Cambridge Assessment International Education

# Cambridge International AS & A Level

**GEOGRAPHY** **9696/22**

Paper 2 Core Human Geography **October/November 2023**

MARK SCHEME

Maximum Mark: 60

**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level 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.

## AS Level Geography 9696 (Paper 1 and Paper 2) specific marking instructions

Examiners must use the following annotations:

| Annotation | Meaning | Use |
|---|---|---|
|  | Correct point | Point-marked questions only:<br>Section A, Section B part (a) |
|  | Incorrect | Point-marked questions only:<br>Section A, Section B part (a) |
| L4 | Level 4 | Levels-marked questions only:<br>Section B part (c) |
| L3 | Level 3 | Levels-marked questions only:<br>Section B parts (b) and (c) |
| L2 | Level 2 | Levels-marked questions only:<br>Section B parts (b) and (c) |
| L1 | Level 1 | Levels-marked questions only:<br>Section B parts (b) and (c) |
| 0 | Level 0 – No creditable response | Levels-marked questions only:<br>Section B parts (b) and (c) |
| Highlight | Creditworthy part of an extended response | Levels-marked questions only:<br>Section B parts (b) and (c) |
| EVAL | Evaluative point | Levels-marked questions only:<br>Section B part (c) |
| ^ | Omission or further development/detail needed to gain credit | All questions |
|  | Unclear or validity is doubted | All questions |
| DEV | Developed point | All questions |
| EG | Appropriate example or case study given | All questions |
| IRRL | Irrelevant | All questions |
| NAQ | Material that does not answer the question | All questions |
|  | Highlighting a significant part of an extended response – to be used with another annotation e.g. IRRL or EVAL | Levels-marked questions only:<br>Section B parts (b) and (c) |

| | | |
|---|---|---|
| SEEN | 1. Diagram or essay plan has been seen but no specific credit given<br><br>2. Additional page has been checked | 1. Any diagrams or essay plans<br><br>2. All blank pages in the provided generic answer booklet and/or extension answer booklet(s). |
| R | Rubric error | Optional questions only (place at start of question not being credited):<br>Section B (Candidates answer one question) |

Examiners must consider the following guidance when marking the essay questions:

Candidates are free to develop their own approach to the question and responses will vary depending on the approach chosen. Whichever approach is chosen, essays which address the question and support their argument with relevant examples will be credited. There may be detailed consideration of a case study/one or more examples, or a broadly conceived response, drawing on several examples to illustrate the factors involved.

## Section A

Answer **all** questions in this section. All questions are worth 10 marks.

**Population**

| Question | Answer | Marks |
|---|---|---|
| 1(a)(i) | **Fig. 1.1 shows birth rates and death rates for Brunei Darussalam, an HIC in Southeast Asia, 1980 to 2018 and predicted to 2100.**<br><br>**Using Fig. 1.1: state a year when the birth rate and the death rate are equal.**<br><br>2050 / 2051 / 2052 | **1** |
| 1(a)(ii) | **Using Fig. 1.1: describe the change in natural increase from 1980 to 2100.**<br><br>Changes might be divided into three parts with **1 mark each** for identifying the positive and negative periods:<br>• 1980–2048 positive but declining ( especially after 2015± )<br>• 2048–2076 negative, at increasing rate until 2080<br>• 2076 onwards is stable/steady/static (slight fall in NI after 2090)<br><br>**1 mark** for a simple point, **2 marks** for a developed point with data. | **3** |
| 1(b) | **Suggest <u>two</u> reasons for the decreasing birth rate shown in Fig. 1.1.**<br><br>Birth rate declines until 2055, generally at a reducing rate of fall before remaining fairly constant until 2100. Candidates may offer reasons for the general fall or for different periods shown.<br><br>Reasons may include:<br>• Female education and empowerment<br>• More female employment (career before children)<br>• Access to birth control<br>• Economic development so less need for child labour, etc.<br>• Better medical care so lower infant mortality<br>• Increased costs of having children<br>• Ageing population<br>• Government policy<br>• Other<br><br>**1 mark** for each reason. | **2** |

| Question | Answer | Marks |
|---|---|---|
| 1(c) | **Explain the difficulties for a country of having a youthful population structure.**<br><br>Difficulties might arise from (economic, social, political and environmental) issues caused by a youthful population structure such as:<br>• Population will continue to grow because children may be viewed as economic assets / population momentum<br>• Employment opportunities may not keep up with growth of working population<br>• Convincing people to have smaller families<br>• Generation of capital to pay for health, education and other services<br>• Resource prioritisation<br>• Unrest/discontent<br>• Other<br><br>Candidates should explain at least two difficulties.<br><br>For each difficulty: **1 mark** for a simple explanation, **2 marks** for a developed explanation (with detail or an example). | **4** |

