
GEOGRAPHY**9768/02**

Paper 2 Global Themes

May/June 2019

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 2019 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.

The 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 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 or 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	0–9	<ul style="list-style-type: none">• A 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 may be minimal or absent• Conclusion may be absent or simply asserted

Section A

Question	Answer	Marks
Migration and Urban Change		
1	<p data-bbox="316 376 1313 443">Evaluate the concept of international migratory ‘freedom of movement’ within international confederations.</p> <p data-bbox="316 479 555 512">Indicative content:</p> <p data-bbox="316 548 1302 647">The question is clearly intended to elicit an evaluative response, possibly (but not necessarily exclusively) within an EU context. The syllabus context is: ‘Patterns and causes of migration’, in particular:</p> <ul data-bbox="316 683 1230 750" style="list-style-type: none"> • ‘Major international migration streams, including migrations within international confederations’ <p data-bbox="316 786 1313 1122">Freedom of movement was one of the original tenets of the Treaty of Rome and has been one of the key issues in the UK ‘Brexit’ debate since 2016. Other member states of the EU (e.g. Hungary) have questioned blanket adherence to the concept. Its supporters would say that it encourages economic growth, bolsters a nation’s tax base as old-age dependency ratios increase and allows an economy to respond nimbly to the demands of a globalised future. Its detractors would argue that it puts unsustainable pressure on public services, national identity and social cohesion. Comprehensive responses are not essential, but candidates should aim to weigh up differing impacts.</p> <p data-bbox="316 1158 1307 1391">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 (possibly within a ‘SEEP’ framework) which is quite balanced and evaluative. Such a response is likely to be informed (away from stereotypical and superficial clichés) and supported by specific examples.</p>	25

