



Mark Scheme (Results)

Summer 2022

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

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Summer 2022

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General Marking Guidance

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

| Question number | Answer | Mark |
|-----------------|--|------|
| 1(a) | <p style="text-align: center;">AO1 (4 marks)</p> <p>Award 1 mark for a way that governments attract FDI, with up to a further 3 marks for an explanation to a maximum of 4 marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • Creation of special economic zones (SEZs) (1) which are tariff and quota free/tax incentives/good transport links (1) allowing increased profits for foreign companies (1) which can be sent to company headquarters overseas (1) • Governments may allow or encourage TNC investment (1) through financial incentives such tax incentives and loans to invest (1). These incentives are often tied to a location, for example free-trade zones (1) which ensures that investment is targeted into areas designated by the government (1). • Removing price controls i.e. tariffs on imported goods and or following a policy of deregulation (1) reduces the level of protectionism within the country (1) allowing foreign companies to enter domestic markets (1) increasing the level of trades taking place (1). • Breaking up of domestic monopolies (1) encourages competition from foreign companies (1). This encourages innovation and lower cost production (1) further attracting partner firms/TNCs into the market (1). • Governments can provide subsidies to companies to promote a particular activity (1) allowing foreign companies to relocate to new areas at little or no cost (1). This further increases FDI into the country as companies can tap into their competitive advantage (1) and encourage economies of scale by attracting sister companies (1). <p>N.B. Some of the points are interchangeable as long as there is a clear initial starting point.</p> <p>If more than one way is given, credit the stronger one.</p> <p>Accept any other appropriate response.</p> | (4) |

| Question number | Answer |
|-----------------|---|
| 1(b) | <p style="text-align: center;">AO1 (3 marks)/AO2 9 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • Globalisation has led to increased levels of global interconnectedness over time. • Globalisation can take several forms including; economic, cultural, political, environmental and demographic globalisation. • The late twentieth and early twenty-first centuries have been dominated by developments in ICT and mobile technology. • Mobile phone technology became widespread from the mid-1990s allowing information to extend beyond traditional landline networks enabling remote communications. • The growth of globalisation can be measured by its spatial extent i.e. the reach into new places, as well as the depth i.e. the extent to which globalisation is impacting parts of the population. <p>AO2</p> <ul style="list-style-type: none"> • Mobile phone technology further developed in the 21st century as technology has seen the growth of smartphones, tablets and smart watches. This facilitated the growth of social globalisation through social networking platforms that people can use to communicate e.g. Facebook 2006, WhatsApp 2010. • Mobile phone technology has also become rapid in developing countries through the rise of economic banking. This facilitated the growth of economic globalisation as rural inhabitants use mobiles to check market prices before selling produce, whilst urban inhabitants can use mobiles to pay for utility bills and school fees. • Internet access became common from the mid-1990s, followed by fast broadband meaning large amounts of data could be moved quickly through cyberspace. This allowed business to keep in touch with all parts of their |

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| | <p>production, supply and sales network locally and globally.</p> <ul style="list-style-type: none"> • Global network of land-based and subsea fibre optic cables increased the speed and volume of data transmission available allowing for instant global communication for both people and businesses. • Satellites have been expanded into new areas such as television, allowing people to access a wide range of global cultures and adopt cultural traits from different countries. • The development of online 'cloud' storage/cloud-based servers has led to the growth of 'digital globalisation'. This has facilitated the cross-border flows of data which circulates ideas, research, technologies, talent and best practices around the world. • Since 2020 the use of online conferencing software e.g. Microsoft Teams/Zoom has led to reduced face-to-face interactions. This has allowed people to be geographically independent whilst maintaining high levels of productivity. <p>Possible lines of assessment might be</p> <ul style="list-style-type: none"> • This is likely to include judgement about the role of ICT and mobile communications in the growth of globalisation. For example, ICT was the most significant initially, but this has been overtaken by mobile technology. • Mobile technology has allowed developing countries to leapfrog older technology, allowing them to enter the global markets. • ICT has been significant in the business sector, so could be argued to be more significant in terms of economic globalisation. • Candidates may consider that other factors have been more instrumental in the growth of globalisation e.g. the role of international organisations, TNCs and transport. • Candidates may consider that globalisation has grown more in some places than others, facilitated by other factors such as political ideologies, physical limitations and population density. <p>Accept any other appropriate response</p> |
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| Level | Mark | Descriptor |
|----------------|------------|--|
| | 0 | No rewardable material. |
| Level 1 | 1–4 | <ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical information/ideas, making limited logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2) • Applies knowledge and understanding of geographical information/ideas to make unsupported or generic judgements |

