



# Mark Scheme (Results)

November 2021

Pearson Edexcel A Level in  
Geography (9GE0)  
Paper 02

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

November 2021

Question Paper Log Number 66494

Publications Code 9GE0\_02\_2110\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2021

## 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 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Mark       |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>1(a)</b>     | <p style="text-align: center;"><b>AO1 (4 marks)</b></p> <p>Award <b>1</b> mark for one reason why free trade policies are promoted by international economic organisations and a further <b>3</b> marks for expansion up to a maximum of <b>4</b> marks.</p> <ul style="list-style-type: none"> <li>• The World Trade Organisation(WTO)/World Bank (WB) promote free trade policies so global trade can operate as easily/profitably as possible (1) by reducing taxes/ tariffs and quotas (1) which helps remove costs/regulations from businesses (1) which enables global production and trade of goods/services (1).</li> <li>• The WTO aims to reduce trade barriers (1) by removing protectionist practices such as use of tariffs (1) and acts to resolve disputes between members (1) so that FDI and TNCs can operate freely (1).</li> <li>• Trade blocs such as the EU or ASEAN promote free trade so that trade in goods and services can take place without taxes/tariffs (1) and money can move more easily between members (1) creating many benefits for businesses and customers such as a larger market for goods(1) so they can make profits and goods can reach customers at a lower cost (1).</li> </ul> <p>Accept any other appropriate response.</p> | <b>(4)</b> |

| Question number |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1(b)            | <p style="text-align: center;"><b>AO1 (3 marks)/AO2 9 marks)</b></p> <p><b>Marking instructions</b></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 <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks.</li> </ul> <p><b>Indicative content guidance</b></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><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Global shift of manufacturing and services has brought social benefits (waged work, poverty reduction, education and training, spending on health, improved housing/water/services) to Asia.</li> <li>• Social costs include impacts on health and wellbeing, including mental health, air and water pollution from the shift of industry.</li> <li>• Mass migration to cities occurs to meet the demand for labour in factories.</li> <li>• Deindustrialised regions face depopulation, crime and high unemployment.</li> <li>• Increased development results from globalisation, but also widening inequality in both economic and social criteria.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Global shift has impacts on places that lose industry (deindustrialised regions e.g. northern England, Midlands, Northern Ireland, Clydeside, Ruhr, Rustbelt USA). Negative social consequences quickly follow the immediate economic impacts and can contribute to a spiral of decline.</li> <li>• Global shift brings benefits to places where industry and services locate, through both offshoring and outsourcing of TNCs. Jobs are created, infrastructure is improved and wealth can trickle down through the region and communities, leading to social benefits.</li> <li>• Social benefits follow with access to education and health care, and spending on housing and access to clean water.</li> <li>• Benefits too have come to places where regeneration has allowed creation of new industry and redevelopment in IT and digital media, often linked to investment via local universities (e.g. Manchester, Birmingham and Leeds).</li> <li>• Benefit to places losing industry due to less pollution hence better health/ cleaned up environments with new leisure activities available.</li> <li>• Social mobility and aspiration are facilitated in both deindustrialised and newly industrialised places.</li> <li>• Issues about rapid migration to megacities with overcrowding as provision of housing and services is exceeded by numbers.</li> </ul> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• However, long hours and exploitative work practices mean social problems occur (mental health and stress). Families may be divided if working age people relocate for work, leaving elderly and children isolated in rural areas.</li> </ul> <p>Judgment might be that global shift can leave lasting social problems in both the 'loser' and 'winner' areas. Social benefits are certainly there for some but may create greater inequality.</p> <p>Note: answers which fail to focus on <b>social</b> costs/benefits are unlikely to reach upper Level 2.</p> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Level          | Mark       | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                | 0          | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Level 1</b> | <b>1–4</b> | <ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas, making limited logical connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2)</li> <li>• 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)</li> </ul>                       |
| <b>Level 2</b> | <b>5–8</b> | <ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas logically, making some relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2)</li> <li>• 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)</li> </ul> |

| Level   | Mark | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 3 | 9–12 | <ul style="list-style-type: none"><li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li><li>• Applies knowledge and understanding of geographical information/ideas logically, making relevant connections/relationships. (AO2)</li><li>• Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2)</li><li>• 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)</li></ul> |