Question	Answer	Marks
2	<p>‘In an increasingly urbanised world, restrictive policies such as green belts are doomed to fail.’</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. The wording would tend to favour an answer from HICs although LIC content is not precluded. Responses that argue against all or part of the question would be valid and welcomed. The syllabus context is: ‘Managing the impacts of internal migration’, in particular:</p> <ul style="list-style-type: none"> • ‘Green belts, new towns / cities, zoning’ <p>Much other syllabus content (e.g. the growth of dormitory, commuter and suburbanised settlements; the provision of housing amenities and services – advantages and disadvantages; strain on urban infrastructure; pressure for development in the countryside; impacts on rural services) could be profitably included. Historic schemes from HICs (UK, USA and France) and M/LICs (Brazil) are likely to dominate, but the wording of the question demands a contemporary appraisal.</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
Trade, Debt and Aid		
3	<p data-bbox="316 315 1230 378">‘The rise of protectionism in recent years poses a major threat to global capital transfers.’</p> <p data-bbox="316 416 855 445">Examine the validity of this statement.</p> <p data-bbox="316 483 557 512">Indicative content:</p> <p data-bbox="316 551 1315 680">The question is intended to elicit an evaluative, contemporary response from a variety of locations. Responses that argue against all or part of the question would be valid and welcomed. The syllabus context is: ‘Patterns of world trade, their consequences and management’, in particular:</p> <ul data-bbox="316 719 1166 786" style="list-style-type: none"> • ‘The influence of trade blocs, protectionism, the World Trade Organization (WTO)’ <p data-bbox="316 824 1315 1122">The neo-liberal orthodoxy of free trade is currently being challenged significantly for the first time in several decades, mostly by the rhetoric of the Trump presidency (and recent ‘trade wars’ with China, including steel tariffs), but also within the Brexit debate in the UK and the other EU members. Protectionism can appear a reassuring viewpoint against the ‘threat’ of globalisation. It is most likely that the candidates will discuss the global capital transfers of trade and FDI, but better candidates might include a growing questioning of the efficacy of international aid donating in HICs and impacts on remittance flows.</p> <p data-bbox="316 1160 1315 1424">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 with limited truly discursive content and minimal spatial context. 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
4	<p>Evaluate the view that the advantages of economic globalisation greatly outweigh the disadvantages.</p> <p>Indicative content:</p> <p>The question is clearly intended to elicit an evaluative response from a variety of locations. The syllabus context is: ‘Economic globalisation’, in particular:</p> <ul style="list-style-type: none"> • ‘The advantages and disadvantages of economic globalisation’ <p>The wording would allow responses from a variety of countries (and indeed will need to do so in order to access the higher Levels). No particular position is anticipated given that the analysis of issues and viewpoints is an integral part of AO3. Candidates are free to develop their own approaches. The wide range of advantages / disadvantages may be profitably evaluated using a form of ‘SEEP’ (Social / Economic / Environmental / Political) analysis.</p> <p>Comprehensive responses are not essential (although it would be creditable to evaluate all global capital transfers), but candidates should aim to weigh up differing impacts and to answer the question.</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 with limited truly discursive content and minimal spatial context. 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
People, Place and Conflicts		
5	<p data-bbox="316 315 1129 344">Examine the extent to which nationalism leads to conflict.</p> <p data-bbox="316 383 555 412">Indicative content:</p> <p data-bbox="316 450 1305 613">The question is intended to elicit a discussion, with a contemporary and/or historic perspective. The wording would allow responses from a variety of countries (and indeed will need to do so in order to access the higher Levels). The concept of nationalism runs through the published content, but specifically:</p> <ul data-bbox="316 651 1286 824" style="list-style-type: none"> • ‘Types of nationalism: • Primordial (ancient ties and common ancestry of an ethnic group) • Modernist (sustained through everyday practices, signs and symbols, e.g. monarchy, national anthem, currency, flag, stamps, passports, sport, etc.)’ <p data-bbox="316 862 1305 1122">Nationalism has been resurgent across the world in recent years, often as a reaction to the negative impacts of ‘inevitable’ globalisation. However, it takes many forms, from Scottish independence, ‘Kurdistan’, Catalanian separatism, the rise of nationalist parties in European elections to Trump’s ‘America First’. Responses should aim to examine and contextualise a variety of such examples. Comprehensive responses are not essential, but candidates should aim to weigh up differing examples and to answer the question.</p> <p data-bbox="316 1160 1313 1420">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 with limited truly discursive content and minimal spatial context. 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
6	<p data-bbox="316 248 1066 282">‘The world is moving towards a single global culture.’</p> <p data-bbox="316 315 855 349">Examine the validity of this statement.</p> <p data-bbox="316 383 555 416">Indicative content:</p> <p data-bbox="316 450 1318 651">The question is intentionally provocative, demanding a wide-ranging debate. The homogenisation of culture is widely debated in the literature and may be profitably considered across all levels of development and aspects of culture. As a geographical response, clearly the spatial dimension needs to be paramount. The topic of culture runs through the published content, but specifically:</p> <ul data-bbox="316 685 1254 898" style="list-style-type: none"> • ‘Causes of conflict • Culture, including separatism • Consequences and impacts of conflicts and globalization • Cultural consequences: reassertion of national / regional / local cultures, including language, global cultures in the media, the arts, sports, food’ <p data-bbox="316 931 1318 1167">Culture is a fertile arena for examining the pros and cons of globalisation. It is easy to feel that global cultures are merging, possibly in a form of ‘Americanisation’ in the above contexts. However, there is much texture underneath this superficial view and the process, if it is happening at all, is much more nuanced, with significant elements of ‘glocalisation’ apparent (e.g. the assertion of minority languages – Welsh, Gaelic, Catalan, Basque). The whole issue is rooted in ‘place’.</p> <p data-bbox="316 1200 1318 1469">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 with limited truly discursive content and minimal spatial context. 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
Energy and Mineral Resources		
7	<p data-bbox="316 376 1121 412">Evaluate different national approaches to the energy mix.</p> <p data-bbox="316 443 555 479">Indicative content:</p> <p data-bbox="316 510 1313 645">The question is intended to elicit an evaluative response with examples drawn from any nation. Clearly, both parts of the question need to be addressed, but not necessarily in equal measure. The published content lies in the ‘The impact of resource exploitation’ section:</p> <ul data-bbox="316 680 1302 815" style="list-style-type: none"> • ‘The balance between domestic and imported energy resources: • Attempts to increase the proportion of energy from renewable sources • Arguments over the energy mix, including the debate over nuclear and renewable solutions’ <p data-bbox="316 851 1313 1120">Energy is a fascinating, dynamic issue where short-term political and economic concerns often clash with longer term technological advances and constants of geography and geology. National energy mix is a classic example of just such a debate: consistent supply at a reasonable cost is a key political aim of any government, yet sustainability (economic, environmental and social) is increasingly important and balancing these two demands is problematic. Hopefully, candidates will be able to discuss more than just the UK’s energy mix.</p> <p data-bbox="316 1155 1318 1460">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
8	<p>Examine attempts to manage the environmental impact of energy use at the global scale.</p> <p>Indicative content:</p> <p>The question is intentionally broad, intending to elicit a wide-ranging debate. The published content lies in the ‘Management’ section:</p> <ul style="list-style-type: none"> • ‘Managing the environmental impact of energy and mineral resource exploitation at different scales: • International agreements and protocols, such as Brundtland, Club of Rome, international climate change conferences, Antarctic Treaty • The application of international agreements at a national scale’ <p>Candidates may concentrate on the major climate change conferences such as Paris. Such an Agreement is the most far-reaching attempt by the international community to tackle greenhouse gas emissions and their impact on human-induced climate change. However, with even that latter ‘fact’ remaining in dispute (particularly by the Trump presidency), such Agreements still have inherent weaknesses of compliance, measurability and medium to long-term political will. Comprehensive responses are not essential, but candidates may weigh up differing examples, both contemporary in relation to the Paris Agreement and potentially examining historic international agreements and protocols, and to answer the question. An examination of mitigation v adaptation of environmental impacts would be highly creditable.</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 with limited truly discursive content and minimal spatial context. 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 at a variety of scales.</p>	25

