

Cambridge IGCSE™ (9–1)

GEOGRAPHY

0976/02

Paper 2 Human Geography

For examination from 2027

MARK SCHEME

Maximum Mark: 75

Specimen

This document has **16** pages.

Generic Marking Principles

All examiners must apply these general marking principles when marking candidate responses. Examiners must apply them alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme must 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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

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 descriptions in mind.

Assessment Objectives

- AO1: Knowledge and understanding
- AO2: Skills and analysis
- AO3: Evaluation and decision-making

Levels of response**Table A**

AO1: Knowledge and understanding
AO3: Evaluation and decision-making

Use this table to give marks for each candidate response for the 7 mark part (c) item in Question 1.

Level	Description	Marks
3	<ul style="list-style-type: none"> • A balanced/comprehensive answer which shows a clear understanding with developed statements which are relevant to the question. • Answer is supported by relevant evidence and/or examples throughout. • Answer contains a supported evaluation/judgement/decision on the question. 	6–7
2	<ul style="list-style-type: none"> • An answer which shows a good understanding with developed statements which are relevant to the question. • Answer is supported by some relevant evidence and/or examples. • Answer contains a limited evaluation/judgement/decision on the question. 	3–5
1	<ul style="list-style-type: none"> • An answer which shows limited understanding using simple statements which are relevant to the question. 	1–2
0	<ul style="list-style-type: none"> • No creditable response. 	0

Table B

AO1: Knowledge and understanding

Use this table to give marks for each candidate response for the 7 mark part (c) item in Questions 2–4.

Level	Description	Marks
3	<ul style="list-style-type: none"> • Uses named example (when appropriate). • A comprehensive answer with developed statements showing detailed knowledge and understanding which is relevant to the question. • Answer includes specific details about place or process. 	6–7
2	<ul style="list-style-type: none"> • Developed statements showing good knowledge and understanding which is relevant to the question. 	3–5
1	<ul style="list-style-type: none"> • Simple statements with limited detail, showing basic knowledge and understanding which is relevant to the question. 	1–2
0	<ul style="list-style-type: none"> • No creditable response. 	0

Section A

Question	Answer	Marks
1(a)(i)	<p>Kingston is an urban area. Define the term urban area.</p> <p>AO1: Knowledge and understanding</p> <p>built up area/refers to towns, cities and suburbs. An urban area includes the city itself as well as the surrounding areas/an urban area is very developed with a density of human structures such as houses, commercial buildings, roads, bridges, railways etc.</p>	1
1(a)(ii)	<p>Many people work in Kingston. Identify the places where people work at the following grid references.</p> <p>AO2: Skills and analysis</p> <ul style="list-style-type: none"> • 693472 = oil refinery • 743466 = hospital <p>2 × 1 mark</p>	2
1(a)(iii)	<p>The runway of Norman Manley International Airport is located in and around grid square 7242.</p> <p>Measure the length of the runway.</p> <p>AO2: Skills and analysis</p> <ul style="list-style-type: none"> • 2.6–2.8 km 	1
1(a)(iv)	<p>Describe the route of the road from the airport to Port Royal, to the west of the airport.</p> <p>AO2: Skills and analysis</p> <p>Ideas such as:</p> <ul style="list-style-type: none"> • winding • along sand spit/narrow strip of land • through trees and scrub • there is sea either side of the road. <p>All valid material must be credited.</p> <p>2 × 1 mark</p>	2

Question	Answer	Marks
1(a)(v)	<p>Identify <u>two</u> services which are located in Port Royal.</p> <p>AO2: Skills and analysis</p> <ul style="list-style-type: none"> • fire station • police station • post office • church • hotel • coast guard station <p>2 × 1 mark</p>	2
1(a)(vi)	<p>Using map evidence suggest <u>two</u> advantages and <u>two</u> disadvantages of the location of Norman Manley International Airport.</p> <p>AO2: Skills and analysis</p> <p>Advantages such as:</p> <ul style="list-style-type: none"> • flat land • planes approach over sea/do not have to approach over the built up area • main road access. <p>Disadvantages such as:</p> <ul style="list-style-type: none"> • restricted space available • possible damage/destruction/flooding during storms/high tides • long journey from Kingston/5 km along sand spit. <p>All valid material must be credited.</p> <p>2 + 2 marks</p>	4
1(b)	<p>Use Figure 1.1 to compare the value of imports and exports of Jamaica between 1960 and 2021.</p> <p>AO2: Skills and analysis</p> <p>Ideas such as:</p> <ul style="list-style-type: none"> • values of imports and exports are similar up to 1966 • both increase (after 1966) • imports (after 1966) are higher than exports/imports become higher than exports • the gap between exports and imports increases over time/imports increase faster than exports • both fluctuate • there is greater fluctuation in imports than exports. <p>All valid material must be credited.</p> <p>use of supporting statistics (maximum 2 marks)</p> <p>5 × 1 mark (or development)</p>	5