| Question number |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |              |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 2(a) (i)        | <p style="text-align: center;"><b>A03 (2 marks)</b></p> <p>Award (1) for any one line of correct working and (1) for correct answer (to one decimal place)</p> <p style="text-align: center;"><math>615-301 = 314</math> (1)</p> <p style="text-align: center;">Or <math>314 \div 301 \times 100 =</math> (1)</p> <p style="text-align: center;"><math>1.04418 \times 100 =</math> (1)</p> <p style="text-align: center;"><b>Answer = 104.3 %</b> (1)</p> <p>No working, correct answer (1)</p> <p>Accept other working that leads to a correct answer (1 + 1)</p> <p>Answer must be correct to one decimal place.</p> <p>Accept answers that are not written on the 'Answer' space.</p> | <b>(1+1)</b> |

| Question number |                                                                                                                                               |            |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 2(a) (ii)       | <p style="text-align: center;"><b>A03 (1 mark)</b></p> <p>615: 205</p> <p><b>Answer: 3:1</b></p> <p>Accept 3/1 or answer written in words</p> | <b>(1)</b> |

| Question number |                                                                            |            |
|-----------------|----------------------------------------------------------------------------|------------|
| 2(a) (iii)      | <p style="text-align: center;"><b>A03 (1 mark)</b></p> <p><b>China</b></p> | <b>(1)</b> |

| Question number |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 2(a)(iv)        | <p style="text-align: center;"><b>A01 (3 marks)/A02 (9 marks)</b></p> <p><b>Marking instructions</b></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 <b>only</b> A01 without any A02 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 A01 performance: 1 mark</li> <li>• Level 2 A01 performance: 2 marks</li> <li>• Level 3 A01 performance: 3 marks.</li> </ul> <p><b>Indicative content guidance</b></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><i>Data from Figure 1 may be used in the answer, but this is not required.</i></p> |  |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Superpowers are defined by contrasting characteristics, including hard power, which includes military spending and activity, but could also include economic pressure e.g. through sanctions, and 'sharp power' used to influence or manipulate other governments.</li> <li>• Mechanisms for maintaining power range from 'hard' to 'soft'.</li> <li>• Multifaceted indirect control has become more important, including military (but also political, economic and cultural influence).</li> <li>• Emerging powers have evolving strengths and weaknesses which inhibit or advance their future roles.</li> <li>• Alliances increase interdependence, projecting geopolitical power and influence through military, economic weight and other means.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• The data shows that USA has spent more than the total for all other emerging and past powers in 2000 and 2017.</li> <li>• China's spending is increasing fast but is still 3x less than the USA, who still spend more than half of all spending by major powers.</li> <li>• USA and China invest heavily in military spending, and as China's economic growth continues, spending increases. Several western powers are cutting spending as pressure on budgets grows.</li> <li>• Russia's spending is 7x higher in 2017 than 2000 suggesting it sees continued spending as crucial.</li> <li>• Military dominance allows a country to project power regionally and even globally through blue water navies and global interventions (e.g. Syria) to support allies (US-NATO).</li> <li>• Military strength ensures access to imported resources can be protected, and trade routes kept open.</li> <li>• Military strength allows China to claim land and resources and control trade routes (Nine-Dash Line).</li> <li>• Other routes to superpower status are important, and countries have different strengths.</li> <li>• China: large and increasingly educated population enable economic growth.</li> <li>• USA: cultural dominance via media and language and TNCs.</li> <li>• Russia: prepared to take action without support, e.g. invasion of Crimea.</li> </ul> <p>Judgement: Clearly important for Super Powers and Emerging Powers to invest in hard power. Although other 'soft' powers are significant, military spending still seems essential for USA, China and Russia..</p> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Level          | Mark       | Descriptor                                                                                                                                                                                                                                                                                                                     |
|----------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                | 0          | No rewardable material.                                                                                                                                                                                                                                                                                                        |
| <b>Level 1</b> | <b>1–4</b> | <ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas, making limited logical connections/relationships. (AO2)</li> </ul> |

| Level          | Mark        | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                |             | <ul style="list-style-type: none"> <li>• Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2)</li> <li>• 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)</li> </ul>                                                                                                                                                                                                                                                                                                             |
| <b>Level 2</b> | <b>5–8</b>  | <ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas logically, making some relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2)</li> <li>• 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)</li> </ul> |
| <b>Level 3</b> | <b>9–12</b> | <ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas logically, making relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2)</li> <li>• 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)</li> </ul>                                      |

