



Cambridge Pre-U

GEOGRAPHY

9768/02

Paper 2 Global Themes

May/June 2023

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 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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 AAnswer **one** question from this section.**Migration and urban change**

Question	Answer	Marks
1	<p>To what extent do international migrants base their decision to migrate on socio-cultural and political influences?</p> <p>Indicative content:</p> <p>The question is clearly intended to elicit an evaluative, contemporary response, although more historic examples with a clear geographic element should be credited. The wording would allow responses from a variety of contexts (and indeed will need to do so in order to access the higher levels). Responses may profitably focus on the role of perception in the decision-making process and the changing availability (through technology) of ‘SEEP’ ‘facts’ to prospective migrants. The causes of migration are an intrinsic part of the syllabus content, specifically:</p> <ul style="list-style-type: none"> • Push/pull factors, intervening opportunities and obstacles • Economic, socio-cultural, environmental and political influences, including reference to forced migrations, asylum-seeking, refugees, internally displaced persons (IDPs) <p>The above should give candidates a broad base on which to offer evidence and judge the validity of the assertion. No particular position is anticipated given that the analysis of issues and viewpoints is an integral part of AO3.</p> <p>At lower levels, candidates may offer some knowledge or understanding without a balanced approach which is likely to be dominated by assertion. At higher levels, candidates will demonstrate a command of the subject area and the ability to structure a response which is balanced, evaluative and is distinguished by a grasp of the wide-ranging knowledge.</p>	25

Question	Answer	Marks
2	<p>‘Green belts have failed to manage the impacts of internal migration flows effectively and should be abolished.’</p> <p>Examine the validity of this statement.</p> <p>Indicative content:</p> <p>Counter urbanisation is a centripetal movement of population, at a late stage in the urbanisation cycle, in which people move outwards from an urban location to a rural one beyond the urban area. Physically, this will lead to urban sprawl, often seen as an undesirable process. In many countries (e.g. the UK), politicians and planners have designated green belts around such urban areas in which ‘urban’ development is highly restricted. However, the maintenance of such green belts is being challenged as it is argued that their ‘SEEP’ drawbacks outweigh their advantages. Managing the impacts of internal migration flows is an intrinsic part of the syllabus content, specifically:</p> <ul style="list-style-type: none"> • Green belts, new towns/cities, zoning <p>No particular position is anticipated given that the analysis of issues and viewpoints is an integral part of AO3. It is, for example, legitimate to argue that green belts have caused ‘leapfrogging’ counter urbanisation which spoils rural areas. At this level, analysis of what aspects of green belt policies may be interpreted as ‘failing’, and which may not, is likely. Socio-politically, particularly in the UK, green belts have an almost mythical, untouchable status. The debate around them centres on ‘NIMBYism’ and the protection of ‘greenery’ no matter how fallacious. Those who struggle to find adequate housing (due to supply restrictions partly exacerbated by green belts) are rarely heard in the debate.</p> <p>Although green belts are observed in many countries, a response based only on material from one country at a higher level of development is acceptable, given the nature of the syllabus content.</p> <p>At lower levels, candidates may describe green belts satisfactorily, perhaps in a broad, unbalanced manner. At higher levels, candidates are likely to frame the whole essay as a balanced evaluation on the basis of detailed evidence from one or more countries with a particular emphasis on the migration issues rather than the land use/conservation ones.</p>	25

