



# Cambridge Pre-U

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**GEOGRAPHY****9768/02**

Paper 2 Global Themes

**October/November 2020**

MARK SCHEME

Maximum Mark: 50

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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 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

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.

**Guidance notes for marking 9768/02**

This Mark Scheme contains, on the following page, the **Generic Mark Scheme (GMS)**, used for assessing all pieces of extended writing bearing 25 marks in the Cambridge Pre-U Geography, followed by **Indicative Content** for each question.

Whilst the GMS captures the essential generic qualities of responses in five mark bands (Levels), the Indicative Content is what it says: some indication of the probable content, or possible approaches to the questions and titles set. Candidates may develop their own approaches to questions. Examiners should not expect to find all the Indicative Content in any one response. Responses may be placed in any GMS Level without fulfilling all the descriptors for that mark band, e.g. where the essay does not lend itself to the use of sketch maps or diagrams. Responses may exhibit characteristics of more than one Level and so examiners use the principle of best fit in determining response quality.

CAIE expects Examiners to use their geographical judgement and professional experience, combined with guidance given by Senior Examiners at the Standardisation Meeting and during the Standardisation process, in assessing responses appropriately.

**The Generic Mark Scheme (GMS)**

<b>Level</b>	<b>Marks</b>	<b>Assessment criteria</b>
<b>5</b>	<b>22–25</b>	<ul style="list-style-type: none"> <li>• Wide-ranging, detailed and accurate knowledge and clear, high level understanding of the subject content</li> <li>• Relevant, detailed and accurate exemplification used effectively</li> <li>• Logical and clear organisation; good English expression; full and accurate use of geographical terminology</li> <li>• Well annotated and executed sketch maps/diagrams integrated fully with the text</li> <li>• Fully focused on specific demands of the question</li> <li>• Systematic analysis and a critical approach to evaluation; appropriate application of concepts and theories</li> <li>• Conclusion shows high level insight and is logical and well founded on evidence and argument</li> </ul>
<b>4</b>	<b>18–21</b>	<ul style="list-style-type: none"> <li>• Good knowledge and depth of understanding of the subject content</li> <li>• Appropriate and well-developed exemplification</li> <li>• Logical organisation; sound English expression; appropriate use of geographical terminology</li> <li>• Clearly annotated sketch maps/diagrams well integrated with the text</li> <li>• Well focused on the demands of the question</li> <li>• Elements of systematic analysis and ability to evaluate; generally appropriate application of concepts and theories</li> <li>• Conclusion is sound and based on evidence and argument</li> </ul>
<b>3</b>	<b>14–17</b>	<ul style="list-style-type: none"> <li>• Sound knowledge and understanding of the subject content lacking depth in some areas</li> <li>• Appropriate but partial exemplification, may not be integrated with the text</li> <li>• Generally clear communication but lacking some organisation; English expression and use of geographical terminology are mostly accurate</li> <li>• Sketch maps/diagrams generally used effectively and appropriately</li> <li>• Specific demands of the question mostly met</li> <li>• Some ability to analyse and evaluate; limited application of concepts and theories</li> <li>• Conclusion is limited and has some links to the rest of the response</li> </ul>
<b>2</b>	<b>10–13</b>	<ul style="list-style-type: none"> <li>• Some knowledge and understanding of the subject content lacking depth and detail</li> <li>• Exemplification used may be limited or not fully appropriate</li> <li>• Limited organisation; English expression is basic with some accurate use of geographical terminology</li> <li>• Sketch maps/diagrams may have inaccuracies and limited relevance</li> <li>• Question is addressed broadly or partially</li> <li>• Analysis, evaluation and application of concepts and theories are limited and may be superficial</li> <li>• Conclusion is basic and may not be linked to the rest of the response.</li> </ul>

Level	Marks	Assessment criteria
1	0–9	<ul style="list-style-type: none"><li>• A little knowledge and understanding of the subject content; response may also contain unconnected material</li><li>• Exemplification, if used, is simple and poorly related to the text or may not be relevant</li><li>• Lack of clarity and organisation; English expression is simple with inaccuracies; geographical terminology, if used, is basic or not understood</li><li>• Sketch maps/diagrams are limited or poorly executed and may lack relevance</li><li>• Question is understood weakly and may be addressed slightly</li><li>• Superficial statements replace analysis and evaluation; application may be minimal or absent</li><li>• Conclusion may be absent or simple asserted</li></ul>

