



Cambridge Pre-U

GEOGRAPHY**9768/02**

Paper 2 Global Themes

May/June 2022

MARK SCHEME

Maximum Mark: 50

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 May/June 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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 5 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.

Cambridge International 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.

Generic Mark Scheme (GMS)

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

Level	Marks	Assessment criteria
1	1–9	<ul style="list-style-type: none"> • Little knowledge and understanding of the subject content; response may also contain unconnected material • Exemplification, if used, is simple and poorly related to the text or may not be relevant • Lack of clarity and organisation; English expression is simple with inaccuracies; geographical terminology, if used, is basic or not understood • Sketch maps/diagrams are limited or poorly executed and may lack relevance • Question is understood weakly and may be addressed slightly • Superficial statements replace analysis and evaluation; application of concepts and theories may be minimal or absent • Conclusion may be absent or simply asserted
0	0	<ul style="list-style-type: none"> • No creditable response.

Section A

Answer **one** question from this section.

Migration and urban change

Question	Answer	Marks
1	<p>Discuss the character and management of different types of intra-national migration.</p> <p>Indicative content:</p> <p>The theme of migration is set within a syllabus context of a classification; the typology being identified in terms of scale, direction, motivation, space and time. Candidates may use any examples of intra-national migration, such as transmigration flows, economic migration and internally displaced persons (IDPs). There may be detailed consideration of two types of migration (or examples of migratory streams) or wider coverage of more than two.</p> <p>Character may be interpreted broadly: responses may include descriptive and explanatory details of such characteristics as who the migrants are; the location of source(s) and destination(s); motivation; constraints and obstacles; and outcomes. Consideration of the element of management may elicit greater analysis and higher order treatment, as beyond what is done to manage such migration. Candidates may consider related issues both national (affecting a single country) or more universal. The syllabus identifies strategies both to encourage and to restrict intra-national migration, listing rural development/housing schemes and urban planning/regeneration. Clearly there is potential to consider IDP movements and the particular management challenges they present.</p> <p>At lower levels, candidates may tend to describe the character of intra-national migration more than truly consider it, and may lack attention to its management. At higher levels, diverse exemplar content is likely to be used to support well-developed and reasonably balanced considerations of intra-national migration in both character and management which display a sense of contemporary realities.</p>	25

Question	Answer	Marks
2	<p>‘Social and cultural factors are the most important obstacles to the integration of international migrants.’</p> <p>Examine the validity of this statement.</p> <p>Indicative content:</p> <p>The term social and cultural factors is permissive, and may include such issues as: language, nationality, ethnicity, religion, marital or family status, gender, age, education and political or refugee status. Evaluation of how these operate as obstacles emphasises elements of cultural distance, lack of understanding and the absence of a welcome, or, perhaps, of strategies to help integrate the migrants.</p> <p>Candidates may usefully explore other key elements such as perception, prejudice, fear and the roles of past experience, the authorities and the media. Only international movements, i.e. migration across national borders, are acceptable (even though social and cultural factors also operate within countries). Responses would appropriately be supported by, or founded in, examples from more than one region of the world. Candidates may explore the development of social segregation, for example in distinct areas, districts or blocks, with associated positives for the immigrant communities.</p> <p>At lower levels, candidates may offer simple generalisations or offer a response dominated by a recent event (e.g. Brexit) or report. The response may be more descriptive or explanatory than truly evaluative. At higher levels, candidates are likely to consider several social and cultural factors working singly or interactively in different contexts and as a result of different forms of migration, for example economic migration and refugee movements. The issue of EU enlargement, in relation to work in the UK, may be seen.</p>	25