Trade, debt and aid

Question	Answer	Marks
3	<p data-bbox="316 315 1294 383">‘In an era of increasing economic globalisation, the influence of trade blocs is diminishing.’</p> <p data-bbox="316 416 855 450">Examine the validity of this statement.</p> <p data-bbox="316 483 555 517">Indicative content:</p> <p data-bbox="316 551 1315 853">The question is intentionally provocative, demanding a wide-ranging debate. It is answered in a post-Brexit and post-Trump world, although the impact of the former on this subject matter is likely to be more long-lasting than the latter. In mid-2023, with the global economy close to recession, one might expect more responses that argue against the statement. Trade blocs should be accurately defined and their positive and negative impacts on intra and extra-bloc trade flows should be considered. The syllabus content comprises, within the context of ‘Patterns of world trade, their consequences and management:</p> <ul data-bbox="316 887 1158 954" style="list-style-type: none"> • The influence of trade blocs, protectionism, the World Trade Organization (WTO)’ <p data-bbox="316 987 1315 1223">The topics of free, fair and unfair trade crop up in several areas of the syllabus and candidates may profitably offer a synoptic response. The negatives of global trade (and the influence of trade blocs) might include the terms of trade, trade deficits, overdependence on primary products and neo-colonial control. Candidates should be aware that the EU is not a ‘typical’ trade bloc. No particular position is anticipated given that the analysis of issues and viewpoints is an integral part of AO3.</p> <p data-bbox="316 1256 1299 1491">At lower levels, candidates may offer some knowledge or understanding without a ‘big picture’ perspective or the detail and balance that the command word ‘Examine’ seeks, with an over-emphasis on economic globalisation. At higher levels, candidates will demonstrate a command of the subject area and the ability to structure a response which is quite balanced, but which comes to a clear view on the statement and includes a range of examples and answers the question.</p>	25

Question	Answer	Marks
4	<p>Evaluate the view that debt relief only addresses the effects, rather than the causes, of unequal global capital transfers.</p> <p>Indicative content:</p> <p>A broad question which is intended to elicit an evaluative response with examples drawn from any nation. As a geographical response, clearly the spatial dimension needs to be paramount. The syllabus context is: ‘Patterns of foreign direct investment (FDI), its consequences and management, including the issue of debt:</p> <ul style="list-style-type: none"> • The management of FDI and its impacts; the debt crisis and debt relief, including the Heavily Indebted Poor Countries (HIPC) initiative’ <p>In countries’ eagerness to attract FDI, they may incur debt in attempting to provide international standard infrastructure as well as fiscal environments (including favourable tax regimes) attractive to TNCs. Debt crises might include discussion of the various Eurozone issues, more historic examples such as Argentina (and its ongoing litigation against vulture funds) and Mexico as well as the HIPC countries. Examples of relief will depend on location, although the HIPC Initiative would probably be expected.</p> <p>At lower levels, candidates may offer some knowledge (possibly a general discussion of debt relief) or understanding without a ‘big picture’ perspective or the balance that the command word ‘Evaluate’ seeks. At higher levels, candidates are likely to frame the whole essay as a balanced evaluation on the basis of detailed evidence from one or more countries.</p>	25

People, place and conflicts

Question	Answer	Marks
5	<p>Discuss the environmental consequences of international conflicts.</p> <p>Indicative content:</p> <p>The question is intended to elicit an evaluative (hopefully contemporary) response from a variety of locations. Balanced answers would be preferred, and candidates should not assume that only negative consequences will result. The syllabus context is ‘Environmental consequences, including:</p> <ul style="list-style-type: none"> • Destruction of oil wells • Draining marshes • Deforestation • ‘Water wars’ <p>The syllabus sub-divides such consequences along ‘SEEP’ lines, but environmental consequences should predominate. The syllabus content leans towards examples such as the Gulf Wars (and their precursors), Islamic State, international conflict in the DRC, the Vietnam War and water conflict in Israel/Gaza or the Nile Valley. However, many other examples would be appropriate, e.g. the Ukraine-Russia or Afghan Taliban conflicts. 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

