



Mark Scheme (**Results**)

Summer 2019

Pearson Edexcel Level 3 GCE  
in Geography (9GEO/02)  
Paper 2

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## General Marking Guidance

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

Question number	Explain <b>one</b> reason why many people in the developed world support the global shift of industry <b>Answer</b>	Mark
<b>1(a)</b>	<p style="text-align: center;"><b>AO1 (4 marks)</b></p> <p>Award <b>1</b> mark for a reason people support for shift, with up to a further <b>3</b> marks for an explanation to a maximum of <b>4</b> marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Cost of goods to developed world customers is becoming cheaper (1) due to lower cost overseas (1) as cost of living in developing world is lower(1) e.g. average price of smart phones in 2019 is less than in 2011 (1).</li> <li>• Factories move overseas so less air/water pollution (1) and reduced threats to health (1) so reduced costs for health treatments(1) so government can spend on other priorities (1).</li> <li>• Business owners outsource to Asia as it is economically worthwhile(1) as wage costs are lower(1) so profits increase (1) and the business can invest in new infrastructure/designs (1).</li> </ul> <p>Allow one mark for an example with a detail (see first bullet point above)</p> <p><b>'Lower cost of labour'</b> can only be credited as an extension mark, not on its own.</p> <p>If more than one reason is given, credit the stronger one.</p> <p>Accept any other appropriate response.</p>	<b>(4)</b>

Question number	Assess the methods used in local communities to reduce the impact of globalisation on the environment. <b>Answer</b>
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.</p> <p><i>Please remember that the descriptor provides guidance as to the appropriate level. Bullet points covering indicative content do not translate directly into marks.</i></p> <p>Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Globalisation has created losers for the physical environment</li> <li>• Costs/negative impacts: developed world (dereliction, contaminated land, unemployment) and developing world (loss of productive land/plastic waste) as well as global scale environmental costs linked to mass transportation (large ecological footprint).</li> <li>• Ethical and environmental concerns about unsustainability have led to increased localism and awareness of the impacts of a consumer society</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Methods used by local communities (in developed, emerging or developing world) to reduce environmental impacts include local sourcing, grow your own, transition towns, recycling, plastic bag ban. Allow local protest groups.</li> <li>• Environmental impacts of globalisation include contaminated water supply, atmosphere, soil, loss of biodiversity/productive farmland, resource depletion and waste disposal, global warming as a result of transport of goods/people.</li> <li>• In developed countries, former industrial locations have been left derelict and are expensive to clean up/re-use. If there is little government/TNC investment, local communities may take initiative.</li> <li>• Ethical consumption/local sourcing puts pressure on TNCs to improve environmental record e.g. cut transport pollution but costs/choice are issues.</li> <li>• Local pressure groups encourage individuals, TNCs, councils, or governments to seek sustainable solutions, e.g. Todmorden/ Totnes, transition towns.</li> <li>• Recycling/upcycling/circular economy alters demand for new goods and seeks to reduce waste and designs for the reuse of components.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• This is likely to include judgement about how successfully methods reduce impacts, for example: many are small scale, expensive, and often only an option for the better off. This could be comparative, which is best?</li> </ul>

	<ul style="list-style-type: none"> <li>• Locally produced vegetables may be more environmentally damaging (heated greenhouses) than moving goods from a warmer places (Spain).</li> <li>• Buying locally in UK reduces earnings for suppliers in developing world, cutting their earning and ability to support their families.</li> <li>• Local responses can form part of an attempt to live a more ethical lifestyle.</li> <li>• National scale policy/action is often prompted by local scale initiatives (e.g. recycling, renewable energy strategy).</li> <li>• Assessment could also include discussion of the scale of the negative environmental impacts of globalisation and the extent to which these strategies will help reduce them.</li> </ul> <p>Allow assessment about effects of local strategies on people (e.g. loss of sales for overseas farmers or benefits to community engagement).</p>
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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 that 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
<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	Explain <b>one</b> reason for the emergence of a multi-polar world.	Mark
2(a)	<p style="text-align: center;"><b>A03 (4 marks)</b></p> <p>Award <b>1</b> mark for identifying a reason with up to a further <b>3</b> marks for an explanation to a maximum of <b>4</b> marks.</p> <p>A multi-polar world is one where several countries hold and may compete for influence, for example through economics, military or cultural power.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Growing military power of China/India (1) means there is more investment in weapons/SMART technology (1) to protect access to resources for growing populations and wealth(1) so there is competition with USA/EU for power as countries seek to protect their own interests(1).</li> <li>• <b>Growth of China's/BRICs'</b> economy (1) linked to FDI has enabled investment in infrastructure /factories/ manufacturing (1) and) has enabled investment in military hardware (1) and projection of hard power(1).</li> <li>• Declining influence of former powers (1) as emerging powers become more successful economically (1) and can afford to spend more on military power and challenge for global influence (1) for example, China has one aircraft carrier and is building two more (1).</li> </ul> <p>Allow one mark for an example with a detail (see third bullet above). Accept any other appropriate response. If more than one reason is given credit the stronger one.</p>	(4)



