



Mark Scheme (Results)

Summer 2018

**Pearson Edexcel GCE
In Geography (9GE0/02)
Paper 2**

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question number	Answer	Mark
1(a)	<p style="text-align: center;">AO1 (4 marks)</p> <p>Award 1 mark for identifying a reason why the global shift of industry has created losers in the developed world and a further 3 marks for expansion up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • Unemployment 1 has reduced local incomes1 and therefore government tax revenue 1 so investment declines in infrastructure/local services 1. • Depopulation 1 means the more skilled/educated leave 1 and mental health issues increase 1 due to lack of hope and self-esteem of those left behind1. • Accept any other appropriate response. 	(4)

Question number	Answer
1(b)	<p style="text-align: center;">AO1 (3 marks)/AO2 9 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • Damage to the physical environment as a result of globalisation includes: air and water pollution, land degradation, over-exploitation of resources and loss of biodiversity. • Deindustrialised regions have experienced major environmental problems as a result of economic restructuring, including dereliction and contamination and high unemployment. • Concern about environmental exploitation has led to opposition to globalisation from some groups. • Contrasting trends in economic development and environmental management indicate differential progress between regions. <p>AO2</p> <p>High levels of environmental problems are caused by:</p> <ul style="list-style-type: none"> • Globalisation of manufacturing industry, leading to global shift of much heavy industry to Asia, particularly cities (links to rural-urban population movement) with resulting pollution of the natural environment. • Lengthening food distribution networks, increase in carbon footprints, reduced local water supplies, and encouraging global use of fertilisers with resultant eutrophication and species loss.

Question number	Answer
	<ul style="list-style-type: none"> • Trade blocs and other international organisations encourage trade, which is facilitated by transport and ICT developments in communication, which leads to more use of fossil fuels. • Supply routes for food and manufactured goods are getting longer. <p>Indirect effects of globalisation on the environment:</p> <ul style="list-style-type: none"> • Environmental regulations outside EU/USA/Japan are often less clear and are less strictly enforced, so lasting damage occurs. • Economic development increases personal wealth for many, leading to more car ownership, second homes abroad and air travel on holiday. • Pollution often spreads across boundaries, e.g. acid rain, Asian haze, nuclear contamination, global warming. <p>However, discussion points might explore whether this is inevitable for all areas:</p> <ul style="list-style-type: none"> • A few countries have pursued a route to development (e.g. Costa Rica's ecotourism, Denmark's investment in green energy) that deliberately seeks to minimise environmental problems. • Wealthy countries having "exported" their pollution-creating industries are able to invest in improving and protecting habitats and cleaning up rivers etc., particularly on a local scale where volunteers help. • Many TNCs have taken major steps to reduce their environmental impacts, cutting supply chains and reducing packaging, for example. • ICT improvements may reduce travel, as Skype etc. allow remote conferencing, reducing carbon footprints.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical information/ideas, making limited logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2) • Applies knowledge and understanding of geographical information/ideas to make unsupported or generic judgements about the significance of few factors, leading to an argument is unbalanced or lacks coherence. (AO2)
Level 2	5–8	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making some relevant connections/relationships. (AO2)

Level	Mark	Descriptor
		<ul style="list-style-type: none">• Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2)• Applies knowledge and understanding of geographical information/ideas to make judgements about the significance of some factors, to produce an argument that may be unbalanced or partially coherent. (AO2)
Level 3	9–12	<ul style="list-style-type: none">• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)• Applies knowledge and understanding of geographical information/ideas logically, making relevant connections/relationships. (AO2)• Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2)• Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors throughout the response, leading to a balanced and coherent argument. (AO2)

Question number	Answer	Mark
2(a) (i)	<p style="text-align: center;">AO3 (4 marks)</p> <p>Weighted ranks: India 0.5 Russia 2.5 Overall scores: China 11 South Africa 23 If one or both weighted ranks are calculated wrongly, but totals are added correctly, allow the 'Overall scores' marks .</p>	(1,1,1,1)