Question	Answer	Marks
6	<p>‘Civil society movements and protests rarely achieve the resolution of conflicts.’</p> <p>Examine the validity of this statement.</p> <p>Indicative content:</p> <p>The question is intended to elicit an evaluative (hopefully contemporary) response from a variety of locations and is intentionally provocative. Responses that argue against the statement (the word ‘rarely’ should be challenged) would be valid, but balanced answers would be preferred. The syllabus context is broad (Consequences and impacts of conflicts and globalisation) and sub-divides such consequences along ‘SEEP’ lines so such an approach in the response would be appropriate, though a wide range of approaches will be valid. Recent examples of such civil society movements include Black Lives Matter, school climate change strikes, March for Our Lives, Just Stop Oil, Extinction Rebellion, Maillot Jaune, Israel Supreme Court, Indian farmer and Hong Kong democracy protests and would be as valid as more historic examples, such as the ‘War of Seattle’, Occupy, and US Civil Rights, anti-apartheid and anti-Vietnam War protests. 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>Assess the value of the resource continuum for understanding the development and use of energy and mineral resources.</p> <p>Indicative content:</p> <p>An overarching question which both challenges candidates to take a broad perspective and allows both an approach of their own devising and the use of examples of their choosing. Candidates will need to make sure that a spatial element dominates. In terms of likely content: on minerals, the syllabus requires the study of ‘Distribution patterns and changes over time of supply and demand of a range of mineral resources both metallic and non-metallic’; on energy, the study of ‘Distribution patterns of supply and demand of selected energy resources, including oil and at least one renewable resource’.</p> <p>A full response will cover more than one mineral and one energy resource, but this would not need to be in a balanced way to achieve a high level. At lower levels, candidates may offer some knowledge or understanding, possibly unbalanced, descriptive and restricted in terms of detail. At higher levels, candidates should demonstrate the ability to bring together an assessment which both offers a robust and (hopefully) contemporary perspective on the topic and 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 taken from countries in different parts of the world.</p>	25

Question	Answer	Marks
8	<p>‘National energy policies must prioritise environmental factors over economic factors.’</p> <p>Examine the validity of this statement.</p> <p>Indicative content:</p> <p>The question tests a significant portion of the final part of the topic. Therefore, responses should be broad in scope and content. The syllabus content includes:</p> <ul style="list-style-type: none"> • Managing energy and mineral resource exploitation at different scales • National resource policies, such as nationalisation, rationalisation, subsidies • Managing the environmental impact of energy and mineral resource exploitation at different scales • National policies, such as resource substitution, promotion of alternative energy use • Managing the socio-economic impact of energy and mineral resource exploitation at different scales • National policies, such as minimum wages, regeneration grants, inward investment, import tariffs <p>Examples could be wide-ranging and varied. These may include China (SINOPEC), Iraq, Brazil and Venezuela, all examples where forms of nationalisation have been adopted, UK energy policy with its free-market perspective and national economies that have had to adjust to significant energy ‘shocks’, e.g. Cuba. Policies may be profitably examined using a form of ‘SEEP’ (Social/Economic/Environmental/Political) analysis, but economic and environmental should predominate.</p> <p>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 and description may dominate the response. At higher levels, candidates will 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. This may be achieved by an approach focusing on breadth or depth of examples used.</p>	25

The provision of food

Question	Answer	Marks
9	<p data-bbox="316 315 1166 349">‘Agribusiness is the solution to the global provision of food.’</p> <p data-bbox="316 383 852 416">Examine the validity of this statement.</p> <p data-bbox="316 450 555 483">Indicative content:</p> <p data-bbox="316 517 1270 651">The syllabus sets this content in the timeframe ‘after 1950’. However, the question is intentionally provocative, demanding a wide-ranging, contemporary and evaluative debate. Syllabus content about food production modernisation includes:</p> <ul data-bbox="316 685 979 831" style="list-style-type: none"> • Agribusiness • Increased yields to the point of overproduction • Changes in land tenure and farm size • Significant landscape change <p data-bbox="316 864 1299 1099">Food insecurity in the mid-20th century was tackled aggressively and successfully in a number of HICs and LICs. However, the steps taken and required quickly revealed a number of negative repercussions, which could be profitably debated in a response to this question. The use of the present tense in the question should lead candidates to a discussion about the role of agribusiness in the present and future of sustainable food supply at a global scale.</p> <p data-bbox="316 1133 1302 1335">At lower levels, candidates may offer some knowledge or understanding, possibly unbalanced, descriptive and unclear in terms of the word ‘solution’. At higher levels, candidates will demonstrate a command of the subject area, particularly the ability to structure a response which is quite balanced and evaluative. A principal focus on only one country at a higher level of development, such as the UK, would be valid.</p>	25