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

| Question number | | |
|-----------------|---|------------|
| 2(a) | AO3 (2+2 marks) | (2) |
| (i) | 75131 – 55504 = 19627 (1) / 19627/55504 x 100 = 35.4% (1) Or | |
| (ii) | 75,131/55,504 = 1/3.3636 (1) x 100 = 35.4% (1) 49.6 to -4.4 (1) = 54 (1) | (2) |

| Question number | Answer |
|-----------------|---|
| 2(b) | <p style="text-align: center;">AO1 (3 marks)/AO2 (9 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • There are a variety of political challenges which exist both domestically and internationally as a result of current and emerging powers seeking resources. • Resources include land and water as well as minerals and energy, as well as human resources such as labour. • Political implications include direct challenges to military power over key resources (South China Sea) and the increasing interdependence of emerging superpowers and other countries (China's role in Africa). As well as increased prices as there is more contest for access over finite resources. • No emerging power is self-sufficient in physical resources so many are seeking addition resources to support their economic growth, often in developing nations. |

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| | <ul style="list-style-type: none"> • Current superpowers are seeking to maintain their global superiority and therefore need to ensure access is maintained particularly with regards to energy security. <p>AO2</p> <ul style="list-style-type: none"> • Emerging powers are seeking access to resources as their nation based resources are being to run out or they are no longer economically or environmentally viable. • Emerging powers and superpowers have been active in searching out resources using TNCs as an instrument of extending their control, but this is politically sensitive as agreements are sought with foreign governments that may lack the support of many of their own people (e.g. Nigeria). • Emerging and existing powers use both soft and hard power to establish control of resources (China in Angola) and this results in political challenges and tensions between superpowers. • The procurement of physical resources can lead to political disputes over their exploitation through invasion and conquest of territory e.g. Russia and Crimea or by claiming offshore resources through the extension of a country's exclusive economic zone (EEZ) e.g. Arctic oil and gas. • Political implications for emerging and current superpowers could be determined by the degree of overlapping spheres of influence e.g. South and East China Sea has significant oceanic energy resources which are contested by China and USA. • There are concerns over China's exploitation of African nations for their natural resources in order to aid China's development. • There is a rise in internal political challenges with regards to the use of natural resources e.g. fracking in the UK, use of Tar Sands in Canada. • The current economic crisis has led to rising prices of resources leading to countries review their energy/food security. This has potential political implications with regards to the way that countries choose to resolve this. <p>Assessment</p> <ul style="list-style-type: none"> • There are concerns regarding the increasing interdependence between China and Africa, as this could significantly alter political power in the future and the potential implications for current global powers. • Governments of the emerging powers need to legitimise their power by maintaining economic growth or they will face internal political challenges that may lead to change. As a result, they are seeking resources in order to ensure economic growth is consistent. • Governments face an environmental vs economic balancing act if they wish to achieve greater sustainability now and in the future. <p>Accept any other appropriate response</p> |
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| Level | Mark | Descriptor |
|-------|------|-------------------------|
| | 0 | No rewardable material. |

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|----------------|-------------|--|
| Level 1 | 1–4 | <ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical information/ideas, making limited logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2) • Applies knowledge and understanding of geographical information/ideas to make unsupported or generic judgements about the significance of few factors, leading to an argument is unbalanced or lacks coherence. (AO2) |
| Level 2 | 5–8 | <ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making some relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make judgements about the significance of some factors, to produce an argument that may be unbalanced or partially coherent. (AO2) |
| Level 3 | 9–12 | <ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors throughout the response, leading to a balanced and coherent argument. (AO2) |

