlement dynamics**

Question	Answer	Marks
6(a)	<p><b>Outline the main recent urban trends in HICs.</b></p> <p>Recent urban trends in HICs include:</p> <ul style="list-style-type: none"> <li>• Urban redevelopment</li> <li>• Urban regeneration</li> <li>• Sustainable cities</li> <li>• Greening of urban environments / availability of parks and open spaces</li> <li>• Retreat from public transport and rise in cycling and part-time office working</li> <li>• CAZ (clean air zones)</li> <li>• Affordable housing</li> <li>• Working from home, physical commuting less, footfall and internet shopping</li> <li>• Repurposing of buildings</li> <li>• Suburbanisation</li> <li>• Counterurbanisation</li> <li>• Reurbanisation</li> <li>• Some reduction in size of HIC cities</li> <li>• Other</li> </ul> <p><b>1 mark</b> for a simple point, <b>2 marks</b> for a developed point up to the maximum.</p>	<b>7</b>

Question	Answer	Marks
6(b)	<p><b>For your case study of a shanty town (squatter settlement) in an LIC or MIC, explain the challenges for its management.</b></p> <p>Challenges should be linked to management of the shanty town (squatter settlement) in an LIC or MIC; responses without this link: <b>max. 4 marks</b>. Management could be considered at any scale.</p> <p>Challenges may include:</p> <ul style="list-style-type: none"> <li>• Population growth</li> <li>• Extent of area</li> <li>• Access</li> <li>• Trust</li> <li>• Land ownership issues</li> <li>• Poverty</li> <li>• Ill health</li> <li>• Sanitation and waste disposal</li> <li>• Provision of services</li> <li>• Crime and gang influence</li> <li>• Other</li> </ul> <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 challenges for the management of a shanty town (squatter settlement) in an LIC or MIC. 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 challenges for the management of a shanty town (squatter settlement) in an LIC or MIC. 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 challenges for shanty towns (squatter settlements). 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>	<b>8</b>

Question	Answer	Marks
6(c)	<p><b>Evaluate the success of the attempted solutions to the challenges you explained in (b).</b></p> <p>Candidates should assess the success of at least two attempts to solve the challenges faced in the management of the shanty town (squatter settlement). Success could be assessed in terms of overcoming the challenges described in (b) or by consideration of other aspects of success. These might be through an assessment of the stakeholders who benefit or not, the challenges which remain or new challenges which have arisen, etc.</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 assesses the success of the attempted solutions to the challenges explained in (b). 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 success of the attempted solutions to the challenges explained in (b) 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 attempted solutions to the challenges explained in (b). 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 attempted solutions to the challenges explained in (b) 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