## Section A

Question	Answer	Marks
<b>Migration and urban change</b>		
1	<p><b>Assess how the classification of different types of population movements assists understanding of migration.</b></p> <p>Indicative content:</p> <p>The question is intentionally broad and will require a selective, but overview, approach. The syllabus context is: ‘Definition and classification of migration, suburbanisation and counterurbanisation’, in particular:</p> <ul style="list-style-type: none"> <li>• ‘Types of population movements: <ul style="list-style-type: none"> <li>- Scale: local, internal, international</li> <li>- Direction: rural–urban, urban–rural, urban–urban, periphery–core, core periphery</li> <li>- Motivation: forced, impelled, free (voluntary)</li> <li>- Spatial: step migration, migration streams and counter-streams</li> <li>- Temporal: daily and weekly commuting, seasonal, periodic, permanent’</li> </ul> </li> </ul> <p>Candidates are free to develop their own approaches; comprehensive responses are neither possible here nor required.</p> <p>At lower levels, candidates may offer some knowledge or understanding without a ‘big picture’ perspective or the evaluative element that the command word ‘Assess’ seeks. At higher levels, candidates demonstrate a command of the subject area and the ability to structure a response which is quite balanced and is distinguished by a grasp of the dynamism and interaction of factors affecting population movements.</p>	<b>25</b>

Question	Answer	Marks
2	<p><b>‘Rural–urban migration has been over-emphasised at the expense of natural increase as a cause of urbanisation and urban growth’.</b></p> <p><b>Examine the validity of this statement.</b></p> <p>Indicative content:</p> <p>The question is clearly intended to elicit an evaluative, broad response. The wording would allow responses from a variety of countries at a variety of times (accurate timelining here would be beneficial). Clear and accurate definition of the key terms would be beneficial in the Introduction.</p> <p>The published content comprises, within the context of ‘Patterns and causes of migration’:</p> <ul style="list-style-type: none"> <li>• ‘The relative importance of rural-urban migration and natural increase in urbanisation and urban growth in different countries’</li> </ul> <p>Candidates should have a broad (although possibly slightly unbalanced) base on which to offer evidence and judge the validity of the assertion. No particular position is anticipated – it will depend upon the examples used. Hopefully, a variety of contemporary examples backed up by statistical support will be forthcoming. However, a historical comparison of different phases of urbanisation in different parts of the world would also be welcome.</p> <p>At lower levels, candidates may offer a descriptive account of urbanisation. An unbalanced approach, dominated by the effects of rural-urban migration, may be seen. At higher levels, candidates demonstrate a wide-ranging command of the subject area and the ability to structure a response which is quite balanced and is distinguished by an ability to evaluate.</p>	25

Question	Answer	Marks
<b>Trade, debt and aid</b>		
<b>3</b>	<p data-bbox="316 315 1214 344"><b>Discuss how the pattern of world trade has changed since 1900.</b></p> <p data-bbox="316 383 555 412">Indicative content:</p> <p data-bbox="316 450 1259 546">The question is broad and should elicit a wide variety of responses. Interpretation of the word ‘pattern’ is key to producing a response from a geographical perspective. The published content comprises:</p> <ul data-bbox="316 584 1302 1301" style="list-style-type: none"> <li>• Major importers and exporters of raw materials, commodities, manufactured products, services, hi-tech goods</li> <li>• Global trade balances</li> <li>• Changing patterns of world trade since 1900: <ul style="list-style-type: none"> <li>- Colonial and neo-colonial patterns</li> <li>- The rise of newly industrialised countries (NICs)</li> <li>- Terms of trade</li> <li>- The changing importance and nature of goods being traded</li> </ul> </li> <li>• Factors responsible for patterns of world trade: <ul style="list-style-type: none"> <li>- The principle of comparative advantage</li> <li>- Levels of economic development</li> <li>- The influence of trade blocs, protectionism, the World Trade Organization (WTO)</li> </ul> </li> <li>• The benefits and problems of trade for exporters and importers: <ul style="list-style-type: none"> <li>- Balance of payments and trade deficits/surpluses</li> <li>- The significance of foreign currency</li> <li>- Overdependence on primary products</li> <li>- Neo-colonial control and trade as a political weapon</li> </ul> </li> <li>• The management of global trade: <ul style="list-style-type: none"> <li>- World Trade Organization (WTO)</li> <li>- The role of Fair Trade, e.g. World Fair Trade Organization (WFTO)</li> </ul> </li> </ul> <p data-bbox="316 1339 1302 1435">In combination, the above should give candidates a broad base on which to offer evidence and frame a response. No particular position is anticipated given that the analysis of issues and viewpoints is an integral part of AO3.</p> <p data-bbox="316 1473 1302 1666">Candidates are free to develop their own approaches to so open a question. At lower levels, candidates may tend to describe world trade or narrate change over time, rather than provide a true discussion. At higher levels, a truly discursive approach that features a robust geographical approach to pattern and the use of exemplar content from more than one world region, are likely to distinguish the responses.</p>	<b>25</b>