<b>Question number</b>	Assess the reasons why the growing resource needs of superpowers and emerging countries result in tensions. <b>Answer</b>
<b>2(b)</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.</p> <p><i>Please remember that the descriptor provides guidance as to the appropriate level. Bullet points covering indicative content do not translate directly into marks.</i></p> <p>Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Super/emerging power resource demands (food, fossil fuels, land, water, minerals) cause environmental degradation/increased carbon emissions.</li> <li>• Super/emerging powers play a key role in international decision-making concerning resources which can contribute to tensions (e.g. Oil, WTO).</li> <li>• Global influence is contested in a number of economic, environmental and political spheres, e.g. counterfeiting, trade relationships.</li> <li>• Political spheres of influence can be contested leading to tensions/conflict over territory/resources, e.g. Arctic, Spratley Islands, Pakistan/India.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Resource needs of super/emerging powers are large and growing, as populations and economies require food, water, fuel. So superpowers search for secure supplies at the best possible price.</li> <li>• For example the USA has seen Middle East and Pacific regions as its own sphere of influence, for supplies of oil etc, now challenged by China as it seeks to establish a blue water navy to secure resources, leading to tension. Prices changes add to tensions.</li> <li>• Tensions may be experienced both by other superpowers (USA/China/EU) and other countries (costs of food and fuel rising in UK, USA and China).</li> <li>• Heavy military presence in Pacific of USA (bases and aircraft carriers) and China (growing size of navy), and nuclear weapons in hands of all main super powers, plus North Korea and others are sources of tension.</li> <li>• Clashes in Ukraine following annexation of Crimea by Russia (land) has added to tensions with EU, also over energy resources (gas) and Syria.</li> <li>• Massive demand for resources (e.g. copper, nickel, oil) can lead to price rises, and possibly tensions, e.g. Chinese investment in farming in Ghana. Arctic is a likely site for future clashes over territory and resources.</li> <li>• Chinese investment of funds around the world creates tensions (e.g. Thames Water, Hinkley Point nuclear power plant).</li> <li>• Climate change: role of USA is ambivalent and its 2017 withdrawal from</li> </ul>

<b>Question number</b>	Assess the reasons why the growing resource needs of superpowers and emerging countries result in tensions. <b>Answer</b>
	<p>Paris Agreement, has allowed China to claim leadership.</p> <p><b>Assessment:</b> Many approaches could be taken:</p> <ul style="list-style-type: none"> <li>• By super/emerging power: USA has been leading superpower and sought to control supplies, e.g. energy. Russia and China have not sought alliances but seek to secure their own interests. Tensions can therefore occur.</li> <li>• By contrasting economic and environmental tensions, which could be at any level n local, national or international.</li> <li>• By comparing past and present, and suggesting possible futures.</li> </ul> <p>Note there is a lot to cover here, so do not expect even Level 3 answers to cover both superpowers and emerging powers separately, though some may do so.</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 that 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
<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	Suggest <b>one</b> reason why economic regeneration is needed in some places more than others. <b>Answer</b>	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 one possible reason why regeneration is needed, and a further <b>2</b> marks for explanation up to a maximum of <b>3</b> marks. For example:</p> <ul style="list-style-type: none"> <li>• Lower wages contribute to deprivation (1) so a spiral of decline occurs (1) leading to out-migration (1).</li> <li>• Deindustrialisation of coal mining/steelmaking areas (1) has led to low wages/ high unemployment (1) and low aspirations amongst young people (1).</li> <li>• Areas outside the fracking licences will not gain investment (1) so will not get an economic boost from employment (1) or the multiplier effect of spending in the community (1).</li> </ul> <p>Allow use of numeric data from the resource to make points but there are no separate marks for simply quoting data.</p> <p>Accept any other appropriate response.</p>	<b>(3)</b>

Question number	Explain why infrastructure investment such as fracking may help regeneration in some local economies but not others. <b>Answer</b>
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>Note Figure 1 should be used in answering the question. This might include direct reference to data or more general 'connections/relationships' triggered by Figure 1. Do not expect direct reference to the map, even for Level 3.</i></p> <p>Relevant points may include:</p> <p><b>A01</b></p> <ul style="list-style-type: none"> <li>• UK government policy decisions play a key role in regeneration, for example, giving <b>permission for 'fracking'</b> affects economic regeneration options of urban and rural regions.</li> <li>• Infrastructure investment (high speed rail, airport development) seeks to maintain growth and improve accessibility.</li> </ul> <p><b>A02</b></p> <ul style="list-style-type: none"> <li>• Map shows the majority of sites given licences are in areas which have suffered deindustrialisation, many of which still have low earnings. People here may be keen to accept new source of income/jobs.</li> <li>• Some licences are in areas where environmentalists, homeowners and others will object to loss of amenity value of land (e.g. National Parks), drop in house prices, congestion, pollution and noise during construction and extraction.</li> </ul>

	<ul style="list-style-type: none"> <li>• Environmental risks of fracking and road/airport building are a concern for many (water contamination, loss of land and biodiversity) but in areas needing regeneration these may be disregarded by decision-makers and some local groups.</li> <li>• Some sites are near coasts where tourism/ retirement migration may occur.</li> <li>• Allow consideration of other infrastructure investment e.g. HS2 and airport expansion which will do little to help areas outside London and central England, creating division and resentment in neglected areas.</li> </ul>
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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	Answer
<b>3(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. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• ‘Living environment’ is a broad term so allow improved biodiversity, new public access to parks, and ideas of improving where people live.</li> <li>• Regeneration improves the living environment through removal of polluting activities and derelict land/buildings, cleaning up rivers, removing of graffiti.</li> <li>• Regeneration often involves clearing a site and improving the physical environment in a number of ways. These create a social amenity for the public or workers/shoppers/residents.</li> <li>• Improvements in air quality and appearance may improve public health and engagement/perception of a place as people take pride in their area.</li> <li>• Improvement in living environment is often part of top-down schemes, to encourage visitors and change the image of the place.</li> <li>• Allow discussion of how regeneration may lead to overcrowding/congestion.</li> <li>• Examples are likely to be useful, for example Markham Vale, Swansea, Glasgow, Stratford and Olympic Park.</li> <li>• Accept different interpretations of living environment to include perceptions of the local area.</li> </ul> <p>Answers which do not address the living environment (either physically or through people’s perception) explicitly are unlikely to reach L2.</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>