| Question number |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Mark       |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 3(a)(i)         | <p style="text-align: center;"><b>A01 (2 marks)/A02 (1 mark)</b></p> <p>Award <b>1</b> mark for analysing the resource to identify reason and a further <b>2</b> marks for expansion up to a maximum of <b>3</b> marks. For example:</p> <p><b>A01</b></p> <ul style="list-style-type: none"> <li>• Wages are higher in some urban areas because there is competition for skilled/ qualified labour (1) so businesses have to pay more (1) to attract and keep the best talent (1).</li> <li>• High wages attract migrants (1) so pressure on housing increases so housing costs and other services are higher (1) so employers have to pay more to encourage employees to live there (1).</li> <li>• Different employment sectors are available including digital and IT (1) which will pay more than old manufacturing centres (1) as higher qualifications are required and graduates expect higher wages(1).</li> </ul> <p>Accept any other appropriate response.</p> | <b>(3)</b> |

| Question number |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3(a)(ii)        | <p style="text-align: center;"><b>A01 (3 marks)/A02 (3 marks)</b></p> <p><b>Marking instructions</b></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><b>Indicative content guidance</b></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><i>Candidates are expected to use the resource in this 6 mark Q, but are not required to quote from it directly.</i></p> <p>Relevant points may include:</p> <p><b>A01</b></p> <ul style="list-style-type: none"> <li>• Inequalities across pay and other sectors exist, and economies vary from place to place.</li> <li>• Some places and whole regions experience decline triggering a spiral of decline, often linked to deindustrialisation or inaccessibility.</li> <li>• This includes increasing levels of social deprivation (education, health, crime, access to services, living environment).</li> <li>• Whereas successful places usually have high rates of employment and inward migration and low levels of multiple deprivation.</li> </ul> <p><b>A02</b></p> <ul style="list-style-type: none"> <li>• Less successful urban areas could be seen in terms of lower weekly wages, lowest in Bristol in South west, which could contribute to a spiral if decline as workers may migrate elsewhere.</li> </ul> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• High levels of higher education success may contribute to more innovation in the place, so more patents issued, contributing to new businesses making places more successful and attracting migrants from rural places or less successful cities.</li> <li>• Lower levels of income, education, broadband may mean there are fewer entrepreneurs creating new jobs, more dependence on benefits and lowering local spending in shops and services, and contributing to vacant shops and more charity shops and loan shops, and the classic 'spiral of decline'.</li> <li>• Lower levels of superfast broadband will discourage quaternary companies in digital industries so these locate elsewhere leaving communities dependent on low paid work and triggering further decline.</li> </ul> <p>Accept any other appropriate response.</p> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Level          | Mark       | Descriptor                                                                                                                                                                                                                                                                                                                                                                               |
|----------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                | 0          | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Level 1</b> | <b>1–2</b> | <ul style="list-style-type: none"> <li>• Demonstrates isolated or generic elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Applies knowledge and understanding to geographical information inconsistently. Connections/relationships between stimulus material and the question may be irrelevant. (AO2)</li> </ul> |
| <b>Level 2</b> | <b>3–4</b> | <ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Applies knowledge and understanding to geographical information to find some relevant connections/relationships between stimulus material and the question. (AO2)</li> </ul>                                |
| <b>Level 3</b> | <b>5–6</b> | <ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between stimulus material and the question. (AO2)</li> </ul>                                                |

| Question number |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3(b)            | <p style="text-align: center;"><b>AO1 (6 marks)</b></p> <p><b>Marking instructions</b></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><b>Indicative content guidance</b></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><i>Candidates are required to study their local place and a contrasting place. These places may be in the UK, or elsewhere. Either may be used here.</i></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Over time, places are likely to have changed their demographic characteristics.</li> <li>• This is likely to include age structure, ethnic composition and may be due to gentrification, migration or economic restructuring for example.</li> <li>• For example, a coastal place may have seen an increase in older people as retirement migration brings former urban dwellers seeking milder climates, a flat location, a quieter pace of life and clean air. There may be a disproportionate number of women due to different life expectancies.</li> <li>• Many places have seen an increase in ethnic diversity as people migrate for economic or social reasons, and enclaves develop attracting further migrants to rejoin families or drawn by cultural clustering.</li> <li>• University cities see a growth in student numbers, many of whom may remain for jobs locally, lowering the age demographic.</li> </ul> <p>Credit discussion of reasons why a place has seen little change.</p> <p>If no example is discussed, the answer is unlikely to go out of level 2.<br/>Accept any other appropriate response.</p> |