Question	Answer	Marks
1(c)(i)	<p>Define the term transnational corporation.</p> <p>AO1: Knowledge and understanding</p> <p>An organisation which operates in two or more countries/across international boundaries.</p>	1
1(c)(ii)	<p>Use evidence from the map extract and Figures 1.2 and 1.3 to identify the location which you consider to be the most suitable for the TNC to locate the factory. Refer to Location A and B when justifying your decision.</p> <p>AO1: Knowledge and understanding AO3: Evaluation and decision-making</p> <p>Use Table A to mark candidate responses to this question.</p> <p>Candidates can select either Location A or Location B.</p> <p>Ideas such as:</p> <ul style="list-style-type: none"> • amount of land/space available/room for expansion • relief of land/relative ease of construction • current land use • potential environmental issues • likelihood of complaints/planning permission issues • proximity to workforce/urban area • rail/road access • presence of port/docks exports/imports • degree of exposure to storms for docks/installations. <p>All valid material must be credited.</p>	7

Section B

Question	Answer	Marks
2(a)(i)	<p>Insert the following words into the equation to show how overall population change is calculated.</p> <p>death rate migration birth rate</p> <p>AO1: Knowledge and understanding</p> <ul style="list-style-type: none"> • Birth rate – death rate \pm migration <p>All three words needed in the correct place.</p>	1
2(a)(ii)	<p>Use Figure 2.1 to state the average annual rate of population change between 2015 and 2020 of the following countries.</p> <p>Angola USA</p> <p>AO2: Skills and analysis</p> <ul style="list-style-type: none"> • Angola = 3.1–5.0 • USA = 0.1–1 <p>NB: Accept any figure within the range for each country.</p> <p>2 \times 1 mark</p>	2
2(a)(iii)	<p>Use Figure 2.1 to compare the rates of population change in Africa and Europe.</p> <p>AO2: Skills and analysis</p> <p>Ideas such as in Africa:</p> <ul style="list-style-type: none"> • growth rates are generally higher • in Africa the highest is 3.1–5.0 but in Europe the highest is 1.1–2 • the rates are more varied • in Africa rates range from 0.1–1 to 3.1–5.0 but in Europe range is from –1 to 0.1 to 1 • the rates are all positive but in Europe some are negative. <p>All valid material must be credited.</p> <p>3 \times 1 mark</p>	3

Question	Answer	Marks
2(a)(iv)	<p>Describe <u>four</u> challenges for people living in countries where population growth rates are high.</p> <p>AO1: Knowledge and understanding</p> <p>Ideas such as:</p> <ul style="list-style-type: none"> • lack of/cost of housing/homelessness • unemployment/no work/low pay/exploitation • pressure on/lack of/cannot afford health care/hospitals/social services etc. • pressure on/lack of/cannot afford education/schools • lack of water/polluted water • power cuts/outages/lack of electricity • traffic congestion/lots of traffic • air pollution/breathing problems • lack of/cannot afford/pressure on food/famine • poor sanitation/hygiene/lack of toilets • increased crime or example • people live close together spreading disease/so hard to control disease • lack of farmland • disposal of waste products/household waste/solid waste. <p>All valid material must be credited.</p> <p>4 × 1 mark</p>	4
2(b)(i)	<p>Which of the following statements are true about birth rates and death rates in China during the period shown in Figure 2.2?</p> <p>AO2: Skills and analysis</p> <ul style="list-style-type: none"> • The birth rate has always been higher than the death rate. • Both the birth rate and death rate have declined overall. • The birth rate has fluctuated more than the death rate. <p>3 × 1 mark</p> <p>4 selected answers (maximum 2 marks) 5 selected answers (maximum 1 mark) 6 selected answers (0 marks)</p>	3