| Question number | Answer | Mark |
|-----------------|---|------------|
| 3(a(i)) | <p style="text-align: center;">AO1 (2 marks)/AO2 (1 mark)</p> <p>Award 1 mark for analysing the resource to identify one reason for the differences in the levels of adult unemployment and a further 2 marks for expansion up to a maximum of 3 marks. For example:</p> <ul style="list-style-type: none"> • Fewer people have education qualifications in Hyson Green (1) so people lack the skills required for many jobs/ can only access low skill jobs (1) which makes it harder to find a job/ there is more competition for suitable jobs (1). • Unemployment may be lower in Wollaton Park due to the presence of high quality schools (1) this means students are leaving schools which appropriate qualifications (1) allowing them to access a range of employment opportunities (1). • Structural unemployment due to the changing nature of the economy (1) Hyson Green could have lost industries (1) meaning some unemployed workers have found it difficult to get new jobs due to a lack of relevant skills (1). • There may be voluntary unemployment in Hyson Green (1) as people are choosing to remain unemployed due to generous benefits (1) or they are waiting to find a better job (1). • There could have been a recent increase in population (1) resulting in increased competition for jobs (1) particularly if there are people willing to work for reduced wages (1). • There may have been a large influx of migrants (1) these could have bypassed the education system (1) and therefore may not be recorded in the data about educational qualifications (1). <p>Specific knowledge about Nottingham is not required.</p> <p>Accept any other appropriate response.</p> <p>Allow one mark for comparative use of data connected to a valid reason.</p> | (3) |

| Question number | Answer |
|-----------------|--|
| 3(a)(ii) | <p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Specific knowledge about Nottingham is not required.</p> <p>Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • Deprivation is multi-dimensional and includes a lack of resource and opportunities, as well as a lack of income. To reflect this, the Indices of Deprivation are based on a range of indicators, organised across seven distinct types of deprivation. • Levels of income vary depending upon the type of employment contract i.e. permanent, temporary and self-employed. • Mean annual household income is dependent upon a range of factors including family size, proportion of income from earnings vs. state support, level of education. <p>AO2</p> <ul style="list-style-type: none"> • Figure 2 focuses on the income and employment domains on the Indices of Deprivation. • Wollaton Park with low adult unemployment rates and combined high mean annual household income are likely to have high levels of educational outcomes resulting in employment in high level tertiary and quaternary sectors, thus reducing deprivation over time. • Hyson green has low income levels in comparison suggesting that there is income deprivation in some sectors of the population e.g. young families/elderly resulting in a lower mean household income. • Future investment could change levels of deprivation in either location, with Hyson Green having potential labour saving for companies and Wollaton |

| | | <p>Park having experienced labour.</p> <ul style="list-style-type: none"> • The type of employment available in these areas can impact deprivation levels. With temporary and zero hours contracts impeding the ability to improve families quality of life through increased disposal income. • Household makeup could impact on deprivation now and in the future as contributions to household income rely on people aged over 15 to contribute earnings. • The areas may have been affected by the impacts of the pandemic/Brexit to varying extents which has led to rising costs of living/inflation. This will impact households with smaller disposable incomes harder. <p>Accept any other appropriate response.</p> |
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| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1–2 | <ul style="list-style-type: none"> • Demonstrates isolated or generic elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding to geographical information inconsistently. Connections/relationships between stimulus material and the question may be irrelevant. (AO2) |
| Level 2 | 3–4 | <ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding to geographical information to find some relevant connections/relationships between stimulus material and the question. (AO2) |
| Level 3 | 5–6 | <ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between stimulus material and the question. (AO2) |

| Question number | Answer | |
|-----------------|--|--|
| 3(b) | <p style="text-align: center;">AO1 (6 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> • The quality of the living environment can be measured through a variety of factors including quality of air and water, safe neighbourhood streets and presence of parks. • The Index of Multiple Deprivation (IMD) contains the “Living Environment” domain which consists of; “indoors” which measures the quality of housing and “outdoors” which includes air quality and road traffic accidents for example. • Urban areas tend to have higher levels of traffic and congestion resulting in increased air pollution due to high levels of CO • O2, NOx for example resulting in a decline in quality of the living environment. • Historical developments of housing particularly those built to accommodate workers of inner city factories tend to be of poorer housing stock. In addition high-rise flats built in the 1960s tend to have shared or no gardens resulting in a reduced quality in living environment. • The quality of the built environment often determines the demographics of the population i.e. average income, age range etc. • The quality of living environment can be low in certain areas within cities/towns due to the historical location of industry. This is increased if these industrial sites have not undergone redevelopment/regeneration. • Deindustrialisation has led to some areas seeing a decline in environmental quality as factories have been left abandoned. • Whilst rural areas tend to have good environmental quality in terms of the outdoors (air quality and traffic), they sometimes score poorly in terms of environmental deprivation with regards to the indoors (housing and central heating). • Groups of people may experience differing levels of quality of the living environment within the same area due to income, age, and ethnicity. <p>Accept any other appropriate response</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1–2 | <ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. |