<b>Question number</b>	Evaluate the reasons why some regions are more successful than others. <b>Answer</b>
<b>3(c)</b>	<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>Reasons included will depend on the examples chosen.</p> <p><i>Please remember that the descriptor provides guidance as to the appropriate level. Bullet points covering indicative content do not translate directly into marks.</i></p> <p>Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Success has many dimensions (economic: income, employment, social: health and disability, quality of living environment and low levels of deprivation, but also negatives, e.g. house price rises, inequalities).</li> <li>• Restructuring has led to a spiral of decline in some regions, including deindustrialised areas like Walloon, also coal mining towns in UK or rural areas dependent on primary industry like Cornwall/Yorkshire moors.</li> <li>• Sink estates and declining remote rural settlements, and other areas including seaside towns often have high levels of deprivation.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Regions (see RB) will have different reasons for levels of success, but there are likely to be some common factors (as shown in RB figures).</li> <li>• Answers could be structured in many ways but are likely to include:</li> </ul> <p><b>Economic reasons:</b></p> <ul style="list-style-type: none"> <li>• Flanders: more successful in many ways but has low air quality from traffic as wealthy people own more cars and drive for leisure as well as work.</li> <li>• Walloon region had initial advantage (coal/steel industry) but has seen less success (lower wages, more unemployment) linked to economic restructuring involving closure of traditional industry (coal mining/steel) as global shift occurs, replaced by high levels of government services and pharmaceuticals from former heavy chemical industry).</li> <li>• Core/periphery ideas: as core grows, resources/people leave periphery</li> <li>• Walloon: spiral of decline is likely in with reduced spending in the community and closure of shops and services (likely to compare with other examples).</li> <li>• Often economic deprivation will result in social and environmental deprivation as jobs, income and investment disappear from a community. Many young educated people will leave looking for more opportunities elsewhere, further reducing spending.</li> </ul>

	<ul style="list-style-type: none"> <li>• Even “successful” towns and regions have areas or groups of people that experience deprivation. Often these can be very close to each other geographically (e.g. proximity of Flanders/Walloon).</li> </ul> <p><b>Social reasons:</b></p> <ul style="list-style-type: none"> <li>• Poor educational achievement (% going to university) and lack of skills leaves people dependent on benefits or trapped in low wage employment, and this can persist for generations (e.g. coastal Portland, Dorset).</li> <li>• Lower life expectancy in Walloon is linked to income, as poor diet, mental health problems and alcohol/drug abuse levels are high in poor areas.</li> <li>• Some of the most successful cities (e.g. Brussels, London and Reading) have the highest levels of inequality, because they attract internal and international migrants who live in poor areas.</li> </ul> <p><b>Other reasons:</b></p> <ul style="list-style-type: none"> <li>• Geographical isolation play a part, as distance and lack of access via motorways or fast railway connections contribute to deprivation in Walloon (<b>fast rail routes don’t stop, and only a low cost airline</b>).</li> <li>• National government and EU investment has been significant in places, leading to regeneration, for example Science park in Walloon but progress can be slow.</li> <li>• <b>Poor ‘living environment’ contributes to deprivation through congestions and pollution, lack of safe play spaces, lack of places for exercise or sport, and also through poor housing quality. Lack of investment worsens all these.</b></li> </ul> <p><b>Evaluation</b> may explore whether economic reasons dominate in terms of success.</p> <p>Most are likely to agree that this is the case, and explore the interactions between factors (health/education/income). These may be on different scales, and individuals may experience very different levels of deprivation within the same place. Overall poorer communities tend to have lower success levels.</p> <p><i>Answers should include reference to a candidate’s own knowledge and understanding as well as the resources, and might include appropriate terminology or parallel examples for instance.</i></p>
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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 information/ideas, making limited and rarely logical connections/relationships between stimulus material and the question. (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</b>	<b>Mark</b>	<b>Descriptor</b>
<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 between stimulus material and the question. (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 between stimulus material and the question. (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 between stimulus material and the question. (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	Suggest <b>one</b> reason why the distribution of international migrants varies across the UK. <b>Answer</b>	Mark
4(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 one possible reason the distribution of in-migrants varies across the UK and a further <b>2</b> marks of explanation up to a maximum <b>3</b> marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Asylum seekers often arrive in south-east of country or at airports(1) so government relocates people to north or west of country(1) to reduce over-crowding and allow support services chance of providing enough help(1).</li> <li>• International migrants choose to move to places with existing enclaves(1)where family provide support/housing (1) making life easier and safer for new arrivals(1).</li> <li>• International migrants have been pre-recruited for agricultural work(1) so live in areas with unfilled agricultural jobs(1) e.g. raspberry picking in Herefordshire(1).</li> </ul> <p>Allow one mark for a detailed example. Accept other appropriate responses.</p>	<b>(3)</b>