**Population/Migration**

| Question | Answer | Marks |
|---|---|---|
| 2(a) | **Fig. 2.1 and Fig. 2.2 show the age/sex structure of the total population and the immigrant population for Ghana, an MIC in Africa, 2019.**<br><br>**Using Fig. 2.1 and Fig. 2.2, compare the age/sex structure of the total population with the age/sex structure of the immigrant population.**<br><br>Comparisons could include:<br>• More males in immigrant population<br>• Slightly more elderly in immigrant population<br>• Fewer under 20 in immigrant population<br>• More 20–60 in immigrant population (both M and F)<br>• Differing shapes of the structures<br><br>**1 mark** for simple comparative statement, **2 marks** if supported with accurate data. **Max. 2 marks** if no comparison. | **4** |

| Question | Answer | Marks |
|---|---|---|
| 2(b) | **Suggest <u>two</u> reasons why migrants may move to Ghana.**<br><br>Reasons may include push or pull reasons and be social, economic, political or environmental.<br><br>Reasons could include:<br><br>Pulls such as:<br>• Employment opportunities (in industries, agriculture, mining, etc.)<br>• Greater access to services such as education, health, etc.<br>• Greater security<br>• Family/cultural links<br>• Other<br><br>(General reference to standard of living needs qualifying to get credit)<br><br>Pushes such as:<br>• Drought reducing food supply<br>• Wars/insecurity<br>• Disease outbreak<br>• Poverty/unemployment<br>• Lack of services (needs qualifying, i.e. what services)<br>• Other<br><br>**1 mark** for each reason but reflexive pair of reasons, e.g. push of unemployment and pull of employment, **max. 1 mark.** | **2** |
| 2(c) | **Explain the disadvantages for an MIC of being a source country of international migration.**<br><br>Disadvantages may be social, economic, political or environmental such as:<br>• Ageing population structure; changes in rates of births, fertility, deaths<br>• Disruption of family structure and responsibilities<br>• Reduction in standard of living<br>• Service provision (needs qualifying)<br>• Lack of workforce; rising wages; skills loss (brain and/or brawn drain)<br>• Loss of investment in their education/training<br>• Decreased demand for goods and services<br>• Environmental decline<br>• Other<br><br>Candidates should describe at least two disadvantages.<br><br>For each disadvantage: **1 mark** for a simple explanation, **2 marks** for a developed explanation (with detail or an example). | **4** |

**Settlement dynamics**

| Question | Answer | Marks |
|---|---|---|
| 3(a) | **Fig. 3.1 is a photograph which shows a residential area in Manila, the Philippines, an MIC in Southeast Asia.**<br><br>**Using Fig. 3.1, describe <u>two</u> features of the housing shown.**<br><br>The stress is on housing.<br><br>Features may include:<br>• Crowded/densely packed/little open space<br>• Lack of access/roads within the residential area<br>• Small units<br>• Generally, one storey<br>• Some larger buildings to right side<br>• Foreground/near water more space and greenery/less dense<br>• More flimsy/temporary in foreground/permanent in main area<br>• Other<br><br>**1 mark** per feature of housing described. Do not credit building material. | **2** |
| 3(b) | **Using Fig. 3.1, suggest <u>three</u> problems for the people living in the area shown.**<br><br>Problems for the **people** living in the area shown may include:<br>• Lack of space for service access<br>• Area could be susceptible to flooding<br>• The road and rail/tram system may cut off the area or lead to environmental problems<br>• Crowding would lead to spread of disease or other hazards such as fire<br>• Large number of people in a small space<br>• Pollution – rubbish on the beach<br>• Style of housing suggests lack of money<br>• Nature of buildings<br>• Other<br><br>**1 mark** per problem suggested (they must be visible in the photo). | **3** |

| Question | Answer | Marks |
|---|---|---|
| 3(c) | **Explain why population numbers may increase in outer (suburban) areas of cities in HICs.**<br><br>Population numbers may increase in outer areas of cities (suburban) in HICs due to natural increase and/or through in-migration or even movement out from inner areas.<br><br>Reasons might include:<br>• Birth rate increase of people moving in being of reproductive age groups<br>• Attractions of suburbs attract families from inner city areas<br>• Stage of life cycle of in-migrants<br>• Retirement<br>• Decentralisation of employment/services, etc.<br>• Government policy<br>• Improved transport/communications<br>• New building on former open spaces<br>• Other<br><br>**1 mark** for a simple explanation, **2 marks** for a developed explanation (with detail or an example). | **5** |

## Section B

Answer **one** question from this section. All questions are worth 30 marks.