Trade, debt and aid

Question	Answer	Marks
3	<p>Assess the extent to which different global capital transfers decrease global disparities.</p> <p>Indicative content:</p> <p>The syllabus term global capital transfers covers trade, foreign direct investment (FDI), remittances and aid. Global patterns of each of these four elements are a key part of the specified content. Although the concept of global disparities is not expressly mentioned in the syllabus, here it provides candidates with the filter for assessment in a broad and overarching question. It allows for the expression of evidence-based judgements and an appreciation of change over time. No particular stance is anticipated, however, and more than one interpretation may be taken, for example, that of classical economics, or of supranational bodies, such as the WTO, IMF or World Bank. Although the question is expressly global, it may be considered in its impacts at other scales additionally, for example, as global transfers of countries affect a world region or an individual country.</p> <p>The assessment is likely to show elements of agreement and disagreement and provide evidence to substantiate the position taken, acknowledging spatial scale and timescale. In so broad an area, diversity may be recognised, for example observing the effects of inward FDI and the emergence of NICs in the new world order; and what may be termed the ‘negative’ consequences of aid in countries at the lowest levels of development.</p> <p>At lower levels, candidates may write quite generally and tend to explain, or state a position, rather than assess. The approach taken may be quite narrow in the type of transfer(s) considered or exemplar content. At higher levels, candidates will display a global perspective and provide an assessment which is supported, dynamic and contemporary.</p>	25

Question	Answer	Marks
4	<p>'International aid is largely driven by political considerations rather than socio-economic ones.'</p> <p>Examine the validity of this statement.</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 content comprises, within the context of 'Patterns of international aid and their consequences':</p> <ul style="list-style-type: none"> • The consequences of aid for recipient countries: <ul style="list-style-type: none"> – Socio-economic effects on local people, agriculture, markets – Political dependence on foreign governments and NGOs, corruption <p>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 and responses should aim for balance. 'Alternative' viewpoints challenging the continuation of international aid may be profitably included. Candidates may consider and question a wide range of motivations from the humanitarian (including health, possibly including responses to the Covid-19 pandemic), to that which positions a country to meet its own needs, such as Chinese investment in Ethiopia, Kenya and Sri Lanka to obtain mineral resources or trading infrastructure, 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 working out of different forms of aid in terms of whether the original aims were met and motives fulfilled.</p> <p>At lower levels, candidates may offer some knowledge or understanding, possibly superficial (based on unsupported assertions), descriptive (types of aid) and poorly evidenced without a 'big picture' perspective or the detail that the command word 'Examine' seeks. An unbalanced approach may be seen, e.g. limited elements of a SEEP analysis or a narrow consideration of aid. 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

People, place and conflicts

Question	Answer	Marks
5	<p>‘The role of ideology in explaining the causes of conflict is consistently overstated.’</p> <p>Examine the validity of this statement.</p> <p>Indicative content:</p> <p>This is a narrowly-targeted question in syllabus content, but is rich in terms of the assessment that a candidate can make. There has long been debate that the role of ideology in conflicts can easily be overstated and that it is more accurate to portray them as being rooted in power, economics or tribalism. The syllabus content lies in the ‘Causes of conflict’ section:</p> <ul style="list-style-type: none"> • ‘Ideology, including political (Communism versus Capitalism), religious and economic’ <p>Candidates will need to be highly selective as there is a wide range of potential examples. Depth may be preferable over breadth. The question clearly demands a discussion, with examples chosen to support this. The causes of conflicts are rarely clear-cut and evaluation of this may be profitably included. Hopefully, candidates will be able to discuss a range of historic and contemporary examples, such as the Ukraine, the Afghan Taliban, Angola, DRC, Syria, Iraq vs Iran, The Gulf Wars, Palestine, Egypt, Boko Haram in Nigeria, Somalia, Yemen and North Korea.</p> <p>At lower levels, candidates may offer some knowledge or understanding, possibly unbalanced, descriptive and restricted in terms of detail. At higher levels, candidates demonstrate a command of the subject area and the ability to structure a response which is quite balanced and evaluative (possibly within a ‘SEEP’ framework). High level responses weigh the evidence and provide judgements to give a strong sense of the relative importance of different factors and how these vary over space and time. Exemplar material is likely to be detailed, varied and drawn from countries at different levels of development.</p>	25

Question	Answer	Marks
6	<p>Assess the social consequences of conflicts and globalisation.</p> <p>Indicative content:</p> <p>The question is intended to elicit an evaluative (hopefully contemporary) response from a variety of locations. Responses that are overtly negative would be valid, but balanced answers would be preferred. The syllabus context is ‘Social consequences, including alienation, migration, feminisation of labour, changes in working practices’.</p> <p>The syllabus sub-divides such consequences along ‘SEEP’ lines so such an approach in the response would be appropriate, but social should predominate. Candidates are free to develop their own approaches; comprehensive responses are neither possible here nor required – it will depend upon the examples used.</p> <p>At lower levels, candidates may offer a descriptive account of conflicts with limited detail. 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