Question	Answer	Marks
2(b)(ii)	<p>The one-child policy was a strategy used by the government of China to influence natural population growth rates.</p> <p>Use Figure 2.2 to evaluate the impacts of the one-child policy on population growth in China.</p> <p>AO3: Evaluation and decision-making</p> <p>Ideas such as:</p> <ul style="list-style-type: none"> • overall birth rate reduced/successful • from 18 per 1000 to 12 per 1000/by 5 per 1000 • however, the reduction was not immediate • initially birth rate increased/fluctuated/did not continually decrease • birth rate had been reducing much faster in 1960s/1970s before policy • birth rate levelled off after 2005. <p>All valid material must be credited.</p> <p>Up to 4 simple points 4 × 1 Point (1) + development (1) × 2 (any combination of the above) Reserve 1 mark for evaluation/judgement.</p>	5
2(c)	<p>Explain why there are large amounts of migration to a country you have studied.</p> <p>AO1: Knowledge and understanding</p> <p>Use Table B to mark candidate responses to this question.</p> <p>Ideas such as:</p> <ul style="list-style-type: none"> • availability of employment • rates of pay • health care provision • quality of education • food/water availability • social welfare • proximity/shared land border • human rights. <p>All valid material must be credited.</p>	7

Question	Answer	Marks
3(a)(i)	<p>Identify <u>one</u> country listed in Table 3.1 with a life expectancy greater than 70 years.</p> <p>AO2: Skills and analysis</p> <ul style="list-style-type: none"> • Sri Lanka/Thailand 	1
3(a)(ii)	<p>Define the following terms:</p> <p>GNI per capita</p> <p>literacy rate</p> <p>AO1: Knowledge and understanding</p> <p>GNI per Capita = the value of a country's production per person/the value of a country's production divided by its population.</p> <p>Literacy rate = the percentage of people aged over 15 who can read and write.</p> <p>2 × 1 mark</p>	2
3(a)(iii)	<p>Describe the relationship between HDI and energy use per person. Use data to support your answer.</p> <p>AO2: Skills and analysis</p> <p>Ideas such as:</p> <ul style="list-style-type: none"> • there is a positive relationship/the higher the HDI is, the higher the use of energy per person is • e.g. Thailand has the highest energy use per person of 1926 (kg oil equivalent) with an HDI of 0.800 and Pakistan the lowest energy use per person of 431 (kg oil equivalent) with an HDI of 0.544 • however there are anomalies/exceptions/the relationship is not perfect • e.g. Sri Lanka has a higher HDI than Indonesia but Indonesia uses more energy per person. <p>NB: One mark reserved for use of comparative data.</p> <p>3 × 1 mark</p>	3

Question	Answer	Marks
3(a)(iv)	<p>Use Table 3.1 to identify the country which you consider to be the most developed. Justify your answer.</p> <p>AO2: Skills and analysis</p> <p>Thailand = 1 mark (reserved)</p> <p>Justification such as:</p> <ul style="list-style-type: none"> • literacy rate is 3rd highest after Indonesia and the Philippines • energy use per person is highest • GNP per capita is highest • HDI is highest • life expectancy is second highest/just below Sri Lanka which is the highest. <p>NB: If Philippines or Indonesia chosen – have higher literacy rate Sri Lanka has highest life expectancy – maximum 1 mark.</p> <p>4 × 1 mark</p>	4
3(b)(i)	<p>Give <u>three</u> disadvantages of Plan A.</p> <p>AO1: Knowledge and understanding</p> <p>Ideas such as:</p> <ul style="list-style-type: none"> • radiation • nuclear/radioactive waste/waste takes a long time to decay/become safe • meltdown • expense of construction/take a long time to construct a nuclear power plant • expense of/time to decommission • security threat. <p>All valid material must be credited.</p> <p>3 × 1 mark</p>	3

Question	Answer	Marks
3(b)(ii)	<p>Use plans B, C and D to choose the plan you think will be the most effective in providing future energy supplies.</p> <p>AO3: Evaluation and decision-making</p> <p>Candidates can choose any of the three plans. Marks to be awarded for advantages of chosen plan and disadvantage of each of those rejected.</p> <p>Answers may include some of the following ideas.</p> <p>Plan B:</p> <ul style="list-style-type: none"> • wind energy is renewable/sustainable; oil/gas/coal will eventually run out • running costs will be low; it will be cheaper to use than oil/gas/coal • no atmospheric pollution will be caused; oil/coal/gas will pollute the atmosphere • global warming will be reduced etc. <p>Plan C:</p> <ul style="list-style-type: none"> • may not find gas/oil/a long time from exploration to use • specified environmental problems e.g. oil spills • expense of exploration/construction/wages for workers • cost of/reduced reliance on imports of oil/gas etc. <p>Plan D:</p> <ul style="list-style-type: none"> • imports of coal will increase import costs/balance of trade deficit • imports could be cut off in time of conflict etc. <p>All valid material must be credited.</p> <p>Up to 4 simple points 4 × 1 Point (1) + development (1) × 2 (any combination of the above) Reserve 1 mark for evaluation/judgement.</p>	5
3(c)	<p>Describe and explain the energy mix of a country or area you have studied.</p> <p>AO1: Knowledge and understanding</p> <p>Use Table B to mark candidate responses to this question.</p> <p>Energy mix could refer to use of:</p> <ul style="list-style-type: none"> • firewood/charcoal • fossil fuels – coal, oil, natural gas • renewable energy – HEP, wind power, geothermal power, tidal power, wave power • nuclear power. <p>(Credit reference to statements about the balance between/relative importance of energy types.)</p> <p>All valid material must be credited.</p>	7