### Population

| Question | Answer | Marks |
|---|---|---|
| 4(a)(i) | **Outline the concept of *food security*.**<br><br>The concept of food security may be outlined as:<br>When all people have access to sufficient **(1)**, safe, nutritious food **(1)** to maintain an active healthy life **(1)**.<br><br>There are four key aspects:<br>• Access<br>• Affordability<br>• Nutrition<br>• Permanency/stability<br><br>Point mark | **3** |
| 4(a)(ii) | **Suggest <u>two</u> environmental consequences of increasing food production.**<br><br>Environmental consequences of increasing food production may include:<br>• Overcultivation leading to soil erosion<br>• Clearance of vegetation (desertification)<br>• Loss of biodiversity/ecosystem<br>• Pressure on water supplies leading to drought/increased salinity<br>• Pollution (air, water and land) through attempts to increase production<br>• Changes in (micro)climate, e.g. increased cattle numbers increase methane/global warming<br>• Other<br><br>For each consequence: **1 mark** for a simple point, **2 marks** for a developed point. | **4** |

| Question | Answer | Marks |
|---|---|---|
| 4(b) | **With the aid of examples, explain why food shortages are becoming more common.**<br><br>Food shortages are becoming more common for a number of reasons which may work together. Basic reasons for changes in demand and supply might include:<br>• Climate change affecting temperature/rainfall regimes<br>• Population increase (75 million per year)<br>• Rising incomes and changes to dietary preferences, e.g. increased consumption of meat<br>• Drought/desertification<br>• Poor government policy<br>• Increased rural unrest/war (food supplies used as a weapon)<br>• Increased spread of diseases/pests, e.g. locusts<br>• Poor transport/lack of storage, etc.<br>• Other<br><br>The question refers to 'becoming more common' and a focus on this aspect is probably a characteristic of a L3 response.<br><br>Award marks based on the quality of explanation and breadth of the response using the marking levels below.<br><br>**Level 3 (6–8)**<br>Response clearly explains why food shortages are becoming more common. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.<br><br>**Level 2 (3–5)**<br>Response explains why food shortages are becoming more common. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.<br>**If clearly no examples, then max. 4 marks.**<br><br>**Level 1 (1–2)**<br>Response is largely descriptive about food shortages. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.<br><br>**Level 0 (0)**<br>No creditable response. | **8** |

| Question | Answer | Marks |
|---|---|---|
| 4(c) | **'Optimum population is difficult to achieve.' With the aid of examples, how far do you agree with this statement?**<br><br>Candidates should show knowledge and understanding about the concept of an optimum population which may be defined as a state where there is a balance between population and resources for the current level of technology and is likely to be only a temporary period. There are very few examples of such a state in the real world. If viewed as a continuum, either side of optimum population are underpopulation and overpopulation.<br><br>Economic, social, environmental and political factors may alter the nature of the population and/or resources so optimum is never reached – it is a type of dynamic equilibrium.<br><br>They may argue about for whom it is difficult to achieve, considering factors such as: scale, stakeholder groups, spatial and temporal variations. There could also be a discussion about how to move from underpopulation or overpopulation to an optimum population and how difficult this may be.<br><br>Award marks based on the quality of the response using the marking levels below.<br><br>**Level 4 (12–15)**<br>Response thoroughly assesses the extent to which optimum population is difficult to achieve. Examples used are appropriate and integrated effectively into the response. Response is well founded in detailed knowledge and strong conceptual understanding of the topic.<br><br>**Level 3 (8–11)**<br>Response assesses the extent to which optimum population is difficult to achieve but may be unbalanced. Examples may lack detail or development. Response develops on a largely secure base of knowledge and understanding.<br><br>**Level 2 (4–7)**<br>Response shows general knowledge and understanding of whether optimum population is difficult to achieve. Response is mainly descriptive or explanatory with limited use of examples and understanding of the topic may be partial or inaccurate. Some concluding remarks. General responses without the use of example(s) will not get above the middle of Level 2 (6 marks).<br><br>**Level 1 (1–3)**<br>Response may broadly discuss whether optimum population is difficult to achieve but does not address the question and does not come to a convincing conclusion. Response is descriptive, knowledge is basic and understanding is poor.<br><br>**Level 0 (0)**<br>No creditable response. | **15** |