Question number	Answer
2(a) (ii)	<p style="text-align: center;">AO1 (3 marks)/AO2 (9 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • Geopolitical power stems from a range of human and physical characteristics of superpowers, which can be placed on a spectrum from hard to soft power. • Emerging powers can be defined using contrasting characteristics (economic, political, military, cultural, demographic and access to natural resources). • A number of emerging countries, including Brazil, Russia, India and China, are considered increasingly important to global economic and political systems. <p>AO2</p> <ul style="list-style-type: none"> • The characteristics shown include both "hard power": military spending and the linked GDP, and "soft power": number of films produced, plus others less easily categorised. • Some may list the countries in rank order, and use this as a starting point: China 11, Russia 13.5, Brazil 14.5, India 20.5 and South Africa 23. Characteristics: Economic/military ("hard power") • Economic ranking is given greater significance by its weighting factor, reflecting its key role in underlying other factors (Dunn model, military

Question number	Answer
	<p>spending, infrastructure, health and education spending) and showing the likely global role in the world economy and TNC involvement.</p> <ul style="list-style-type: none"> • Military spending by China far surpasses any BRIC rival, though in comparison to the USA (US \$ 600bn) most will know that is it smaller. However, China's aggression, e.g. in the South China Sea and searching for resources in Africa and South America, indicates its strong defence of its own interests. <p>Social ("soft power")</p> <ul style="list-style-type: none"> • Demographic characteristics (population size and % with access to improved sanitation) reflect both health and potential workforce (links to economic development), and the extent to which basic needs are met. India in particular has a massive population much of which lacks sanitation and, therefore, it could be argued that it is nowhere near challenging China. • Films made are counted as less significant (weighted rank x 0.5), and as the only characteristic where India scored rank 1, this helps explain its low overall total. However, these do indicate a form of cultural projection of power, and with the wide Indian diaspora in every continent may be more important than indicated. <p>Overall, candidates should consider whether the table presents an accurate view, and the following are possible points for consideration:</p> <ul style="list-style-type: none"> • The rank order produced here is perhaps unsurprising, as China is usually seen as having the greatest potential strength as a superpower to challenge the US, with India substantially behind. • Russia's second position overall, particularly due to its strong GDP and military spending (underpinned by strong resource base), gives it an opportunity to project power, helped by the political assertiveness of its leadership (e.g. in Syria). • Own knowledge may reveal the relative economic growth of these countries recently, with the Brazilian economy shrinking (2017) and India now growing faster than China. • Other criteria may have produced a different rank order. Some may comment on these, or criticise the selection used here. In particular, there is no indication of resources here, or of roles in international organisations.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical information/ideas, making limited logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2) • Applies knowledge and understanding of geographical information/ideas to make unsupported or generic judgements

Level	Mark	Descriptor
		about the significance of few factors, leading to an argument is unbalanced or lacks coherence. (AO2)
Level 2	5–8	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making some relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make judgements about the significance of some factors, to produce an argument that may be unbalanced or partially coherent. (AO2)
Level 3	9–12	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors throughout the response, leading to a balanced and coherent argument. (AO2)

Question number	Answer	Mark
3(a)(i)	<p style="text-align: center;">AO1 (2 marks)/AO2 (1 mark)</p> <p>Award 1 mark for analysing the resource to identify one NEGATIVE view and a further 2 marks for expansion up to a maximum of 3 marks. For example:</p> <p>The sculpture is out of place in Hull (text/photo) ❶ as it is over large ❶ and dominates the town square ❶.</p> <p>The wind turbine is nothing but advertising for Siemens ❶ who is a major sponsor of the City of Culture ❶ giving it the right to place an inappropriate object in Hull ❶.</p> <p>Accept any other appropriate response.</p>	(3)

Question number	Answer	
3(a)(ii)	<p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Specific knowledge about Hull or “cities of culture” is not required. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none">• Many different strategies are used for regeneration, and perceptions about these often vary locally.• The criteria used to judge success vary between stakeholders, depending on their experience of change and the place itself.• The image presented and the experienced reality of the place may also be considered. <p>AO2</p> <ul style="list-style-type: none">• Blog shows some are excited by the redevelopment, bringing a “gift from the gods”, as the turbine blade appears, symbolising the commitment from a major local employer.• Others, lacking the education or skills for engineering jobs may feel excluded and that their “place” has lost its identity and familiar locations are changed forever.• The “City of Culture” approach, although bringing publicity and potential visitors and spending, is temporary and may not have lasting impacts.• Reference may be made to other cities of culture (Liverpool and Derry/Londonderry) or other large-scale “flagship” approaches to regeneration.	
Level	Mark	Descriptor
	0	No rewardable material.