Question	Answer	Marks
10	<p>Discuss the potential impact of global climate change on food production.</p> <p>Indicative content:</p> <p>The question is intended to elicit an evaluative, contemporary response from a variety of locations. The syllabus context is: ‘</p> <p>‘Classification and distribution patterns:</p> <ul style="list-style-type: none"> • The physical constraints on food supply; the patterns of agricultural production globally and nationally resulting from these constraints.’ <p>‘The supply of food: the globalisation of production and supply</p> <ul style="list-style-type: none"> • The potential impact of global climate change on food production.’ <p>Introductory material might profitably include a discussion of relevant physical geography and models (e.g. Optima Limits) addressing this subject material. Relevant impacts (e.g. changing temperature and precipitation patterns) might be wide-ranging with a variety of examples at a range of scales from countries at different levels of development, including the major food producing ‘regions’ (e.g. the North American prairies, the temperate lowlands of Europe, the pampas of South America, the major fishing grounds associated with cold ocean currents, the migration of wild fish stocks because of climate change and the rice valleys of South Asia). The impact of climate change on ‘traditional’ patterns might also be profitably included.</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 broad discussion. An unbalanced approach may be seen. At higher levels, candidates will 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

Tourism spaces

Question	Answer	Marks
11	<p>‘Britton’s core-periphery enclave model demonstrates the uneven spatial distribution of tourism investment and growth. This uneven spatial distribution results in negative economic impacts on tourism spaces.’</p> <p>Examine the validity of this statement.</p> <p>Indicative content:</p> <p>The question is intended to elicit a relatively narrow discussion. Balanced answers would be preferred. The syllabus context is ‘Negative economic impacts and associated management strategies:</p> <ul style="list-style-type: none"> • Uneven spatial distribution of tourism investment and growth, including Britton’s core-periphery model and enclave development’ <p>Discussion may include a range of positive and negative impacts arising from these management strategies. These may be profitably evaluated using a form of ‘SEEP’ (Social/Economic/Environmental/Political) analysis. Candidates should be able to evaluate the success of local-level strategies to manage the negative impacts and enhance the positive impacts of tourism. However, it may be argued that some of these impacts require action at regional or national level.</p> <p>At lower levels, candidates may offer some knowledge or understanding, possibly unbalanced and descriptive. At higher levels, candidates demonstrate a command of the subject area, particularly 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 taken from countries at different levels of development and different parts of the world.</p>	25

Question	Answer	Marks
12	<p>Assess the negative environmental impacts of tourism on tourism spaces.</p> <p>Indicative content:</p> <p>The question is clearly intended to elicit an evaluative response. The syllabus content lies in the ‘Environmental impacts and management in tourism spaces’ section:</p> <ul style="list-style-type: none"> • ‘Negative environmental impacts: <ul style="list-style-type: none"> – Pressures on rural and urban landscapes/habitats – Pressures on ecosystems, with a particular focus on coral reef management – Pressures on protected and wilderness environments – Pollution, including visual, light, noise, air and water pollution’ <p>Discussion should include a range of negative impacts and management strategies, as suggested by the syllabus. Positive impacts are creditable but should form a minority part of the response. Candidates should be able to evaluate the impacts at local, regional, national or international scales. Currently, many tourism spaces are suffering (reduced visitors due to Covid notwithstanding) from visitor numbers exceeding their carrying capacity, e.g. Machu Picchu (including the threat of improved access via a new airport), Iceland (too many school trips), Venice (tourist tax for day visitors), Barcelona and Berlin (excessive Airbnb), Dubrovnik (‘Game of Thrones’ effect), Virunga NP (threats from potential oil exploration and increasing cost of gorilla-watching permits).</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 will 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. 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