Question number	Explain why there are tensions between long-term residents and international migrants in some areas but not others. <b>Answer</b>
4(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>Figure 3 should be used in answering the question, which might include direct reference to data or more general 'connections/relationships' triggered by Figure 3. Do not expect direct reference to the map, even for Level 3.</i></p> <p>Relevant points may include:</p> <p><b>A01</b></p> <ul style="list-style-type: none"> <li>• Significant migration of people into/within UK has created uneven cultural patterns, for instance some international migrants live in rural areas.</li> <li>• Frequent tensions over diversity of living spaces between long-term residents and recent in-migrants.</li> </ul> <p><b>A02</b></p> <ul style="list-style-type: none"> <li>• High numbers of in-migrants in cities and towns (London, Manchester, Birmingham, Cardiff, Boston) as migrants find support and safety there, but this may raise tensions as balance of numbers changes.</li> <li>• Remote areas such as northern Scotland have few in-migrants so tension levels may be reduced, as communities experience little change.</li> <li>• But some remote have been directed to take migrants who are forced to relocate there. This may cause high levels of tension</li> </ul>

	<ul style="list-style-type: none"> <li>• Perception of tension may not be the same for in-migrants and long-term residents. <b>In some communities 'white flight' has occurred.</b></li> <li>• Wealthy migrants, e.g. from Russia bring cash to invest in housing leading to a rise in house prices/rent which is often resented by local people.</li> <li>• Some communities celebrate <b>assimilation of cultures</b> and schools and community groups help build understanding (e.g. Aik Saath).</li> <li>• Poverty and job shortages may build resentment between groups in areas experiencing deprivation.</li> <li>• Discrimination and racist attitudes have persisted in places and build tensions and sometimes aggression (e.g. Tottenham, Burnley, Luton).</li> </ul>
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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	Explain how the built environment of urban areas usually reflects the ethnicity of their residents. <b>Answer</b>
<b>4(b)</b>	<p style="text-align: center;"><b>AO1 (6 marks)</b></p> <p><b>Marking instructions</b> 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> 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>• Built environment includes shops, restaurants, places of worship, leisure, and this is likely to mirror local cultures. Allow reference to shop decorations or goods/food sold. Housing could be relevant if discussed appropriately.</li> <li>• As communities change in their ethnicity so use of buildings evolves, e.g. church becomes a mosque with different symbols/speakers visible.</li> <li>• Areas with fewer migrants may experience little change, or these may be superficial (e.g. east-Europeans attend existing Roman Catholic churches).</li> </ul>

	<ul style="list-style-type: none"> <li>As ethnicities become wealthier and established so their ability to build substantial structures changes and these become more apparent on the skyline, e.g. BAPS Shri Swaminarayan Mandir in Neasden, London.</li> <li>However, due to pressure to maintain a place's heritage, planning laws are often used to restrict changes to the built environment.</li> </ul>
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



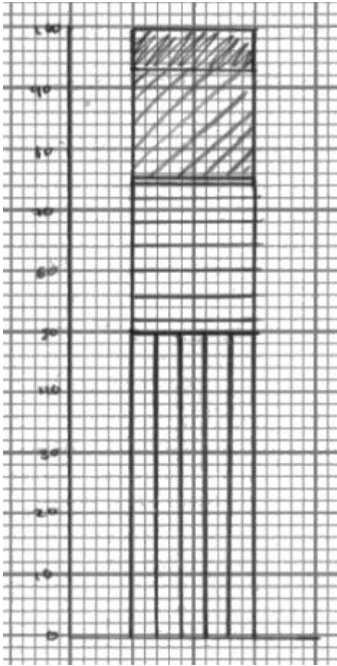
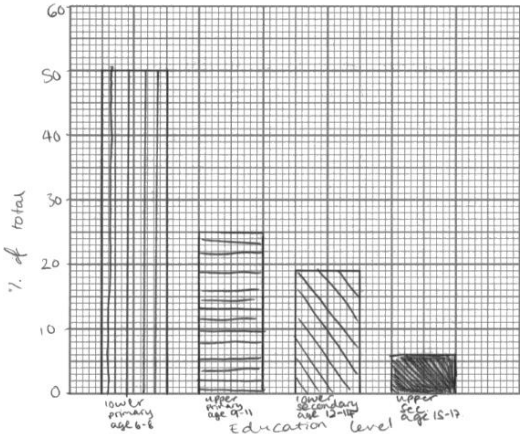








Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>Understanding addresses a narrow range of geographical 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	Answer
<b>4(c)</b>	<p>Evaluate the reasons why some places appear to be more desirable than others.</p> <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><i>Please remember that descriptors provides guidance as to the appropriate level. Bullet points covering indicative content do not translate directly into marks.</i></p> <p>Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>Places are seen very differently by different groups because of their perceptions and lived experiences of those places.</li> <li>Urban places were seen as threatening in the past but now some of the same places may attract young people.</li> <li>Rural places are seen as idyllic by some, but remote and boring by others.</li> </ul>