Level	Mark	Descriptor
Level 1	1–2	<ul style="list-style-type: none"> • Demonstrates isolated or generic elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding to geographical information inconsistently. Connections/relationships between stimulus material and the question may be irrelevant. (AO2)
Level 2	3–4	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding to geographical information to find some relevant connections/relationships between stimulus material and the question. (AO2)
Level 3	5–6	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between stimulus material and the question. (AO2)

Question number	Answer
3(b)	<p style="text-align: center;">AO1 (6 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> • Regenerating a place can be understood in different ways, but may be considered to include change for example, in infrastructure, education, sport, employment or decision making. • Possible answers could discuss examples in the UK or elsewhere in the world. A Rural example MUST be used. • Regeneration strategies may involve economic, social and/or environmental aims and it is difficult to meet all of these in one strategy, resulting in “limitations” for any or all of these. • Locals need the chance to participate and share decision making, but may be ignored. • The environment may suffer if new businesses are developed. • Different stakeholders may perceive the success or limitations of the strategy depending on their social and economic characteristics, and their level of environmental concerns. • So for example, a rural strategy that creates investment and employment via a flagship approach (e.g. the Eden Project) may have damaging impacts on the environment as traffic and noise increase.

	Question asks for a RURAL place, so 0 for urban. If no example named, the answer is unlikely to go out of level 2.
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)
Level 2	3–4	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)
Level 3	5–6	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Question number	Answer
3(c)	<p style="text-align: center;">AO1 (5 marks)/AO2 (15 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. • Level 4 AO1 performance: 4–5 marks. <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited.</p> <p>Candidates are required to study their local place and a contrasting place. One or both of these places may be in the UK, or neither. Answers should focus on economic and social deprivation in the two places, and discuss the links between these and evaluate which are the more important reasons.</p> <p>Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • Deprivation can include all or any of the following themes: economic deprivation includes income, and employment. Social deprivation includes health, crime, as well as the quality of the living environment, and the presence of abandoned and derelict land.

- There are differences in economic activity, which are reflected through variation in social factors.
- An in-depth study of the local place and a contrasting place provide the context for how and why places vary.
- In some regions, economic restructuring has triggered a spiral of decline with increasing levels of social deprivation.

AO2

- Variation in the level of deprivation of places may be considered through economic and social variables. Good answers are likely to consider both of these for each location, and their interrelationships, as well as other factors.
- Reasons should be suggested for the differences in economic and social deprivation identified between the two places.

Economic deprivation, reasons include:

- Sector and type of employment opportunities, and how these have changed.
- Location (e.g. coastal, proximity to market/Europe), physical resources and infrastructure providing connections to other places.
- Government, business or international investment or influences. Recession and cuts may reduce this.
- Levels of education and tradition (e.g. migration seen as route to opportunity).

Social deprivation follows on from economic deprivation because:

- Low income may lead to deprivation in education, health and crime. This can be seen as part of a "circle of deprivation", which follows from low incomes, and can become intergenerational.
- Poor quality housing is likely in a less well-off area as incomes are lower. Health and quality of life (e.g. life expectancy) may be lower.
- Lower incomes are likely to lead to major differences in opportunity for children and young people.
- Social deprivation can result from economic decline, so a successful area that undergoes economic change is likely to be followed by social decline.

Evaluation should explore whether there is direct "control" between economic and social deprivation for either or both of the chosen places. Most are likely to agree that this is the case.

Other factors that might be considered are:

- Government investment in interventions like Free School Meals, London Challenge, youth groups and drug rehabilitation and support for young mothers can challenge social deprivation.
- Community "grass roots" projects may help reduce social deprivation, and be crucial where government help is limited.
- In many parts of the world, wealth and poverty, and associated social characteristics, are found side by side, or at least in close proximity. The relationships are complex.
- Other factors may lead to social deprivation, such as out-migration, and physical factors such as accessibility and historical development.