Question	Answer	Marks
4	<p><b>‘International aid is now largely discredited.’</b></p> <p><b>Examine the validity of this statement.</b></p> <p>Indicative content:</p> <p>The question is intended to elicit an evaluative, contemporary response from a variety of locations and is intentionally provocative. Responses that argue against the question would be valid, but balanced answers would be preferred. The syllabus context is:</p> <ul style="list-style-type: none"> <li>• Long term development aid</li> <li>• Short term relief aid</li> <li>• Bilateral/multilateral aid</li> <li>• Tied aid</li> </ul> <p>It refers to major donors, major recipients and reasons aid is given to specific countries/projects. It identifies aid from three types of donor: international institutions, governments and NGOs. Candidates may consider and question a wide range of motivations from the humanitarian, to that which positions a country to meet its own needs, such as China in Africa to obtain mineral resources, or places products, for example, in a defence contract, alongside a development scheme, such as dam construction. No particular stance is expected and candidates are free to use the examples they have and the views they hold to develop their own essays on the topic. Some may consider the perceptions of different stakeholders and the outworking of different forms of aid in terms of whether the original aims were met and motives fulfilled.</p> <p>No particular position is anticipated given that the analysis of issues and viewpoints is an integral part of AO3. At lower levels, candidates may offer some knowledge or understanding without a ‘big picture’ perspective or the detail that the command word ‘Examine’ seeks. An unbalanced approach may be seen. At higher levels, candidates demonstrate a command of the subject area and the ability to structure a response which is quite balanced and is distinguished by a broad discussion of the issues. Such a response is likely to be informed and supported by specific located examples.</p>	25

Question	Answer	Marks
<b>People, place and conflicts</b>		
<b>5</b>	<p data-bbox="316 315 1217 380"><b>‘Thousands of miles of fences and barriers...are redefining [the] political landscape.’ (Marshall, 2018)</b></p> <p data-bbox="316 416 1267 448"><b>Evaluate this statement in relation to borders and political frontiers.</b></p> <p data-bbox="316 483 555 515">Indicative content:</p> <p data-bbox="316 551 1267 748">The question is intended to elicit an evaluative response (possibly contemporary but historic examples could be profitably used and indeed may be necessary for a comprehensive examination) from a variety of locations. Responses that argue against the question would be valid, but balanced answers would be preferred. The syllabus context is ‘Types of border and political frontier:</p> <ul data-bbox="316 788 619 891" style="list-style-type: none"> <li>• Boundary</li> <li>• Frontier</li> <li>• Border/borderland’</li> </ul> <p data-bbox="316 927 1315 1093">It is likely to be beneficial to a response if these terms are clearly defined and distinguished. Indeed, such distinctions might provide a useful response structure. No particular stance is expected and candidates are free to use the examples they have and the views they hold to develop their own essays on the topic.</p> <p data-bbox="316 1128 1315 1393">No particular position is anticipated given that the analysis of issues and viewpoints is an integral part of AO3. At lower levels, candidates may offer some knowledge or understanding without a ‘big picture’ perspective or the detail that the command word ‘Examine’ seeks. An unbalanced approach may be seen. At higher levels, candidates demonstrate a command of the subject area and the ability to structure a response which is quite balanced and is distinguished by a broad discussion of the issues. Such a response is likely to be informed and supported by specific located examples.</p>	<b>25</b>