Question	Answer	Marks
4(a)(i)	<p>Define the term urbanisation.</p> <p>AO1: Knowledge and understanding</p> <p>Increase in the percentage/proportion of people living in urban areas/towns and cities.</p>	1
4(a)(ii)	<p>Put the following <u>four</u> countries in rank order according to their total population.</p> <p>Bangladesh China Indonesia Thailand</p> <p>AO2: Skills and analysis</p> <p>China Indonesia Bangladesh Thailand</p> <p>2 marks for all 4 in correct order 1 mark for 2 or 3 in correct order</p> <p>2 × 1 mark</p>	2
4(a)(iii)	<p>Use Figure 4.1 to describe the variation in the percentage of the population living in urban areas.</p> <p>AO2: Skills and analysis</p> <p>Ideas such as:</p> <ul style="list-style-type: none"> • the percentage living in urban areas is uneven • Japan/Philippines/Indonesia percentage is high • India/Bangladesh/Vietnam percentage is low • percentage on islands is higher than percentage on mainland • no obvious link between total population size and percentage living in urban areas. <p>All valid material must be credited.</p> <p>3 × 1 mark</p>	3

Question	Answer	Marks
4(a)(iv)	<p>Explain why there are differences in the percentage of the population living in urban areas in different countries.</p> <p>AO1: Knowledge and understanding</p> <p>Ideas such as:</p> <ul style="list-style-type: none"> • level of development; HICs have greater percentage living in urban areas than LICs; • employment structure/importance of secondary/tertiary sector • amount of work available in urban areas • importance of agriculture/development of rural areas • level of education/literacy • provision of services/utilities or examples • government policy. <p>All valid material must be credited.</p> <p>4 × 1 mark</p>	4
4(b)(i)	<p>Compare <u>three</u> features of the housing shown in Figures. 4.2 and 4.3.</p> <p>AO2: Skills and analysis</p> <p>Ideas such as:</p> <ul style="list-style-type: none"> • Figure 4.2 houses are taller/5 storey compared with 2 storey • Figure 4.2 are flats/apartments but Figure 4.3 are individual house/detached • Figure 4.2 housing is less spacious • Figure 4.2 housing is older • Figure 4.3 houses have gardens but Figure 4.2 do not. <p>All valid material must be credited.</p> <p>3 × 1 mark</p>	3

Question	Answer	Marks
4(b)(ii)	<p>Assess the extent to which inequalities are likely to exist between the people living in the urban areas shown in Figures. 4.2 and 4.3.</p> <p>AO3: Evaluation and decision-making</p> <p>Ideas such as inequalities in:</p> <ul style="list-style-type: none"> • housing quality • housing space available • availability of open space • employment/levels of pay • crime levels • access to education/good schools • access to healthcare • community spirit • access to public transport. <p>NB: Can argue that both have good housing/access to services/not much inequality etc.</p> <p>All valid material must be credited.</p> <p>Up to 4 simple points 4 × 1 Point (1) + development (1) × 2 (or any combination of the above) Reserve 1 mark for evaluation/judgement.</p>	5
4(c)	<p>For a named urban area you have studied, describe the strategies which have been used to reduce problems caused by urban growth.</p> <p>AO1: Knowledge and understanding</p> <p>Use Table B to mark candidate responses to this question.</p> <p>Ideas such as:</p> <ul style="list-style-type: none"> • self-help schemes • site and services schemes • building of low-cost housing • provision of water/electricity/gas to housing areas • investment in transport infrastructure or examples • investment in health care/educational facilities or examples • discouraging rural to urban migration by development of rural areas • green belt development/preservation. <p>All valid material must be credited.</p>	7