Overall, evaluation is likely to stress the crucial role of the economic strength and resilience of the places, and the extent to which government intervention has helped or ignored the needs.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–5	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical ideas, making limited and rarely logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited coherence and support from evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)
Level 2	6–10	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical ideas in order to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)
Level 3	11–15	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1) • Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical ideas in order to produce a partial but coherent interpretation that is supported by some evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)

Level	Mark	Descriptor
Level 4	16–20	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)

Question number	Answer	Mark
4(a)(i)	<p style="text-align: center;">AO1 (2 marks)/AO2 (1 mark)</p> <p>Award 1 mark for analysing the resource to identify one NEGATIVE view and a further 2 marks expansion up to a maximum 3 marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • Landlord does not respond to requests to fix problems ❶ so the flat gets damp ❶ and health problems result ❶. • Rats have eaten through the cables ❶ so there is no heating or hot water ❶ so children get coughs ❶. <p>Accept any other appropriate response.</p>	(3)

Question number	Answer
4(a)(ii)	<p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited.</p> <p>Specific knowledge about north London is not required.</p> <p>Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • Inner-city areas are perceived differently in terms of their desirability as a place to live and work by contrasting demographic groups. • Contrasting age, ethnicities and life cycle stage groups may feel differently about a place. <p>AO2</p>

	<ul style="list-style-type: none"> • Migrants lacking in confidence with language or knowledge of the legal system, and with low incomes, may be unable to challenge private landlords over quality of housing. • Shortage of housing may mean their options are limited, so people stay in substandard housing. • Some inner-city areas have been gentrified with young working people able to pay high rental prices, contributing to the out-migration of long-term residents and their children, e.g. Newham. • Many choose to live in the inner city, excited by the diversity of culture and accessibility of social activities and work.
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)
Level 2	3–4	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)
Level 3	5–6	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Question number	Answer
4(b)	<p style="text-align: center;">AO1 (6 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> • Rural living spaces are viewed in different ways by contrasting demographic and ethnic groups (e.g. commuters, retired people, migrant farm workers, second home owners) • The chosen rural area will influence the opinions held and the issues discussed. Possible answers could discuss examples in the UK or elsewhere in the world.

	<ul style="list-style-type: none"> Housing is a major issue as costs are high and wages often low. Some schemes try to ring-fence housing for local people, e.g. Hastoe housing in Hampshire and Dorset. Older/longer-term residents may realise that change is necessary as traditional employment has declined and a community has aged. Fox hunting, fishing and shooting may be part of the way of life for many in rural areas, who are therefore resentful of any who object (e.g. Oxfordshire) More recent retired arrivals may want to preserve or “fossilise” a long gone way of life, and be unwilling to accept change. Recent arrivals object to mud, smell and tractors early in the morning and no mobile/slow wifi connections (parts of West Midlands and Warwickshire) Ethnic groups may be small and have varied reasons for choosing to live in the chosen area, with multiple reasons for their views. <p>Question asks for a RURAL place, so 0 for urban.</p> <ul style="list-style-type: none"> If no example named, the answer is unlikely to go out of level 2.
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)
Level 2	3–4	<ul style="list-style-type: none"> Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)
Level 3	5–6	<ul style="list-style-type: none"> Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Question number	Answer
4(c)	<p style="text-align: center;">AO1 (5 marks)/AO2 (15 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> Level 1 AO1 performance: 1 mark Level 2 AO1 performance: 2 marks Level 3 AO1 performance: 3 marks. Level 4 AO1 performance: 4–5 marks. <p>Indicative content guidance</p>

Question number	Answer
	<p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited.</p> <p>Candidates are required to study their local place and a contrasting place. One or both of these places may be in the UK, or neither. Answers should focus on differences and similarities in the population characteristics of the two. The importance of international migration as a controlling factor for these should be evaluated.</p> <p>Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • Population characteristics include age, gender and ethnicity. • Fertility and mortality rates, and international and internal migration, are changing the characteristics of places. • International influences have shaped the characteristics of the chosen places, but so have regional and national factors. • An in-depth study of the local place and a contrasting place provide the context for how and why population characteristics of places vary. <p>AO2</p> <p>International migration factors</p> <ul style="list-style-type: none"> • Population characteristics are influenced by the past and present connections of places, so the extent to which the chosen two places have similar or different histories will be a key factor. • Some places have been regular “bridging points” for new migrants and so have a varied diverse culture. These enclaves are likely to attract new migrants from the same source countries, e.g. Banglatown, east London. • Other places are much less attractive (fewer jobs) or less welcoming to new migrants (no existing enclave). • Recent East European migrants have found work and made lives in a wider range of places outside the main cities, for example through the Seasonal Agricultural Workers scheme in rural places. • Settlement of asylum seekers/refugees may also be considered, and ethnicity will be a key factor here, but age and gender may also feature. <p>Other evaluative points include:</p> <ul style="list-style-type: none"> • Population numbers and ages represented within communities vary. Gender is less likely to vary, but places with large numbers of migrants may see patterns of male or female workers or asylum seekers/refugees. • This is likely to be influenced by fertility rates and life expectancy, as these may alter the relative numbers of different groups in a place. • As numbers of a group grow, they are likely to make a larger contribution to the built environment (places of worship, restaurants, clothes shops), which may attract further international migrants. • Economic variation between the two places may be a key factor, as cost and availability of housing is likely to attract recent less well-off migrants, or indeed, elite migrants from UAE, USA or Russia. <p>Overall, evaluation is likely to stress the important role of international migration in controlling population characteristics. However, other factors including internal migration, birth rates and life expectancy, alongside housing</p>