| Level   | Mark | Descriptor                                                                                                                                                                                                                                                                                          |
|---------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | 0    | No rewardable material.                                                                                                                                                                                                                                                                             |
| Level 1 | 1–2  | <ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)</li> </ul>              |
| Level 2 | 3–4  | <ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)</li> </ul> |
| Level 3 | 5–6  | <ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)</li> </ul>                             |

| Question number |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3(c)            | <p style="text-align: center;"><b>AO1 (5 marks)/AO2 (15 marks)</b></p> <p><b>Marking instructions</b></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 <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks.</li> <li>• Level 4 AO1 performance: 4–5 marks.</li> </ul> <p><b>Indicative content guidance</b></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>Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• There are significant variations in the lived experience of place and engagement in local communities.</li> <li>• This varies with age, ethnicity, gender, length of residence and level of deprivation, and controversy can occur among groups about priorities for regeneration.</li> <li>• Local interest groups play a key role in decision-making about regeneration and there are often conflict between groups that wish to preserve and those that seek change, making decisions controversial.</li> <li>• Different urban and rural stakeholders use different criteria to judge the success of regeneration, depending on the meaning and lived experience, and the impact of change on the image and reality of the place.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Differences of opinion may be significant or minor, depending on the approach taken to regeneration, and to level of consultation over changes.</li> <li>• The level of disruption during construction may generate objections, but once complete, the improvements may be welcomed, limiting controversy.</li> <li>• Substantial redevelopment and loss function, name, appearance, key buildings and displacement of residents is likely to lead to resentment.</li> <li>• Some within a community may agree that change was needed.</li> <li>• Longstanding residents are often more resistant to change, but conversely may recognise the issues facing the place so agree something needs to be done.</li> <li>• Young residents and students may have less investment in the place both socially and economically so be less likely to object.</li> <li>• Environmentalist groups may welcome change if provision for wildlife is included in the regeneration proposals.</li> </ul> <p>Overall, evaluation is likely to weigh the level of influence and power of different stakeholders, or to contrast more and less controversial regeneration. Also the idea that once complete, a project may come to be accepted despite earlier objections.</p> <p>Expect discussion of either urban or rural places, or a combination of both.</p> |

|  |                                        |
|--|----------------------------------------|
|  | Accept any other appropriate response. |
|--|----------------------------------------|

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

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

| Question number |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Mark       |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>4(a)(i)</b>  | <p style="text-align: center;"><b>AO1 (2 marks)/AO2 (1 mark)</b></p> <p>Award <b>1</b> mark for analysing the resource to identify one reason and a further <b>2</b> marks expansion up to a maximum <b>3</b> marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Foreign born people attract other migrants (as seen in Coventry) (1) as people move to join families/contacts (1) to find work or housing (1).</li> <li>• Foreign born people are attracted to locations with high percentage of people with similar origins (e.g. in Peterborough) (1) as they want a people with similar beliefs (1) evidenced by the presence of particular services linked to their tastes/beliefs (1)</li> <li>• Lower numbers of foreign born people (e.g. in Blackpool) as wages are low (1) so no attraction to live here as no enclave develops (1) and racism may discourage others from moving here (1).</li> </ul> <p>Accept any other appropriate response.</p> | <b>(3)</b> |

| Question number |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4(a)(ii)        | <p style="text-align: center;"><b>AO1 (3 marks)/AO2 (3 marks)</b></p> <p><b>Marking instructions</b></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><b>Indicative content guidance</b></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><i>Candidates are expected to use the resource in a 6 mark Q which has a resource, but are not required to quote from it directly.</i></p> <p>Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• The population of the UK has grown unevenly in the last 50 years.</li> <li>• Some regions and urban places (South East and London) have grown rapidly.</li> <li>• Others. e.g. North East of England have grown more slowly.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Much of England and Wales has seen an increase in population, linked to longer life expectancy (due to improved elderly care and treatment for illness), migration from overseas and a stable birth rate.</li> <li>• Coventry and Peterborough's economic growth has drawn skilled workers and their families from elsewhere in the UK and overseas.</li> <li>• Blackpool has a falling population despite a high fertility rate, and a very low % people foreign-born, linked to below average wage. Out-migration is likely to be occurring here.</li> <li>• Migrant enclaves attract others from the same country, leading to growth in urban areas e.g. Peterborough and Coventry due to availability of work.</li> </ul> <p>Accept any other appropriate response.</p> |