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| | | <p>(AO1)</p> <ul style="list-style-type: none">• Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1) |
| Level 2 | 3–4 | <ul style="list-style-type: none">• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)• Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1) |
| Level 3 | 5–6 | <ul style="list-style-type: none">• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)• Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1) |

| Question number | Answer |
|-----------------|--|
| 3(c) | <p style="text-align: center;">AO1 (5 marks)/AO2 (15 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. • Level 4 AO1 performance: 4–5 marks. <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited.</p> <p>Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • National government policies have been important in restructuring the UK economy following deindustrialisation and trying to equalise the benefits and reduce the negative externalities of changes in certain parts of the UK. • National strategies historically have been a plan-led system with tight control over developments, zoning and segregating land. More recently there has been a shift towards privatisation and partnerships with private investors. • Much of the government decisions have been focused on reducing the North-South divide which has been a distinctive feature of the UK since the 1950s. Whilst rural/peripheral regions have often had limited investment reducing the economic status of these areas. • Impacts on local places with depend upon the areas used by candidates but can include a range of ideas such as; changing levels of employment, changes in economic structure, changing demographic characteristics and variations in levels of investment. <p>AO2</p> <ul style="list-style-type: none"> • National governments determine wide-spread infrastructure investment which can improve the accessibility of local places and therefore their desirability for business and people. • National policy of deregulation means that the UK is open to foreign investment including the purchase of property. This has impacted areas of London where properties have been purchased as offshore tax havens which has driven property prices up in the capital. • Large-scale migration from the EU has been encouraged by the national government through the open-door immigration policy. This has increased economic growth particularly in specific regions of the UK, as well as altering the demographic profiles. • Historic national planning policies such regional policy grants were directed at |

depressed urban areas. This supported new road developments and movement of government jobs out of London into the surrounding regions stimulating economic growth.

- Regional funding programmes can be used to rebrand local areas to attract investment and support economic growth and job creation. These are often supported through the national strategies depending upon the political inclinations of the national government.
- More localised policies including the Local Enterprise Partnerships (LEPs) focused on regenerating local areas and job creation in small areas.
- Some urban areas growth has been impeded by greenbelt legalisation which prevented building on land surrounding large cities. This has impacted the release of land for building of housing which can prevent economic development and regeneration by limiting the opportunities for new people to move into an area.
- Some rural areas have been impacted by the lack of restrictions placed on people buying holiday or second homes. This means a large percentage of houses may not be available to local people reducing housing supply and increasing the prices. This can mean people are forced to move out of these areas reducing economic output.
- In 2015 the extension of the Lake District and Yorkshire Dales National Parks were announced, growing 24% and 3% respectively. This leads to removal of democratic control of planning, housing and environmental matters within the borders of the park. It also leads to increased house prices, meaning local families struggle to get on the housing ladder.
- The National government promoted counter-urbanisation through its Green belt and New Towns Act of 1946. This led to increased numbers of second homes/ loss of traditional rural services/ changing demography of the local area.
- National government decisions such as de-centralisation/work from home initiative, has in some areas led to the growth of commuter towns and villages. This has a variety of impacts such as rising costs of housing due to increased demand/ loss of traditional identity/ loss of economic productivity from some urban areas.

Evaluation

- Candidates could consider whether government decisions impact economic or social characteristics to a greater extent.
- Some candidates may consider that the lack of government intervention can be more significant, especially through the development of the North-South divide.
- Candidates may consider whether overall the government decisions have had a positive or negative impact on the economic or social characteristics of their chosen places.

Accept any other appropriate response.