Section BAnswer **one** question from this section.**Energy and mineral resources**

Question	Answer	Marks
7	<p>Evaluate the environmental impacts of the exploitation of metallic and non-metallic mineral resources.</p> <p>Indicative content:</p> <p>Candidates may answer using metallic and non-metallic mineral resources and any country studies. Greater depth is expected from one example than from two or more examples, which may be used selectively and comparatively. It is likely that environmental impacts will be seen as mostly negative (environmental degradation) but may be considered in terms of costs and benefits and at different scales. Candidates may develop an evaluation which appreciates the significance of spatial scale and timescale, for example in relation to coal and coalfields in the UK (non-metallic) or copper and the Zambian copper belt or lithium mining in the DRC (metallic). Environmental impacts may extend in time to include funding for land reclamation schemes. The evaluation offered may be in terms of significance, relativity or differentials according to time, space and groups of people.</p> <p>At lower levels, candidates may describe and explain environmental impacts rather than evaluate them and may write quite generally of impacts and the country or countries chosen. At higher levels, candidates offer responses which evaluate a range of environmental impacts critically, demonstrating a facility with the material studied and an awareness of how outcomes vary.</p>	25

Question	Answer	Marks
8	<p>‘Sustainable energy production at the national scale is achievable within the next decade.’</p> <p>Examine the validity of this statement.</p> <p>Indicative content:</p> <p>Whilst there is no single universally acknowledged definition of sustainable development, the Brundtland Commission definition may be taken, as development which ‘meets the needs of the present without compromising the ability of future generations to meet their own needs’. Candidates may break this down into its different dimensions: environmentally sustainable, economically sustainable, socially sustainable, and politically sustainable.</p> <p>Candidates may develop any approach to this large topic area that they choose. It is likely that attention will be directed towards the replacement of non-renewable energy resources, which are depleting and pollutive, with renewable sources of energy and the attendant issues. The distinctive contribution and position of nuclear power may be considered within the UK and/or internationally. Progress may be assessed using different criteria and measures, for example, carbon emissions, cost/benefit or overall potential and by considering countries at different levels of development.</p> <p>At lower levels, responses may be conceptually loose and somewhat narrative, tending to report or explain what is happening technologically in the energy sector. At higher levels, sustainability will be the clear focus of an evidence-based assessment.</p>	25

The provision of food

Question	Answer	Marks
9	<p>Examine the issues arising from the exploitation of marine resources and the depletion of fish stocks in different parts of the world.</p> <p>Indicative content:</p> <p>Candidates should, ideally, give some indication of the location of the world's major marine fish stocks as the introduction to and context for the response. The term marine relates to the seas and oceans (saltwater) and not to freshwater bodies. The phrase 'issues arising' is permissive to allow candidates to use and develop the material they have in this small defined area of the syllabus. The syllabus identifies the exploitation of marine resources (due to the content of this topic, these must relate to food) and the depletion of fish stocks as two such issues. Fish farming may be relevant if of marine species or coastal in location, rather than freshwater. The syllabus also gives two management issues which could be examined:</p> <ul style="list-style-type: none"> • The difficulties inherent in the working of fisheries policies; • The development of larger and more efficient trawlers. <p>Candidates may also develop their own approaches, for example considering population pressure, dietary shifts, the profit motive, legal and illegal working and the nature of a moving resource within vast international waters. Contemporary issues relating to Brexit and the revision of the CFP may be included.</p> <p>At lower levels, candidates may recount learned cases without offering much examination of, or clarity about, the issues. The requirement for 'different parts of the world' may not be found. At higher levels, the conceptual content in terms of 'issues' will be foundational and some breadth of perspective achieved and a broad discussion will be offered, addressing the command term of 'examine'.</p>	25