Question	Answer	Marks
The Provision of Food		
9	<p data-bbox="316 315 1257 349">‘The neo-productionist phase of food production is unsustainable.’</p> <p data-bbox="316 383 855 416">Examine the validity of this statement.</p> <p data-bbox="316 450 555 483">Indicative content:</p> <p data-bbox="316 517 1318 719">This question appears to be narrowly targeted, and yet hidden within it are major issues of food supply and the provision of food in terms of the concept of sustainability (a clear definition could be profitably included) of production. The question is intentionally provocative, demanding a wide-ranging debate. The published content lies in the ‘Supply of food in countries at higher levels of development’ section:</p> <ul data-bbox="316 752 1278 965" style="list-style-type: none"> • ‘The ‘neo-productionist’ phase of food production and its influence on food production systems and policy: • Continued large-scale subsidies • Continued intensification of production (e.g. mega-ranches / dairies) and resultant ethical concerns • Increasing food insecurity’ <p data-bbox="316 999 1318 1290">Food production is a fascinating, dynamic topic where short-term political and economic concerns often clash with longer term ethical and environmental issues. Politicians and consumers largely want consistent supply at a reasonable cost, yet sustainability (economic, environmental and social) is increasingly important and balancing these two demands is problematic. Hopefully, candidates will be able to examine a variety of issues, which may include: the CAP, Brexit and future free trade deals (acceptance of chlorine-washed chicken and GM foods) and mega-intensive animal production (including aquaculture).</p> <p data-bbox="316 1323 1278 1592">At lower levels, candidates may offer some knowledge or understanding without a balanced approach, which is likely to be dominated by a narrow range of factors and the lack of in-depth locational support, the detail that the command word ‘Examine’ seeks. At higher levels, candidates demonstrate a command of the subject area and the ability to structure a response which is balanced, examines a range of factors and, put simply, answers the question. Such a response is likely to be informed and supported by specific located examples.</p>	25

Question	Answer	Marks
10	<p>Evaluate the effectiveness of the Green Revolution in increasing food supply.</p> <p>Indicative content:</p> <p>The question is clearly intended to elicit an evaluative response, largely within an LIC context. The published content lies in the ‘Supply of food in the wider world’ section:</p> <ul style="list-style-type: none"> • ‘How the Green Revolution served to increase food production in selected countries with reference to: • The development of high yielding varieties of wheat, maize and rice • The extension of irrigation, drainage and terracing schemes • The use of machinery in place of manual or animal labour • Evidence of negative consequences’ <p>The Syllabus gives clear guidance on likely content, but the key will be for candidates to move away from mere description and to appraise the strengths and limitations of the Green Revolution with accurate timelines and place-specific detail. Ideally, this will include contemporary evaluation (as well as historic) and a range of locations, not just India. Care should be taken not to confuse the Green Revolution with the current GM phase.</p> <p>At lower levels, candidates may offer some knowledge or understanding, possibly unbalanced, descriptive and restricted in terms of detail. At higher levels of achievement, 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. 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
Tourism Spaces		
11	<p>‘Technological developments are the key to long term changes in global tourism.’</p> <p>Examine the validity of this statement.</p> <p>Indicative content:</p> <p>The question focuses on a specific part of the syllabus content (see below), but encourages a broad discussion. The published content comprises:</p> <ul style="list-style-type: none"> • ‘Change over time • Technological developments, including transport’ <p>Candidates are likely to examine transport developments principally (train, coach, boat, car, plane, space travel) and a clear sense of time (and a timeline) would be welcome. Other technological developments will be profitably examined, potentially including telegraph, telephone, photography and the internet. These should form the bulk of the response, but other factors (see other content in this syllabus section) should be considered in order to address the word ‘key’ in the question. 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 balanced approach, which is likely to be dominated by a narrow range of factors and the lack of in-depth locational support, the detail that the command word ‘Examine’ seeks. At higher levels, candidates demonstrate a command of the subject area and the ability to structure a response which is balanced, examines a range of factors and, put simply, answers the question. Such a response is likely to be informed and supported by specific located examples.</p>	25

Question	Answer	Marks
12	<p>Evaluate the positive environmental impacts of tourism.</p> <p>Indicative content:</p> <p>The question is clearly intended to elicit an evaluative response, largely within an LIC context. The published content lies in the ‘Environmental impacts and management in tourism spaces’ section:</p> <ul style="list-style-type: none"> • ‘Positive environmental impacts: • Preservation and conservation of tourism spaces, including landscapes, biodiversity, natural resources and heritage’ <p>Discussion should include a range of positive (and negative) impacts and management strategies, as suggested by the syllabus. Negative 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 level.</p> <p>At lower levels, candidates may offer some knowledge or understanding, possibly unbalanced, descriptive and restricted in terms of detail. At higher levels of achievement, 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. 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