**Population/Migration/Settlement dynamics**

| Question | Answer | Marks |
|---|---|---|
| 5(a)(i) | **Define the term *migration*.**<br><br>Migration may be described as: a change of residence **(1)** for a duration of one year or more **(1)**. | **2** |
| 5(a)(ii) | **Describe <u>one</u> human constraint and <u>one</u> physical constraint to migration.**<br><br>Constraints might include:<br>• Human: cost, dangers on the journey, immigration and emigration laws, differences in language/culture, poor health, age, family ties, lack of transport, other<br>• Physical: distance, floods, droughts, water bodies, mass movements, deserts, mountains, forests, other<br><br>Some constraints have both human and physical elements such as the perception of danger crossing a desert.<br><br>For each constraint **point mark 3+2/2+3**: **1 mark** for a simple point, **2/3 marks** for a developed point, such as an example, up to the maximum. | **5** |

| Question | Answer | Marks |
|---|---|---|
| 5(b) | **With the aid of examples, explain why people migrate from one urban area to another urban area.**<br><br>Reasons for migration from one urban area to another might be related to movements related to core/periphery relationships, stepped and chain migration and be for push or pull reasons (economic, social, political and environmental) with respect to the two urban areas involved.<br><br>The specific reasons are numerous and will vary with the example(s) selected. Understanding of the complexity of reasoning behind a decision to migrate from one urban area to another might be a feature of a higher-level response.<br><br>Accept explanation of both intra-urban and inter-urban movements.<br><br>Award marks based on the quality of explanation and breadth of the response using the marking levels below.<br><br>**Level 3 (6–8)**<br>Response clearly explains why people migrate from one urban area to another urban area. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.<br><br>**Level 2 (3–5)**<br>Response explains why people migrate from one urban area to another urban area. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.<br><br>**If clearly no examples, then max. 4 marks.**<br><br>**Level 1 (1–2)**<br>Response is largely descriptive about migration from one urban area to another urban area. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.<br><br>**Level 0 (0)**<br>No creditable response. | **8** |

| Question | Answer | Marks |
|---|---|---|
| 5(c) | **'Push factors are more important than pull factors as causes of rural to urban migration in LICs/MICs.' With the aid of examples, how far do you agree with this statement?**<br><br>Candidates should consider the statement: push factors are more important than pull factors as causes of rural to urban migration in LICs/MICs and come to a view about how far they agree. There should be a reasonable balance of push factors from rural areas and pull factors of urban areas and a clear context of LIC/MIC.<br><br>Rural push factors might include (economic, social, political and environmental):<br>• Poverty<br>• Employment issues<br>• Poor service provision and amenities<br>• Rapid population growth<br>• Mechanisation of agriculture<br>• Insecurity<br>• Disease outbreak<br>• Drought/floods<br>• Other<br><br>Urban pull factors might include (economic, social, political and environmental):<br>• Higher wages<br>• Employment opportunities and variety of these<br>• Access to higher levels of education<br>• Provision/proximity of services and amenities such as health<br>• Security<br>• Other<br><br>A characteristic of a higher-level response might be that the candidate considers the complexity of the reasons for migration and/or differentiates between places, migrants or considers temporal aspects.<br><br>Award marks based on the quality of the response using the marking levels below.<br><br>**Level 4 (12–15)**<br>Response thoroughly assesses the extent to which push factors are more important than pull factors as causes of rural to urban migration in LICs/MICs. Examples used are appropriate and integrated effectively into the response. Response is well founded in detailed knowledge and strong conceptual understanding of the topic.<br><br>**Level 3 (8–11)**<br>Response assesses the extent to which push factors are more important than pull factors as causes of rural to urban migration in LICs/MICs but may be unbalanced. Examples may lack detail or development. Response develops on a largely secure base of knowledge and understanding. | **15** |

| Question | Answer | Marks |
|---|---|---|
| 5(c) | **Level 2 (4–7)**<br>Response shows general knowledge and understanding of whether push factors are more important than pull factors as causes of rural to urban migration in LICs/MICs. Response is mainly descriptive or explanatory with limited use of examples and understanding of the topic may be partial or inaccurate. Some concluding remarks. General responses without the use of example(s) will not get above the middle of Level 2 (6 marks).<br><br>**Level 1 (1–3)**<br>Response may broadly discuss rural to urban migration in LICs/MICs but does not address the question and does not come to a convincing conclusion. Response is descriptive, knowledge is basic and understanding is poor.<br><br>**Level 0 (0)**<br>No creditable response. | |