| Level          | Mark       | Descriptor                                                                                                                                                                                                                                                                                          |
|----------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                | 0          | No rewardable material.                                                                                                                                                                                                                                                                             |
| <b>Level 1</b> | <b>1–2</b> | <ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)</li> </ul>              |
| <b>Level 2</b> | <b>3–4</b> | <ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)</li> </ul> |
| <b>Level 3</b> | <b>5–6</b> | <ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)</li> </ul>                             |

| Question number |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4(b)</b>     | <p style="text-align: center;"><b>AO1 (6 marks)</b></p> <p><b>Marking instructions</b></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><b>Indicative content guidance</b></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><i>Candidates are required to study their local place and a contrasting place. These places may be in the UK, or elsewhere. Either may be used here.</i></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Fertility rates and mortality rates may lead to changes in the age structure and thus the cultural characteristics of places.</li> <li>• Places with youthful populations may be culturally different to ageing places. Shops, clothing, buildings, shared space and recreation opportunities may reflect these changes in a place over time.</li> <li>• Internal and international migrations introduce culture from elsewhere, and social clustering can encourage a shared identity and expression of culture.</li> <li>• Places with a diverse ethnicity experience the cultural heritage of the people. E.g. dress, food, religion, buildings and language. However, this may be diluted over time reflecting assimilation of second or third generation migrants into the host culture.</li> <li>• Tourism may celebrate this, encouraging a continuation of the cultural characteristics (e.g. Diwali in Leicester).</li> <li>• Social media and consumerism exploited by TNCs introduce Americanisation or spread of other cultures in many places, though not all age demographics are equally affected by this.</li> </ul> <p>If no place is discussed, the answer is unlikely to go out of level 2.<br/>Accept any other appropriate response</p> |

| Level          | Mark       | Descriptor                                                                                                                                                                                                                                                                                          |
|----------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                | 0          | No rewardable material.                                                                                                                                                                                                                                                                             |
| <b>Level 1</b> | <b>1–2</b> | <ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)</li> </ul>              |
| <b>Level 2</b> | <b>3–4</b> | <ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)</li> </ul> |

| Level   | Mark | Descriptor                                                                                                                                                                                                                                                           |
|---------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 3 | 5-6  | <ul style="list-style-type: none"><li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li><li>• Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)</li></ul> |

| Question number |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4(c)            | <p style="text-align: center;"><b>AO1 (5 marks)/AO2 (15 marks)</b></p> <p><b>Marking instructions</b></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 <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks.</li> <li>• Level 4 AO1 performance: 4–5 marks.</li> </ul> <p><b>Indicative content guidance</b></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>Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Diverse urban and rural places are seen differently by different groups because of their lived experience and perception of places.</li> <li>• Diversity could be in terms of ethnicity, age, income or other criteria.</li> <li>• Residents, outsiders, people of different ages and ethnicities and life-cycle stage will perceive places and change in contrasting ways.</li> <li>• Changes in land use by migrants, community groups, governments or TNCs can be controversial, to differing extents.</li> <li>• Different criteria are used by stakeholders to judge how welcome the changes are, and hence whether or not they are controversial.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Differences of opinion may be significant or minor, depending on the approach taken to the changes, and to level of discussion or sense of power individuals feel.</li> <li>• Improvements to accessibility in remote rural areas may be unwelcome to those who treasure the isolation.</li> <li>• Some within a community may agree that change was needed.</li> <li>• Longstanding residents are often more resistant to land use change, but conversely may recognise issues facing the place, so agree something needs to be done.</li> <li>• Young residents and students may have less investment in places socially and economically, so may be less likely to object to change in land use.</li> </ul> <p>Overall, evaluation is likely to weigh the level of influence and power of different stakeholders.</p> <p>Expect discussion of either urban or rural places, or a combination of both.</p> <p>Accept any other appropriate response.</p> |