Question number	Evaluate the reasons why some places appear to be more desirable than others. <b>Answer</b>
	<p><b>A02</b></p> <ul style="list-style-type: none"> <li>• The two cities have obvious differences. Brussels can be seen as more desirable with a higher population, lower unemployment, higher life expectancy, more young people/families, lower crime and more transport links. But issues with air pollution and risk of terrorism in Brussels. Both have crime problems.</li> <li>• Each factor reflects opportunities in terms of economic progress and social or cultural welfare, though individuals (e.g. life cycle stage, ethnicity) might vary in terms of which they see as important.</li> <li>• Lived experience and perception varies by age, gender, wealth, ethnicity, disability, religion and other factors including length of residence. Charleroi may have more long term residents with higher engagement and attachment. Some answers are structured by demographic group.</li> <li>• Charleroi has an industrial past with waste heaps and continued unemployment as work has gone overseas, similar to other examples, e.g. UK or USA.</li> <li>• Brussels is better connected by fast transport links, and as part of the EU Parliament system will have wealthy and influential residents from all over the EU and likely also to have TNC regional bases similar to London.</li> <li>• New investment in Charleroi (public services and chemical industry) is likely to be slow to reduce past decline but there is progress (waste heaps becoming 'green lungs').</li> <li>• Unemployed: less choice in terms of financial backing /education/ qualifications, so Charleroi could be seen as experiencing inertia and a spiral of decline despite some advantages (air quality, investment).</li> <li>• Overheated economy in Brussels decreases its desirability with poor air quality (vehicles) and high risk of terrorism due to its prestige (cf London).</li> </ul> <p><b>Evaluation</b> may explore the how desirability criteria differ with demographic /life cycle stage or compare the two places by factor.</p> <p>Factors include: health/education/ income/ access ability/ environmental quality/safety. These may be on different scales, and groups may experience very different levels of deprivation within the same place. Overall poorer communities tend to be less desirable, but perceptions vary by group (sense of attachment, levels of engagement).</p> <p><i>Answers should include reference to a candidate's own knowledge and understanding as well as the resources, and might include appropriate terminology or parallel examples for instance.</i></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 information/ideas, making limited and rarely logical connections/</li> </ul>

Level	Mark	Descriptor
		<p>relationships between stimulus material and the question. (AO2)</p> <ul style="list-style-type: none"> <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 between stimulus material and the question. (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 between stimulus material and the question. (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 between stimulus material and the question. (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	Answer	Mark															
5(a)(i)	<p style="text-align: center;"><b>A03 (2 marks)</b></p> <table border="1" data-bbox="368 338 874 636"> <thead> <tr> <th>Key</th> <th>Education level</th> <th>% of total</th> </tr> </thead> <tbody> <tr> <td></td> <td>Lower primary (age 6-8)</td> <td>50</td> </tr> <tr> <td></td> <td>Upper primary (age 9-11)</td> <td>25</td> </tr> <tr> <td></td> <td>Lower secondary (age 12-14)</td> <td>19</td> </tr> <tr> <td></td> <td>Upper secondary (age 15-17)</td> <td>6</td> </tr> </tbody> </table> <p>Note key is in QP so there is no requirement to reproduce this.            Correctly drawn scale (1) and correctly drawn divided bar chart(1).            This could also be drawn horizontally.</p>  <p>Also accept correctly drawn scale (1) for a bar chart or histogram, but no mark for the wrong type of graph, as shown below. This scores (1).</p> 	Key	Education level	% of total		Lower primary (age 6-8)	50		Upper primary (age 9-11)	25		Lower secondary (age 12-14)	19		Upper secondary (age 15-17)	6	(1,1)
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	Upper secondary (age 15-17)	6															

Question number	Answer	Mark
<b>5(a)(ii)</b>	<p style="text-align: center;"><b>A03 (2 marks)</b></p> <p>(1) for working and (1) for correct answer (to one decimal place)</p> $5.8 \div 8.9 \times 100 \text{ (1)}$ $= 65.2\% \text{ (1)}$ <p>No working, correct answer (1)</p> <p>Accept other working that leads to a correct answer.(1,1)</p> <p>Correct working but wrong numbers (1)</p> <p>Answer must be correct to one decimal place.</p> <p>Accept answers that are not written on the lines.</p>	<b>(1,1)</b>



<b>Question number</b>	Suggest reasons why the number of years spent in education by Madagascar's children could affect its economic development. <b>Answer</b>
<b>5(a)(iii)</b>	<p style="text-align: center;"><b>AO1 (3 marks)/AO2 (3 marks)</b></p> <p><b>Marking instructions</b> 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> 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>Note the candidate's bar chart provides a resource to be used in answering this questions.</i></p> <p>Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Education is central to economic development as it involves investment in human capital, both at individual and national level.</li> <li>• Education also helps understanding and assertion of human rights.</li> <li>• Access to education and standards of achievement vary among countries.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Lower primary is where people learn to read and write; upper secondary is where they will learn skills needed for tertiary employment.</li> <li>• Low levels of upper secondary education are likely to lead to few young people being able to access higher education,</li> <li>• Therefore the earning capacity of the person and the skill levels of Madagascar will be held back e.g. few doctors, engineers, IT consultants.</li> <li>• GDP capacity is restricted if literacy, numeracy and IT skills of its people are limited as majority only have primary level education. Many are likely to be subsistence farmers like their parents.</li> <li>• Gender inequality is likely to be more marked if few access education beyond mid-teens. Girls likely to start child-bearing at young age.</li> <li>• Capacity for participation in democracy and decision-making is increased with education. Empowerment is encouraged.</li> <li>• Country is likely to stay dependent on primary products like coffee/cotton.</li> <li>• Tax revenue remains low, so country cannot afford competitive wages for trained staff e.g. nurses so they leave for higher earnings in South Africa</li> <li>• Failure to attract FDI/TNCs due to few years in education for many.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	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</li> </ul>