Question number	Answer
	costs and job availability in the places, are likely to be identified as also of importance. Conclusions depend on the chosen examples.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–5	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical ideas, making limited and rarely logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited coherence and support from evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)
Level 2	6–10	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical ideas in order to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)
Level 3	11–15	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1) • Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical ideas in order to produce a partial but coherent interpretation that is supported by some evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)
Level 4	16–20	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)

Level	Mark	Descriptor
		<ul style="list-style-type: none"> Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2) Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2) Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)

Question number	Answer	Mark
5(a)(i)	<p style="text-align: center;">AO1 (4 marks)</p> <p>Award 1 mark for identifying a reason why attitudes to gender equality in education vary and a further 3 marks for expansion up to a maximum of 4 marks.</p> <p>For example:</p> <ul style="list-style-type: none"> Education of girls is a lower priority in rural developing countries❶ because girls are needed for wood/water collecting❶ and will leave the family when they marry❶ needing a dowry that would be higher if they are educated❶. Costs of education (uniform/pencils) ❶ are high (even if fees are removed) so families often choose to focus on educating boys❶ who are more likely to get a job ❶so need to learn to read and write❶. Low status of women ❶means girls are seen as a source of labour❶ and are expected to marry/have children young❶ so usually a family will choose to send a boy to school rather than a girl❶. Difference between % rural and % urban between two countries❶ means that countries with higher % rural are likely to have fewer girls in education ❶ as they are needed for work and chores❶ and there has been less contact with the outside world to change attitudes❶. 	(4)

Question number	Answer
5(b)	<p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> The UDHR is a statement of intent and a framework for foreign policy statements.

	<ul style="list-style-type: none"> Human rights have become important aspects of international law and internal agreements (e.g. Millennium Development Goals and the Geneva Convention). 'Dignity and justice for all of us' statement sums up the fundamental human rights, and what the 1947 Universal Declaration was all about. <p>AO2</p> <p>Statements/images on the stamp suggest:</p> <ul style="list-style-type: none"> All humans have the right to be respected and treated with dignity, and have the right to seek justice in the courts if these are not honoured. Human rights include basics like life, liberty and equality before the law. Freedom of thought, conscience, religion and expression are included. "For all" states that there is no difference between people, whatever their income, ethnicity, gender or whether or not they are able-bodied, all are part of the UDHR. The rights apply everywhere, for everyone and for always. "Of us" suggests there is a joint responsibility to ensure these two key rights are available. India is showing it is supportive of this by publishing the stamp. Inclusion of statements in Hindi and English could recognise diversity of language in the country. The inclusion of important historical figures celebrates how human rights, freedom, justice and world peace were considered important in the past and are still celebrated today. <p>Note there is no expectation that answers should identify all or any of these people. Some may suggest possible names and link these people to human rights.</p> <p>From the top: Martin Luther King/ Mother (Saint) Teresa/Abraham Lincoln and Mahatma Gandhi.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> Demonstrates isolated or generic elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) Applies knowledge and understanding to geographical information inconsistently. Connections/relationships between stimulus material and the question may be irrelevant. (AO2)
Level 2	3–4	<ul style="list-style-type: none"> Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) Applies knowledge and understanding to geographical information to find some relevant connections/relationships between stimulus material and the question. (AO2)

Level	Mark	Descriptor
Level 3	5–6	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between stimulus material and the question. (AO2)