**Population/Migration/Settlement dynamics**

| Question | Answer | Marks |
|---|---|---|
| 6(a)(i) | **Define the term *urbanisation*.**<br><br>Urbanisation is the increase in proportion of the population **(1)** that live in urban areas **(1)** (towns and cities) **(1)**.<br><br>Urbanisation is the **process of urban growth (1) that leads to a greater percentage of the population living in towns and cities (1)**. It is the movement of people from rural areas (countryside) to urban areas (towns and cities) **(1)**.<br><br>Point mark | **3** |
| 6(a)(ii) | **Suggest <u>two</u> reasons for the growth of urban areas in LICs/MICs.**<br><br>Urban areas in LICs/MICs may be growing for a number of reasons but the question is about area not just population.<br><br>Basic reasons such as: natural increase in population/increased numbers due to rural-urban migration may be developed by considering the need to expand areas for housing, industry, services to accommodate these numbers. Expansion of infrastructure, e.g. transport, economic growth, also leads to the necessity/ability to urbanise land.<br><br>For each reason: **1 mark** for a simple point, **2 marks** for a developed point, such as an example. | **4** |

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>6(b)</td><td>
Using your case study of providing infrastructure for a city, explain the challenges faced in providing <u>either</u> power infrastructure <u>or</u> transport infrastructure.<br><br>
The challenges (economic, social, political and environmental) might include some which are common to both transport and power such as: cost, duration of projects, sustainability, lack of space, rising demand, lack of affordability, historic street pattern and high density in central areas, physical issues such as slopes, rivers and other water bodies, temporal variations in demand, and opposition from residents, etc.<br><br>
<table>
<tr><th>power infrastructure</th><th>transport infrastructure</th></tr>
<tr><td>rising demand for basic and luxury power devices</td><td>rising demand</td></tr>
<tr><td>security of supply</td><td>congestion during build</td></tr>
<tr><td>illegal tapping</td><td>integration of different modes</td></tr>
<tr><td>distance loss</td><td>growth of urban area</td></tr>
<tr><td>cost</td><td>cost</td></tr>
<tr><td>space needed</td><td>space needed</td></tr>
<tr><td>danger – fires, pollution, etc.</td><td>increased pollution</td></tr>
<tr><td>other</td><td>other</td></tr>
</table>
<br>
Award marks based on the quality of explanation and breadth of the response using the marking levels below.<br><br>
Level 3 (6–8)<br>
Response clearly explains the challenges faced in providing either power infrastructure or transport infrastructure. Response is well founded in detailed knowledge and strong conceptual understanding of the topic. Examples used are appropriate and integrated effectively into the response.<br><br>
Level 2 (3–5)<br>
Response explains the challenges faced in providing either power infrastructure or transport infrastructure. Response develops on a largely secure base of knowledge and understanding. Examples may lack detail or development.<br>
If clearly no examples, then max. 4 marks.<br><br>
Level 1 (1–2)<br>
Response is largely descriptive about urban infrastructure. Knowledge is basic and understanding may be inaccurate. Examples are in name only or lacking entirely.<br><br>
Level 0 (0)<br>
No creditable response.
</td><td>8</td></tr>
</table>

| Question | Answer | Marks |
|---|---|---|
| 6(c) | **Evaluate the extent to which the challenges you explained in (b) have been overcome.**<br><br>The assessment might include consideration of the extent to which the infrastructure has been able to overcome the challenges by consideration of the extent of the transport or power system, cost and sustainability of the solutions, stakeholders who benefit or not, the challenges which remain or new challenges which have arisen, etc.<br><br>Higher-level responses may consider the extent level will vary over time, location/scale, between groups of stakeholders or recognise the tension between economic, social and environmental aspects of the challenges.<br><br>This should clearly link to the challenges explained in **(b)** either as a whole or as individual challenges.<br><br>Award marks based on the quality of the response using the marking levels below.<br><br>**Level 4 (12–15)**<br>Response thoroughly assesses the extent to which the challenges explained in **(b)** have been overcome. Examples used are appropriate and integrated effectively into the response. Response is well founded in detailed knowledge and strong conceptual understanding of the topic.<br><br>**Level 3 (8–11)**<br>Response assesses the extent to which the challenges explained in **(b)** have been overcome but may be unbalanced. Examples may lack detail or development. Response develops on a largely secure base of knowledge and understanding.<br><br>**Level 2 (4–7)**<br>Response shows general knowledge and understanding of whether the challenges explained in **(b)** have been overcome. Response is mainly descriptive or explanatory with limited use of examples and understanding of the topic may be partial or inaccurate. Some concluding remarks. General responses without the use of example(s) will not get above the middle of Level 2 (6 marks).<br><br>**Level 1 (1–3)**<br>Response may broadly discuss whether the challenges explained in **(b)** have been overcome but does not address the question and does not come to a convincing conclusion. Response is descriptive, knowledge is basic and understanding is poor.<br><br>**Level 0 (0)**<br>No creditable response. | **15** |