Level	Mark	Descriptor
		<p>is mostly relevant and may include some inaccuracies. (AO1)</p> <ul style="list-style-type: none"> <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	Answer
5(b)	<p style="text-align: center;"><b>AO1 (8 marks)</b></p> <p><b>Marking instructions</b> 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> 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>• Likely HR for discussion include: freedom of speech, right to education, equality for women.</li> <li>• The UDHR is not legally binding so countries can adapt their interpretation of it according to their needs/agendas.</li> <li>• Some emerging powers have transitioned to more democratic governments, supporting human right to freedom of speech, for example in election campaigns in India and Brazil.</li> <li>• Levels of development may hold back countries from implementing desirable human rights like primary education for all.</li> <li>• Rights for women are limited in Saudi Arabia due to interpretations of Islam by religious and state leadership.</li> <li>• More authoritarian governments like China and North Korea do not allow any discussion of politics, restricting freedom of speech.</li> <li>• In the 1950s, 60s and 70s, South Korea and Singapore pushed through economic reform and did not allow people to speak out for fear of encouraging communism.</li> <li>• Freedom of speech (first amendment in USA and article 19 in UDHR) may be used as an excuse for expression of racist views and is likely to lead to opposition so governments seek to restrict right to speak.</li> <li>• In the past, radical imams in UK have encouraged militant Islamism and have lost their right to preach, and some are now in prison, because government is fearful of others joining their cause or ISIS in Syria/Iraq, or of bombings/ violence in UK.</li> <li>• There is a tension between the right to say what you think and the duties and responsibilities to prevent incitement to hate, for example.</li> </ul> <p><i>Do not expect separate discussion of definition <b>and</b> protection of human rights, but do expect some definition of what rights are being talked about for upper L2 and L3 answers.</i></p>





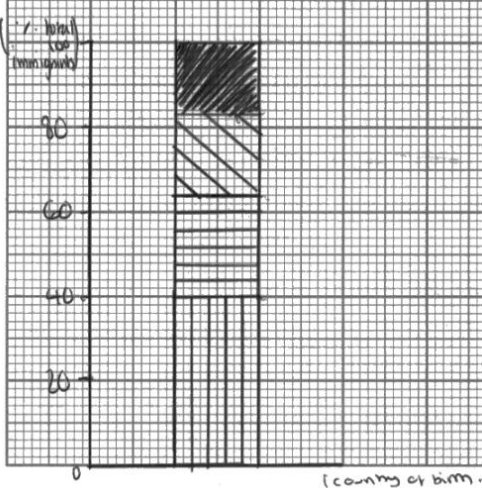
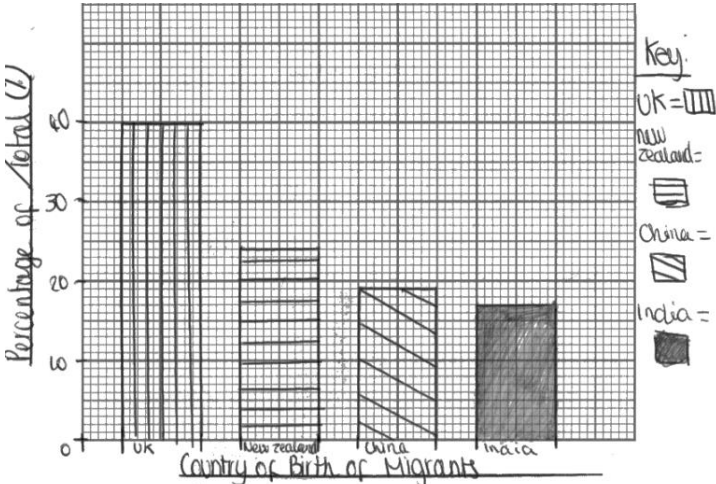








Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Understanding addresses a narrow range of geographical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

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<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>

<b>Question number</b>	Evaluate the view that development aid has been largely ineffective in reducing inequalities in developing countries. <b>Answer</b>
<b>5(c)</b>	<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><i>Please remember that descriptors provide guidance as to the appropriate level. Bullet points covering indicative content do not translate directly into marks.</i></p> <p>Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Inequalities can be identified in terms of income, health, education and political engagement amongst other factors, both within and between developing countries.</li> <li>• Differential access to basic needs such as food, water supply and sanitation results in inequality of health (e.g. disease, access to health programmes and life expectancy).</li> <li>• Ethnic variations and income levels contribute to health variations within a country.</li> <li>• Development aid includes charitable gifts from NGOs and national governments and IGOs offering loans.</li> <li>• Opinions vary about the success of aid, with most approving of increased equality for women and improvements in treatment for illness, but there is opposition to the dependency and corruption that it can involve.</li> <li>• Aid has helped improve health in some states but there has been failure elsewhere.</li> <li>• Development aid can be used by superpowers to extend their reach and influence.</li> </ul> <p><b>AO2</b></p> <p><b>Aid that is ineffective in reducing inequalities:</b></p> <ul style="list-style-type: none"> <li>• Aid is often short term and controlled by the donor with limited choice or oversight by the recipients. If it is withdrawn the poorest often suffer.</li> <li>• Tied aid and bilateral aid may restrict benefits.</li> <li>• Structural Adjustment Programme rules have forced restrictions on investment in health and education.</li> <li>• Problems with corruption/embezzlement/diversion of funds to ruling elites.</li> <li>• NGOs have exploited people (Oxfam in Haiti).</li> <li>• Health: treatment is provided freely by aid programmes, but a lack of access to clean water/balanced diet, and problems of access to follow-up appointments due to isolation mean that many do not fully benefit.</li> <li>• Access to drug treatment is expensive and the TRIPs agreement does not necessarily mean the best drugs are available, e.g. for cancer.</li> </ul>