Question	Answer	Marks
6	<p><b>‘Governments in exile have little power against the twenty-first-century nation state.’</b></p> <p><b>Examine the validity of this statement.</b></p> <p>Indicative content:</p> <p>The question is intended to elicit an evaluative, contemporary response from a variety of locations and is intentionally provocative. Responses that argue against the question would be valid, but balanced answers would be preferred. The syllabus context is ‘Contemporary governments in exile, e.g. Tibet, Chagos Islanders’.</p> <p>Candidates may consider these or other, possibly more productive, examples. No particular stance is expected and candidates are free to use the examples they have and the views they hold to develop their own essays on the topic. Some consideration of the wording ‘twentieth-first century nation state’ may be profitable, particularly given the role of transnational organisations in such nationalistic disputes.</p> <p>No particular position is anticipated given that the analysis of issues and viewpoints is an integral part of AO3. At lower levels, candidates may offer some knowledge or understanding without a ‘big picture’ perspective or the detail that the command word ‘Examine’ seeks. An unbalanced approach may be seen. At higher levels, candidates demonstrate a command of the subject area and the ability to structure a response which is quite balanced and is distinguished by a broad discussion of the issues. Such a response is likely to be informed and supported by specific located examples.</p>	25

## Section B

Question	Answer	Marks
<b>Energy and mineral resources</b>		
7	<p data-bbox="316 376 1209 412"><b>Discuss how global sources of energy have changed over time.</b></p> <p data-bbox="316 445 555 477">Indicative content:</p> <p data-bbox="316 512 1313 613">The question is broad and should elicit a wide variety of responses. The topic appears in several places in the syllabus, but particularly, ‘Changing sources of energy over time both globally and within individual countries:</p> <ul data-bbox="316 647 1158 748" style="list-style-type: none"> <li>• The shift from coal to oil and gas</li> <li>• The growth of renewables and alternative sources of energy</li> <li>• Variations in the use of nuclear power’</li> </ul> <p data-bbox="316 784 1302 884">In combination, the above should give candidates a broad base on which to offer evidence and frame a response. No particular position is anticipated given that the analysis of issues and viewpoints is an integral part of AO3.</p> <p data-bbox="316 920 1313 1122">Candidates are free to develop their own approaches to so open a question. At lower levels, candidates may tend to describe changing energy sources or narrate change over time, rather than provide a true discussion. At higher levels, a truly discursive approach that features a robust geographical approach and the use of exemplar content from more than one world region, are likely to distinguish the responses.</p>	<b>25</b>

Question	Answer	Marks
8	<p><b>‘Climate change mitigation requires that fossil fuels are left untouched.’</b></p> <p><b>Examine the validity of this statement.</b></p> <p>Indicative content:</p> <p>The question is intended to elicit an evaluative, contemporary response and is intentionally provocative. Responses that argue against the question would be valid, but balanced answers would be preferred. The topic of climate change appears in several places in the syllabus, including impacts and management (the application of international agreements).</p> <p>The statement concerns a matter that has been much debated recently. Candidates may cover the change from fears of resource exhaustion (e.g. ‘peak oil’) to resource preservation in order to prevent environmental consequences.</p> <p>No particular position is anticipated given that the analysis of issues and viewpoints is an integral part of AO3. At lower levels, candidates may offer some knowledge or understanding without a ‘big picture’ perspective or the detail that the command word ‘Examine’ seeks. An unbalanced approach may be seen. At higher levels, candidates demonstrate a command of the subject area and the ability to structure a response which is quite balanced and is distinguished by a broad discussion of the issues. Such a response is likely to be informed and supported by specific located examples.</p>	25

Question	Answer	Marks
<b>The provision of food</b>		
9	<p data-bbox="316 315 1262 380"><b>‘The theories of Malthus and Boserup are still highly relevant to the provision of food in the twenty-first century.’</b></p> <p data-bbox="316 416 852 448"><b>Examine the validity of this statement.</b></p> <p data-bbox="316 483 555 515">Indicative content:</p> <p data-bbox="316 551 1315 714">The question is intended to elicit an evaluative, contemporary response from a variety of locations. Responses that argue against the question would be valid, but balanced answers would be preferred. The syllabus context is: ‘The concept of carrying capacity with reference to the theories of Malthus and Boserup...’</p> <p data-bbox="316 750 1299 913">Both theories are historic (Malthus 1798 and Boserup 1965) and responses need to address this and offer an element of update in order to address the word ‘still’ in the question. Neither theory is absolutist, but Malthus (and Ehrlich) have been proven wrong over time, although candidates could profitably favour them depending on the scale chosen.</p> <p data-bbox="316 949 1310 1218">No particular position is anticipated given that the analysis of issues and viewpoints is an integral part of AO3. At lower levels, candidates may offer some knowledge or understanding without a ‘big picture’ perspective or the detail that the command word ‘Examine’ seeks. An unbalanced approach may be seen. At higher levels, candidates demonstrate a command of the subject area and the ability to structure a response which is quite balanced and is distinguished by a broad discussion of the issues. Such a response is likely to be informed and supported by specific located examples.</p>	25