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

|  |  |                                                                                                                                                                                                                                                          |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <ul style="list-style-type: none"> <li>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)</li> </ul> |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Question number |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Mark       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 5(a)            | <p style="text-align: center;"><b>AO1 (4 marks)</b></p> <p>Award <b>1</b> mark for identifying a reason why life expectancy varies and a further <b>3</b> marks for expansion up to a maximum of <b>4</b> marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Differential access to basic needs such as food and clean water (1) impact on maternal health, infant and child mortality and therefore mean life expectancy (1) and where low incomes are not mitigated by social provision of medical care (1) illness or contaminated water can result in a high likelihood of early death as immunity levels are low (1).</li> <li>Level of deprivation is the main reason for difference in life expectancy because deprived populations are more likely to have poor diets and smoke and drink (1) due to low incomes and/or education levels (1) so have worse outcomes from illness and higher rates of cancer or heart disease (1) as seen in poor parts of Glasgow male life expectancy is 68 years, but wealthier parts it is over 82 years(1).</li> </ul> <p>Allow one mark for detailed exemplification.<br/>Accept any other appropriate response</p> | <b>(4)</b> |

| Question number |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5(b)            | <p style="text-align: center;"><b>AO1 (3 marks)/AO2 (3 marks)</b></p> <p><b>Marking instructions</b></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><b>Indicative content guidance</b></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><b>AO1</b></p> <ul style="list-style-type: none"> <li>Progress against the poverty reduction (Sustainable Development Goal 1) has been mixed in terms of countries/regions/continents.</li> <li>Relationships between economic and social development is complex and depends on decisions made by governments.</li> <li>IGOs have promoted neoliberal approaches (free trade, privatisation and deregulation).</li> <li>Totalitarian regimes may spend low amounts on education and infrastructure so leaving the area unattractive to investors.</li> </ul> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>Many places in Asia (e.g. Vietnam, Philippines) have welcomed FDI and experienced economic development which has moved many out of poverty.</li> <li>Levels of poverty, lack of access to education and poor governance in countries (Zimbabwe, South Sudan) have held back progress in poverty reduction as TNCs do not invest where infrastructure and a ready labour force are not available.</li> <li>Weak government and civil war have also plagued these countries, reducing economic progress and growth, leaving a high % still living in poverty.</li> <li>Accept any other appropriate response</li> </ul> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Level          | Mark       | Descriptor                                                                                                                                                                                                                                                                                                                                                                           |
|----------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                | 0          | No rewardable material.                                                                                                                                                                                                                                                                                                                                                              |
| <b>Level 1</b> | <b>1–2</b> | <ul style="list-style-type: none"> <li>Demonstrates isolated or generic elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>Applies knowledge and understanding to geographical information inconsistently. Connections/relationships between stimulus material and the question may be irrelevant. (AO2)</li> </ul> |
| <b>Level 2</b> | <b>3–4</b> | <ul style="list-style-type: none"> <li>Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>Applies knowledge and understanding to geographical information to find some relevant connections/relationships between stimulus material and the question. (AO2)</li> </ul>                                |
| <b>Level 3</b> | <b>5–6</b> | <ul style="list-style-type: none"> <li>Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>Applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between stimulus material and the question. (AO2)</li> </ul>                                                |

| Question number |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5(c)</b>     | <p style="text-align: center;"><b>AO1 (8 marks)</b></p> <p><b>Marking instructions</b><br/>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><b>Indicative content guidance</b><br/>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"> <li>Although development may seek to improve both human rights and human welfare, some development may have negative effects on minority groups and their environments.</li> <li>The environment may be exploited by TNCs, permitted where governance is poor, which affects the land/wildlife/water/air quality as well as the culture of those who live there. Economic values dominate therefore.</li> </ul> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Land grabs in east Africa have displaced people in Ethiopia (Saudi Star built greenhouses on land leased to the TNC for 60 years by the government, displacing indigenous people), leading to loss in biodiversity and overuse of water.</li> <li>• Cultural loss occurs in Athabasca, Alberta, Canada where exploitation of tar sands has compromised life styles of First Nation peoples and destroyed their ancestral homelands, including the biodiversity of land and water. Some groups have benefitted economically but lost their heritage and land because of differing values and perceptions.</li> <li>• Minority groups may disproportionately feel the negative impacts of gentrification as they may be forced to move into more disadvantaged neighbourhoods.</li> <li>• Accept any other appropriate response</li> </ul> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Level          | Mark       | Descriptor                                                                                                                                                                                                                                                                                          |
|----------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                | 0          | No rewardable material.                                                                                                                                                                                                                                                                             |
| <b>Level 1</b> | <b>1–2</b> | <ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)</li> </ul>              |
| <b>Level 2</b> | <b>3–5</b> | <ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)</li> </ul> |
| <b>Level 3</b> | <b>6–8</b> | <ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)</li> </ul>                             |