	<ul style="list-style-type: none"> <li>• Fear of western medicine and unwilling to participate in vaccination programmes provided by aid programmes.</li> </ul> <p><b>However positive progress in reducing inequalities:</b></p> <ul style="list-style-type: none"> <li>• Aid has been extremely successful in some ways, e.g. almost complete eradication of polio, small pox and ebola, and significant improvement in effects of malaria and HIV/AIDS. These reduce life expectancy inequalities.</li> <li>• Projects to help improve <b>Maternal Mortality rates have a 'double dividend' by saving the child's life.</b></li> <li>• Investment in infrastructure/IT/training helps improve trade and earnings.</li> <li>• Success of MDGs (2000 onwards) and SDG (2015 onwards) have targeted help to improve access to primary education, reduced poverty, etc.</li> <li>• Humanitarian aid following disasters does help rescue and recovery but often problems remain (Haiti post-2010 earthquake).</li> <li>• Closing the gender inequality gap has been a focus (globally since the UN decade for women in 1975) in many parts of the world.</li> </ul> <p><b>Evaluation</b> depends on the examples/evidence presented.</p> <p>The poorest developing countries have so many other challenges that aid may be <b>little more than a 'sticking plaster' alongside other pressures, e.g. migration of Malawi's nurses to South Africa, and South Africa's nurses to Australia or Canada</b> means that any improvements from aid are small.</p> <p>Project aid is widely criticised as piecemeal and poorly monitored, resulting in duplication and short-term targets and limited progress in reducing inequalities..</p> <p>Inequalities could be assessed within and between countries. For the better off people in capital cities in many African countries, quality of health provision can be as good as elsewhere in the world. But for the poor, and in rural areas options are far fewer.</p> <p><i>Note that answers that discuss the positives and negatives of aid generally without referring to inequalities are unlikely to reach L3.</i></p>	
Level	Mark	Descriptor
	<b>0</b>	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</li> </ul>

		<p>some evidence but has limited coherence. (AO2)</p> <ul style="list-style-type: none"> <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	Answer	Mark															
6(a)(i)	<p style="text-align: center;"><b>A03 (2 marks)</b></p> <p>Note key is in QP so there is no requirement to reproduce this.            Correctly drawn scale (1) and correctly drawn divided bar chart(1).            This could also be drawn horizontally.</p> <table border="1" data-bbox="363 450 906 757"> <thead> <tr> <th>Key</th> <th>Country of birth of migrants</th> <th>% of total</th> </tr> </thead> <tbody> <tr> <td></td> <td>UK</td> <td>40</td> </tr> <tr> <td></td> <td>New Zealand</td> <td>24</td> </tr> <tr> <td></td> <td>China</td> <td>19</td> </tr> <tr> <td></td> <td>India</td> <td>17</td> </tr> </tbody> </table>  <p>Allow horizontal version of divided bar chart as well as vertical.</p> <p>Also accept correctly drawn scale (1) for a bar chart or histogram, but no mark for the wrong type of graph, as shown below. This scores (1).</p> 	Key	Country of birth of migrants	% of total		UK	40		New Zealand	24		China	19		India	17	<b>(1,1)</b>
Key	Country of birth of migrants	% of total															
	UK	40															
	New Zealand	24															
	China	19															
	India	17															



Question number	Answer	Mark
6(a)(ii)	<p style="text-align: center;"><b>A03 (2 marks)</b></p> <p>The total number of migrants living in Australia was 6.19 million. The total number of migrants from UK, New Zealand, China and India was 2.8 million.            (1) for working and (1) for correct answer (to one decimal place)</p> <p><math>2.8 \div 6.19 \times 100</math> (1)</p> <p>= 45.2% (1)</p> <p>Correct working but wrong numbers (1)</p> <p>No working, correct answer (1)</p> <p>Answer must be correct to one decimal place.</p> <p>Accept answers that are not written on the lines.</p>	<b>(1,1)</b>

<b>Question number</b>	Suggest reasons why the UK, New Zealand, China and India are the main source countries for migrants to Australia. <b>Answer</b>
<b>6(a)(iii)</b>	<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>Note the candidate's bar chart provides a resource to be used in answering this question.</i></p> <p>Relevant points may include:</p> <p><b>A01</b></p> <ul style="list-style-type: none"> <li>• Most migrants move for work or to join family members.</li> <li>• There are other significant causes including refugees due to conflict and poverty.</li> <li>• Economic theory suggests economic efficiency is maximised when labour can move across international borders.</li> </ul> <p><b>A02</b></p> <ul style="list-style-type: none"> <li>• Migrants from each of the countries are likely to have moved for work, or else to join family members who have already moved.</li> <li>• Countries which have been the source for large numbers in the past are likely to have family members joining them (e.g. UK, New Zealand).</li> <li>• Colonial links/Commonwealth encourage UK and NZ migrants to see Australia as a safe destination (also speaking English/culture similar).</li> <li>• Distance is likely to influence numbers, and numbers are large for New Zealand, China and India which are relatively nearby.</li> <li>• Countries with large populations are likely to produce more migrants (China, India, cf. Poland→UK).</li> <li>• These factors notwithstanding, numbers are largest for the UK, a relatively small country over 10,000 miles away. Thus colonial links are shown to be the most significant.</li> <li>• Strict government controls in Australia will reduce access for those who do not have the skills or income to support their application for migration. This could explain smaller numbers from India.</li> </ul> <p>Candidates are not expected to have any prior knowledge about migrants to Australia, but should apply knowledge and understanding from the course.</p> <p>Allow all reasonable responses.</p>