Question	Answer	Marks
10	<p data-bbox="316 248 1286 311"><b>Discuss the view that farm subsidies should be abolished across the world.</b></p> <p data-bbox="316 349 555 383">Indicative content:</p> <p data-bbox="316 421 1289 651">The question is clearly intended to elicit an evaluative, contemporary response. The wording encourages responses from a variety of countries, and it would be hard to imagine a high-level response without. Responses should be discursive, as the question is intentionally provocative and given as an ‘view’. The published content comprises, within the context of ‘The “neo-productionist” phase of food production and its influence on food production systems and policy:</p> <ul data-bbox="316 689 799 723" style="list-style-type: none"> <li>• Continued large-scale subsidies’</li> </ul> <p data-bbox="316 759 1294 958">Candidates are free to develop their own approaches; comprehensive responses are neither possible here nor required, although a ‘SEEP’ (Social-Economic-Environmental-Political) structure may be profitably used for a discussion of impacts and responses should aim for balance. Production-based subsidies and non-production based ones could be profitably discussed.</p> <p data-bbox="316 994 1294 1225">At lower levels, candidates may offer some knowledge or understanding, possibly superficial (based on unsupported assertions), descriptive and poorly evidenced. At higher levels, candidates demonstrate a command of the subject area, particularly well evidenced and with the ability to structure a response which is quite balanced and evaluative. Such a response is likely to be informed and supported by specific located examples (with statistical support) taken from countries in different parts of the world.</p>	25

Question	Answer	Marks
<b>Tourism spaces</b>		
11	<p data-bbox="316 315 1315 380"><b>‘Earlier retirement is having a disproportionate impact on the nature of the tourism industry.’</b></p> <p data-bbox="316 416 855 448"><b>Examine the validity of this statement.</b></p> <p data-bbox="316 483 555 515">Indicative content:</p> <p data-bbox="316 551 1310 716">The question is intended to elicit an evaluative, contemporary response and is intentionally provocative. Responses that argue against the question would be valid, but balanced answers would be preferred. This topic runs through the syllabus context, including change over time, social and economic changes and socio-cultural values and attitudes.</p> <p data-bbox="316 752 1305 985">The spending power of younger, wealthy and healthy retirees (the ‘grey pound’), including increasing numbers from the ‘majority world’ (e.g. China), has had a significant impact on the tourism industry from cruising, adventurous holidays in more remote locations, city breaks to shoulder season demand in traditional tourism spaces (and many more). Candidates should have much material to choose from and should plot their own route through the response.</p> <p data-bbox="316 1021 1315 1288">No particular position is anticipated given that the analysis of issues and viewpoints is an integral part of AO3. At lower levels, candidates may offer some knowledge or understanding without a ‘big picture’ perspective or the detail that the command word ‘Examine’ seeks. An unbalanced approach may be seen. At higher levels, candidates demonstrate a command of the subject area and the ability to structure a response which is quite balanced and is distinguished by a broad discussion of the issues. Such a response is likely to be informed and supported by specific located examples.</p>	25



Question	Answer	Marks
12	<p><b>Discuss the positive economic impacts of tourism for countries at different levels of development.</b></p> <p>Indicative content:</p> <p>The question is clearly intended to elicit an evaluative response. The wording would allow responses from a variety of countries. Responses must focus on the key terms ('positive economic'), unobservant candidates may move away from these and they may challenge candidates to view tourism through a more positive prism than is often prevalent. The published content comprises, within the context of 'Positive economic impacts and the associated management strategies:</p> <ul style="list-style-type: none"> <li>• Tourism and development through income generation and employment</li> <li>• Redistribution of wealth spatially within a country, including the roles of urban tourism in regenerating areas of urban deprivation and rural tourism'</li> </ul> <p>Candidates are free to develop their own approaches with an infinite range of valid examples. Some judgement of the balance between positive and negative economic impacts would be welcome, but only after a comprehensive discussion of the former.</p> <p>At lower levels, candidates may offer some knowledge or understanding, possibly superficial (based on unsupported assertions), descriptive and poorly evidenced. At higher levels, candidates demonstrate a command of the subject area, particularly well evidenced and with the ability to structure a response which is quite balanced and evaluative. Such a response is likely to be informed and supported by specific located examples (with statistical support) taken from countries in different parts of the world.</p>	25