| Question number |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5(d)            | <p style="text-align: center;"><b>AO1 (5 marks)/AO2 (15 marks)</b></p> <p><b>Marking instructions</b></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 <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks.</li> <li>• Level 4 AO1 performance: 4–5 marks.</li> </ul> <p><b>Indicative content guidance</b></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><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Global differences in human rights (HR) exist, both in terms of defining rights and protecting them.</li> <li>• There is a wide range of geopolitical interventions to address HR issues (e.g. aid, military intervention).</li> <li>• Development aid takes many forms, but critics suggest it encourages dependency and so further interventions are likely to be seen to be needed.</li> <li>• Global strategic interests may drive military interventions.</li> <li>• Direct military intervention is part of a 'war on terror'.</li> <li>• There is a mixed record of success of military interventions.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• There is ongoing intervention on grounds of reducing inequality in human rights (e.g. access to food, water, medical care), and potentially discouraging migration to places where incomes, wellbeing and opportunities are greater.</li> <li>• Military intervention that has links to global strategic interests of powerful nations is likely to continue for as long as the interests themselves. These are not necessarily related to HR.</li> <li>• Economic progress to reduce poverty is linked to HR particularly for women, children, disabled people. This progress has been significant so continued intervention in terms of development aid may not be needed, and has been removed in some cases (UK to India).</li> <li>• Global terrorism continues so is likely to be used to justify continued military interventions, whether or not HR violations are occurring.</li> <li>• Some small scale interventions have been successful in re-establishing governmental control.</li> <li>• Even if interventions are justified (lack of equality, human rights abuses), national sovereignty may mean intervention is unwelcome so unlikely.</li> </ul> <p>Evaluation is likely to consider the geopolitical justifications for the interventions as well as the global differences in human rights. Whether the locations involved are strategic to western powers plays a key part in the decision to intervene. HR abuses in non-strategic locations may be ignored (Rwanda 1994). Many wealthier countries do not want to contribute to interventions which may be costly in terms of finance and possibly lives if they see no benefit to themselves.</p> |

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

| Question number |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Mark |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 6(a)            | <p style="text-align: center;"><b>AO3 (4 marks)</b></p> <p>Award 1 mark for a reason explaining why many national borders are contested and up to 3 marks for extension points.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>States may try to gain valuable resources especially if they are lacking elsewhere in their territory ❶ and so seek to claim territory adjacent to their border/seabed ❶ as occurs where China is claiming the nine-dash line extension ❶ which it claims was previously part of their territory. ❶</li> <li>Cultural groups may exist across borders ❶ as current borders were drawn without uniting the group ❶ so there is pressure from the group for recognition but this is rejected by the states themselves ❶ e.g. Kurds are found in Turkey, Iraq and Syria and claim they were promised a separate state in 1920, therefore contest existing boundaries. ❶</li> </ul> <p>Allow one mark for detailed exemplification.</p> <p>Accept any other appropriate response</p> | (4)  |

| Question number |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6(b)            | <p style="text-align: center;"><b>AO1 (3 marks)/AO2 (3 marks)</b></p> <p><b>Marking instructions</b></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><b>Indicative content guidance</b></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><b>AO1</b></p> <ul style="list-style-type: none"> <li>Globalisation has encouraged the growth of states that have low-tax regimes and strict secrecy laws which provide havens for the profits for TNCs and homes for wealthy expatriates.</li> <li>Most governments and IGOs have accepted the emergence of tax-havens although many NGOs have raised objections.</li> <li>TNCs pay annual business licence fees to the tax haven.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>Tax havens are growing in number all over the world (Europe, Asia, central America) as global finance flows (from TNCs and other wealthy organisations/individuals use offshore sites.</li> <li>Many governments tolerate these (Ireland, Caribbean states) as benefits accrue in terms of employment, spending by the TNCs or individuals involved, despite little or no tax being paid. Some have few other sources of income (Bermuda. Puerto Rico and many Caribbean governments).</li> <li>TNCs appear to avoid paying tax where their business operates, reducing government revenue from Corporation Tax.</li> </ul> |