Question number	Answer
5(c)	<p style="text-align: center;">AO1 (8 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> • Development aid takes many forms, from charitable gifts (e.g. hazard relief) from NGOs or governments, to loans that must be paid back. • Human rights are improved in terms of access to healthcare, eradication of poverty, primary education, gender equality and help for those with malaria etc. • Development aid often focuses on improving these rights with specifically targeted projects, e.g. to improve maternal health, or to build schools. • Progress towards improving human rights varies between countries because of wealth, conflict, governance, location, trade opportunities, colonial legacy and other factors. • There may be some who do not benefit from development aid because it does not “trickle down” to those in most need, but is siphoned off to government elites, meaning that human rights for the majority are ignored. • Development aid may come from NGOs, bilateral arrangements or multilateral agencies like the UN, World Bank, or Global Fund who have different priorities. • Some states have experienced decreased human rights (e.g. Iraq, Syria) where development aid has not been sufficient to overcome costs of military intervention.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)

Level	Mark	Descriptor
Level 2	3–5	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)
Level 3	6–8	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Question number	Answer
5(d)	<p style="text-align: center;">AO1 (5 marks)/AO2 (15 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. • Level 4 AO1 performance: 4–5 marks. <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • Economic growth is often seen as the best means of delivering improvements but there are variations in life expectancy and health, and education within countries. • In some states, significant groups (defined by ethnicity or numerous other criteria, e.g. LGBT+, religion, disability, women in some settings) have fewer rights than the dominant group. • Some economic development, both by superpowers and TNCs, has very serious impacts on minority groups, and disregards their human rights to land and culture. <p>AO2</p> <p>Negative consequences include:</p> <ul style="list-style-type: none"> • Minority groups often live in isolated areas and lose control of their land as they lack the legal and financial support to match that of governments or TNCs. • Therefore their rights are ignored and they can suffer health problems (breathing problems, previously unknown cancers and stunted growth of children) as well as loss of living space, hunting or fishing grounds. • These have been identified in the Ogoni people (Nigeria) and in First Nation groups in Athabasca, Alberta for example. Culture has been undermined and undervalued.

		<ul style="list-style-type: none"> Some groups (Aboriginal Australian and Innu in Canada) have experienced children being removed for education or training with lasting consequences for parents and children. Economic development often does not benefit minorities who may lack the education, investment or desire to participate in the new jobs, structures or initiatives that result. <p>Evaluative points include:</p> <ul style="list-style-type: none"> In some cases, however, deals have been done and benefits are given to groups as compensation, including increased access to healthcare and education. However, groups have rarely had full access to legal advice. These can be benefits to migrant peoples travelling for coffee harvesting (Panama/Costa Rica) for example, providing opportunities for child health checks and vaccination programmes. Overall, conclusions depend on the examples chosen but are likely to emphasise negative consequences, with fewer benefits for some of the affected peoples. <p>Note that women are not usually a minority group, but in some circumstances they may be, e.g. refugee camps. In addition, intersectionality acknowledges that there are overlapping reasons for discrimination.</p>
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–5	<ul style="list-style-type: none"> Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) Applies knowledge and understanding of geographical ideas, making limited and rarely logical connections/relationships. (AO2) Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited coherence and support from evidence. (AO2) Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)
Level 2	6–10	<ul style="list-style-type: none"> Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1) Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships. (AO2) Applies knowledge and understanding of geographical ideas in order to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2) Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)

Level 3	11–15	<ul style="list-style-type: none">• Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1)• Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships. (AO2)• Applies knowledge and understanding of geographical ideas in order to produce a partial but coherent interpretation that is supported by some evidence. (AO2)• Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)
Level 4	16–20	<ul style="list-style-type: none">• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)• Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2)• Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2)• Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)

Question number	Answer	Mark
6(a)	<p style="text-align: center;">AO3 (4 marks)</p> <p>Award 1 mark for identifying a way in which physical geography defines national borders, and a further 3 marks for expansion up to a maximum of 4 marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • Rivers1 e.g. Mekong River between Laos and Thailand1 because irregular seasonal flow, along with rapids and waterfalls, made bridging the river difficult 1 and although now bridges exist, these are easily controlled crossing points so the borders remain1. (Other examples include River Plate, Danube, Rio Grande). • Mountains1 e.g. Alps divide Switzerland, France, Italy also Pyrenees divide Spain /France 1 it is a challenge to cross them 1 and passes become a key means of limiting access to the country1. • Sea/ocean1 e.g. crucial for UK, Spain and Africa, Turkey and Greece1 as they provide a means of defence and separation1 and crossing them is hazardous for migrants. 1 • Also allow deserts and rainforest and other reasonable interpretations of the question. 	(4)

Question number	Answer
6(b)	<p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • International Government Organisation (IGOs) have been formed to manage the environmental problems facing the world, with varying success. • IGO management includes responsibility for Antarctica as a continent of peace and science. <p>AO2</p> <ul style="list-style-type: none"> • Conservation research is part of the remit to focus on habitat and species. There are no native people on the continent, and military activity is completely banned. Animals shown together at peace. • Countries have agreed that their political differences would not interfere with research, and have successfully worked together even when there has been conflict elsewhere (suggested by the map). • Scientific cooperation (statement and scientist at work) involves countries monitoring each other to protect the continent (shown in full on map) from any exploitation. The original 12 countries have been joined by many others (53 in 2016).