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	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. (A01)</li> <li>• Applies knowledge and understanding to geographical information inconsistently. Connections/relationships between</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
		stimulus material and the question may be irrelevant. (AO2)
<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>

<b>Question number</b>	Explain why modern nationalist movements face challenges in seeking increasing independence. <b>Answer</b>
<b>6(b)</b>	<p style="text-align: center;"><b>AO1 (8 marks)</b></p> <p><b>Marking instructions</b> 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> 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>• There are strong nationalist movements seeking to create independent smaller states.</li> <li>• These countries may seek to remain within larger trading groups (Catalonia and Scotland within the EU).</li> <li>• <b>Economic challenges:</b> small states/nations struggle to generate tax revenue needed to support education, health and defence budgets needed to be independent.</li> <li>• However many smaller countries have found ways to specialise in providing financial services for example (Switzerland, Channel Islands). The extent to which other countries may follow a similar route is contested.</li> <li>• Currency issues are a concern, e.g. whether Scotland would continue to use £ Sterling when independent.</li> <li>• Many smaller countries have sought to JOIN larger groupings for economic or political reasons (e.g. expansion of the EU from 2000 onwards), partly because they wanted the benefits of access to a larger market.</li> <li>• <b>Economic challenges are entangled with many others in voters' minds.</b></li> <li>• <b>Other challenges:</b> Some nationalist movements seeking independence have challenging geographical factors to overcome, e.g. remoteness of Scotland from EU, and high costs of providing infrastructure and services for Highlands and Islands. These have been subsidised by the UK.</li> <li>• UK Brexit vote has taken Scotland out of the EU, despite majority vote in Scotland to remain. Scotland has received net financial benefit from EU membership through EU funding: <b>€941m in 2014-2020</b> period.</li> <li>• Referendum decisions about creating a new state are not predictable, as voters take numerous considerations into account.</li> <li>• Nationalist movement of Catalonia failed due to the failure of others to recognise it. First the Spanish government failed to recognise the vote, followed by the global community, probably due to fears it would set a precedent for their own countries.</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</b>	<b>Mark</b>	<b>Descriptor</b>
<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>

<b>Question number</b>	Evaluate the view that international global organisations (IGOs) have been largely ineffective in managing environmental challenges. <b>Answer</b>
6(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><i>Please remember that descriptors provide guidance as to the appropriate level. Bullet points covering indicative content do not translate directly into marks</i></p> <p>Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• IGOs have been formed to manage the environmental problems facing the world with varying success.</li> <li>• Global environmental issues concern the quality of the environment and the biosphere.</li> <li>• IGOs have been involved in developing laws for managing oceans and international rivers, and managing the state of the environment.</li> <li>• IGOs manage Antarctica as a continent of peace and science.</li> </ul> <p><b>AO2</b></p> <p><b>IGO management of environmental challenges may include:</b></p> <ul style="list-style-type: none"> <li>• Attempts to find IGO agreement on reduction of carbon and CFC emissions have made limited progress.</li> <li>• Ocean and river agreements involve management of national access to territorial waters and resources (fish, minerals) but shared water bodies are inherently difficult to find agreement over (e.g. Nile, Ganges).</li> <li>• NGOs have sought international agreements, e.g. Ramsar Convention, IWC and campaigning groups (e.g. Greenpeace) seek to influence decisions.</li> <li>• Successes have been few, but the Montreal Protocol (1987) led to reductions in substances that damaged the ozone layer, and the Antarctic hole has begun to close.</li> <li>• Kyoto Protocol and Paris 2015 Agreement have attempted global commitments over CO<sub>2</sub> emissions to reduce climate change. Progress has been slow and intermittent, with many major players refusing to join the rest (e.g. USA).</li> <li>• Antarctica agreement has held, but faces present and future pressure from tourism, waste and the search for new resources (oil, gold, also genetic material).</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Success seen in agreements such as Montreal Protocol, Ramsar, World Heritage Sites in precisely drawn agreements with scientific backing.</li> </ul>

<b>Question number</b>	Evaluate the view that international global organisations (IGOs) have been largely ineffective in managing environmental challenges.
	<p><b>Answer</b></p> <ul style="list-style-type: none"> <li>Major challenges have not been resolved and are likely to worsen as wealth increases globally (e.g. growing car ownership: electric cars issues, global warming).</li> <li>Nationalist agendas (USA, Russia, UK) mean decisions to benefit all look less likely.</li> <li>Global economic development, power of TNCs and growth of large middle classes in emerging economies reduce IGO effectiveness.</li> </ul> <p>Not that answers that discuss strengths and weaknesses of IGO actions without referring to management of challenges are unlikely to reach L3.</p>

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	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> </ul>

Level	Mark	Descriptor
		<ul style="list-style-type: none"> <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>

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