|  |                                                                                                                                                                                                                                         |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>Governments of Switzerland and Luxembourg have a long history of low taxes, though they are changing laws due to international pressure.</li> </ul> <p>Accept any other appropriate response</p> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Level          | Mark       | Descriptor                                                                                                                                                                                                                                                                                                                                                                           |
|----------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                | 0          | No rewardable material.                                                                                                                                                                                                                                                                                                                                                              |
| <b>Level 1</b> | <b>1–2</b> | <ul style="list-style-type: none"> <li>Demonstrates isolated or generic elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>Applies knowledge and understanding to geographical information inconsistently. Connections/relationships between stimulus material and the question may be irrelevant. (AO2)</li> </ul> |
| <b>Level 2</b> | <b>3–4</b> | <ul style="list-style-type: none"> <li>Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>Applies knowledge and understanding to geographical information to find some relevant connections/relationships between stimulus material and the question. (AO2)</li> </ul>                                |
| <b>Level 3</b> | <b>5–6</b> | <ul style="list-style-type: none"> <li>Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>Applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between stimulus material and the question. (AO2)</li> </ul>                                                |

| Question number |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>6(c)</b>     | <p style="text-align: center;"><b>AO1 (8 marks)</b></p> <p><b>Marking instructions</b></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><b>Indicative content guidance</b></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"> <li>Tensions may result from the role of TNCs leading to cultural change, environmental damage and growing inequality within nations.</li> <li>Political tensions exist in BRIC countries, for example in China there is wide difference of opportunity between the rural and urban areas, due to TNC investment in SEZs in coastal urban areas.</li> <li>Minority groups including the Uighyr and Rohingya have experienced persecution by state governments fearful of their different cultures and terrorism elsewhere so tries to restrict their freedoms.</li> <li>Emerging powers may seek to win access to resources by investing and supporting governments, which can foster further tension.</li> <li>Spread of global culture/migration creates tensions in traditional communities.</li> </ul> |

|  |                                       |
|--|---------------------------------------|
|  | Accept any other appropriate response |
|--|---------------------------------------|

| Level          | Mark       | Descriptor                                                                                                                                                                                                                                                                                       |
|----------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                | 0          | No rewardable material.                                                                                                                                                                                                                                                                          |
| <b>Level 1</b> | <b>1–2</b> | <ul style="list-style-type: none"><li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li><li>• Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)</li></ul>              |
| <b>Level 2</b> | <b>3–5</b> | <ul style="list-style-type: none"><li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li><li>• Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)</li></ul> |
| <b>Level 3</b> | <b>6–8</b> | <ul style="list-style-type: none"><li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li><li>• Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)</li></ul>                             |

| Question number |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6(d)            | <p style="text-align: center;"><b>AO1 (5 marks)/AO2 (15 marks)</b></p> <p><b>Marking instructions</b></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 <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks.</li> <li>• Level 4 AO1 performance: 4–5 marks.</li> </ul> <p><b>Indicative content guidance</b></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><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Demand for labour resulting from changes in the global economic system has encouraged rural-urban migration, and international migration of elites, skilled and semi-skilled labour.</li> <li>• Causes of migration are numerous, and change.</li> <li>• Economic theory may suggest that efficiency is maximised when labour can move freely across borders, but this is not permitted in many situations, as governments respond to public pressure to protect national identity and sovereignty.</li> <li>• Multi-national countries have contrasting ethnic groups and families seek to reunite, so ongoing pressure for further migration is likely.</li> <li>• Unrestricted migration occurs within many countries to provide labour where needed, and this occurs to some extent regionally and even globally.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Pressures for migration have not abated in recent years and it seems unlikely that they will.</li> <li>• Globalisation contributes to environmental problems including sea level rise, drought and floods, which force further migration.</li> <li>• Conflict in the Middle East in reaction to globalisation of culture has increased migration from those seeking safety or freedom from persecution.</li> <li>• Economic differentials between sub-Saharan Africa and Europe continue to increase, and so those escaping poverty will take risks to begin a new life.</li> <li>• However, the growth of nationalism and defence of a more traditional national identity increases pressure to close borders and only allow select migrants permission to gain right of residence.</li> <li>• This is not equally true of all states and all migrants. Health, youth and wealth are often welcome internationally and this is likely to continue.</li> <li>• Migration remains one of the four freedoms of EU membership, and ongoing movement between states is likely to continue, despite growing racism and protest in some member countries.</li> </ul> <p>Evaluation will depend on the examples chosen but most are likely to conclude that due to the demands of a global economy and increased global connections, growth of migration is likely to continue for economic reasons, though political pressure will restrict numbers of less welcome migrants.</p> |

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

| Level | Mark | Descriptor                                                                                                                                                                                                                                             |
|-------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |      | <ul style="list-style-type: none"><li>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)</li></ul> |