	<ul style="list-style-type: none"> • Exchange of information is a key theme to the treaty, as is consultation, and pursuit of the interests of all people. • This treaty (agreement between like-minded groups) is often held up as a success when so many other treaties have been compromised. It has clear aims agreed by all, and adaption has taken place when required over the last 50+ years. • Allow discussion of other treaties in comparison. <p>Note that the Antarctica treaty is specifically identified on the specification.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • Demonstrates isolated or generic elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding to geographical information inconsistently. Connections/relationships between stimulus material and the question may be irrelevant. (AO2)
Level 2	3–4	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding to geographical information to find some relevant connections/relationships between stimulus material and the question. (AO2)
Level 3	5–6	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between stimulus material and the question. (AO2)

Question number	Answer
6(c)	<p style="text-align: center;">AO1 (8 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> • Movement of labour is unrestricted within many nation states to ensure efficient allocation of resources. People choose to move to where jobs and higher wages are available. • Internal migration shows trends, and in the UK male and female migration is similar, and young people are more likely to move for work and/or study. There is a drift to London and the south-east.

	<ul style="list-style-type: none"> • Trump's election and the UK's vote to leave the EU were at least partly based on attitudes and fears about international migration, and legal restrictions have been building, but once in the UK or USA, movement of economic migrants is unrestricted. • There are exceptions to this, as the Hukou system in China has attempted to manage migration between rural and urban areas in China, though this is now being relaxed in an "orderly way" (2016). • Freedom of movement is regarded as a fundamental right in most countries, and stopping it is not possible in a democracy.
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)
Level 2	3–5	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)
Level 3	6–8	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Question number	Answer
6(d)	<p style="text-align: center;">AO1 (5 marks)/AO2 (15 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. • Level 4 AO1 performance: 4–5 marks. <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1 Evaluate whether national identity is easier to define for some countries than for others.</p> <ul style="list-style-type: none"> • Nation states are highly varied and have very different histories (resulting in contrasting patterns of ethnicity, language and culture).

Question number	Answer
	<ul style="list-style-type: none"> National identity is an elusive and contested concept reinforced through sport, education and politics. Most countries are multinational with contrasting ethnic groups (linked to migration) therefore questions of national identity are complex. <p>AO2</p> <p>Stronger identity factors:</p> <ul style="list-style-type: none"> Countries with common language (UK) and history might be expected to have a stronger national identity. Countries with clear physical borders. Government action can attempt to strengthen national identity (e.g. USA: daily pledging allegiance to the flag, UK: lessons in British values). Sport can strengthen national identity (London 2012). <p>Factors that may weaken national identity</p> <ul style="list-style-type: none"> Countries with clear tribal or religious differences may lack national identity or coherence (Kenya, Nigeria, Syria), which may be exploited by extremists and harden attitudes and identity to a sub-group rather than the nation. International migration can weaken national identity as cultures blend and may challenge the status quo: Sharia Law in UK. Social media allows individuals to build identity through a common interest, which may be global in extent, making the nation irrelevant. <p>Evaluative ideas may include:</p> <ul style="list-style-type: none"> Although sport can strengthen national identity as seen through London 2012 Olympics), this may be short-lived (Scottish referendum 2014 and Brexit vote 2016). Individuals may choose to reject the nation's identity (those going to join IS in Syria) and if enough do this the nation's identity itself may be threatened.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–5	<ul style="list-style-type: none"> Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) Applies knowledge and understanding of geographical ideas, making limited and rarely logical connections/relationships. (AO2) Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited coherence and support from evidence. (AO2) Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)

Level	Mark	Descriptor
Level 2	6–10	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical ideas in order to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)
Level 3	11–15	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1) • Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical ideas in order to produce a partial but coherent interpretation that is supported by some evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)
Level 4	16–20	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)

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