Question	Answer	Marks
10	<p>'The key to the global provision of food is a gene revolution not a Green Revolution.'</p> <p>Examine the validity of this statement.</p> <p>Indicative content:</p> <p>The syllabus gives clear and distinct guidance on likely content, but the key will be for candidates to move away from mere description and to appraise the strength and limitations of the Green Revolution and the 'GM revolution'. Ideally, this will include contemporary evaluation (as well as historic) from a range of locations.</p> <p>The widespread (the inclusion of the word 'global' prompts such treatment) adoption of GM food technology is a hotly contested issue, and the wording of the statement is intentionally provocative in order to elicit a balanced examination.</p> <p>At lower levels, candidates may offer some knowledge or understanding, possibly unbalanced, descriptive and restricted in terms of detail. At higher levels, candidates demonstrate the ability to bring together an assessment which both offers a robust and contemporary perspective on the topic and the ability to structure a response which is quite balanced and evaluative; put simply greater depth of analysis will be evident. Such a response is likely to be informed and supported by specific located examples taken from countries in different parts of the world.</p>	25

Tourism spaces

Question	Answer	Marks
11	<p>To what extent does the Butler life-cycle model explain changes over time in tourism spaces?</p> <p>Indicative content:</p> <p>The question tests an explicit and narrow part of the topic, but one which may elicit a broad range of responses. The syllabus context is ‘Change over time:</p> <ul style="list-style-type: none"> • The changing nature of the tourism industry from 1800 to the present day, including its changing scale and the changing demands of tourists. Reference should be made to the Butler life-cycle model.’ <p>The Butler model is frequently used as a theoretical framework in responses, often incorrectly. Candidates need to be a lot more critical of such a model and assess it against the evidence of contemporary realities and dynamism and range of 21st century tourism (e.g. health, cosmetic, charity, business and ecotourism). The model is temporal, identifying the key characteristics of tourism development in one place (scale is an issue in its application: it is most relevant to a single resort) over an undefined time span. Spatial comparisons are more problematic (and often over-simplified). Its simplicity makes the model reasonably straightforward to apply to real resorts and tourist destinations. It could be observed that it offers little help in understanding the relationships between these places. Butler may broadly apply to Blackpool or Benidorm, but not evenly to all mass tourism spaces. Candidates may offer adaptations to Butler, particularly in its latter stages. They may also recognise that it does not/cannot recognise significant ‘shocks’ to the economy of a tourism space, e.g. the Covid-19 pandemic and other ‘shocks’ in 2020–22.</p> <p>At lower levels, candidates may offer some knowledge or understanding without a balanced approach, which is likely to be dominated by a narrow argument, repetition of case studies or lacking the detail that the command word ‘To what extent’ seeks. At higher levels, appreciation of tourism spaces will be to the fore in the context of present-day examples of tourism from countries at different levels of development.</p>	25

Question	Answer	Marks
12	<p>Assess the negative socio-cultural impacts of tourism on tourist destinations.</p> <p>Indicative content:</p> <p>Three types of negative impacts are identified in the syllabus:</p> <ul style="list-style-type: none"> • Destruction of traditional local socio-cultural patterns, including social demographic changes, and cultural tensions between tourists and local communities • Commodification of culture as a tourist resource • Development of anti-social and illegal activities, including crime, prostitution and sex tourism <p>However, candidates may also contribute other knowledge and understanding from their studies and case studies as appropriate relevant material. Whilst it is likely that international tourism will be discussed, domestic tourism may be relevant. It may be useful to explore what influences the level of impact, such as the scale of tourism, size and nature of the destination, level of interaction, cultural distance, people's attitudes, etc. and to illustrate a scale of impact, from, say, mass tourism destinations in the high season, to enclave resorts or similar. The assessment may consider what changed, cost/benefit, implications, problems or issues arising, relative success/failure, etc. Candidates may decide to refer to or identify the positive impacts of tourism, but this is not required and it is anticipated that any discussion of the positives should be subsidiary to the actual question set.</p> <p>At lower levels, candidates may not distinguish society from culture and may write broadly and quite generally about a particular place or type of tourism. The approach may be more a description than an assessment. At higher levels, candidates should consider a variety of examples (destinations or types of tourism), establish different negative impacts and offer an assessment which reflects complexity and, perhaps, dynamism with change over time in the tourism spaces chosen.</p>	25