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

| Question number | Answer | Mark |
|-----------------|---|------------|
| 4(a)(i) | <p style="text-align: center;">AO1 (2 marks)/AO2 (1 mark)</p> <p>Award 1 mark for analysing the resource to identify one reason for the differences in birth rates between the two areas and a further 2 marks for expansion up to a maximum of 3 marks. For example:</p> <ul style="list-style-type: none"> • Lower % of people aged over 65 in Broomhill (1) so more of the population have the capacity to have children/are in the life cycle stage for having children (1) driving down the median age of residents in the area (1). • Higher median age of residents in Bedminster (1) so women could be employed in careers (1) leading them to delay having children reducing their window of fertility (1). • Rising economic costs of parenthood (1) could mean that people are unable to afford the cost of childcare (1) which would impact poor regions of Bristol, potentially Bedminster (1). • Potential influx of migrants in Broomhill (1) who are likely to be economically active so within the window of fertility (1) driving down the median age of residents in the area (1). <p>Specific knowledge about Bristol is not required.</p> <p>Accept any other appropriate response.</p> <p>Allow one mark for comparative use of data connected to a valid reason.</p> | (3) |

| Question number | Answer |
|-----------------|--|
| 4(a)(ii) | <p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Specific knowledge about Bristol is not required.</p> <p>Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • Population characteristics can include ethnic make-up, age structure and changes to birth and fertility rates. • In a youthful area, birth rates are likely to be higher than in an area with an ageing population. • Birth rates have shrunk in the 20th Century as women are progressively delaying childbearing to older ages. Predominately this is due to greater participation in higher education and women delaying marriage and/or partnership formation, women are also wanting to have a longer working career before starting a family and labour market uncertain and the threat of unemployment. • Attitudes towards the ideal family size vary and are conditioned by cultural and socio-economic factors. <p>AO2</p> <ul style="list-style-type: none"> • Areas with a percentage of the population aged over 65 will have a lower birth rate due to increased proportions of the population being past the age of conception. In Bedminster there is a risk of an ageing population developing unless more youth can be attracted into the area. • Areas such as Broomhill may attract additional investment due to the lower median age of the residents, resulting in further migrants being drawn to the area. These could then increase the ethnic mix of the area, as well as further increasing the birth rates. • Bedminster's percentage over 65 may continue to grow due to increased life expectancy due to high quality health and social care in the area. This could impede the movement of younger people into the area as it is perceived as for the older generation. • The level of deprivation/development in the areas could influence the population characteristics. For example, areas with high deprivation have slower paced improvements in life expectancies of men and women leading to lower percentages of population aged 65+. • A migrant enclave may develop encouraging a further increase in ethnicity. These may cause an increase in the birth rates of the respective areas. <p>Accept any other appropriate response.</p> |

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

| Question number | Answer |
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| 4(b) | <p style="text-align: center;">AO1 (6 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> • Perception is the view of a place or issue based on feelings and experience, it is therefore a qualitative judgement. A person's perception of an area can be impacted by their ethnicity, language, political stance, social class and economic status. • The perceptions of urban and rural areas can be influenced by human factors, accessibility factors such as access to employment, car ownership and access to services; as well as environmental factors such as levels of pollution, crime and housing conditions. • Formal representations such as data on homelessness, crime rates and pollution can represent London as a dangerous place with high levels of deprivation. This means that families are likely to perceive the area as unattractive for raising children and the elderly may feel unsafe. • Informal representations through the media portray London as business environmental that is full of culture and diversity. This therefore attractive to young graduates and professionals who wish to work in London and earn significantly above the national average |

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| | <ul style="list-style-type: none"> • Different parts of an urban area will have contrasting images due to the way they are perceived by different demographics. Younger adults will tend to favour the inner city, viewing it as a vibrant place to live and work. Whereas middle-aged people with families will view the inner city as too hectic with poor environmental quality. • Rural areas are often perceived as idyllic with low crime levels and good environmental quality. The media has played into this through TV adverts romanticising rural life. This is attractive for young families who wish to raise children in a perceived 'rural idyll'. • Some rural areas are perceived as undesirable by youth due to their remoteness resulting in a lack of services and high transport costs. For example Cornwall is seen as an ideal location to maintain a work-life balance, as well as working from home. However, in reality issues such as poor transport, seasonal employment and reduced investment into the area. <p>Accept any other appropriate response.</p> |
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| Level | Mark | Descriptor |
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| | 0 | No rewardable material. |
| Level 1 | 1–2 | <ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1) |
| Level 2 | 3–4 | <ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1) |
| Level 3 | 5–6 | <ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1) |

| Question number | Answer |
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| 4(c) | <p style="text-align: center;">AO1 (5 marks)/AO2 (15 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. • Level 4 AO1 performance: 4–5 marks. <p>Indicative content guidance</p> <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>AO1</p> <ul style="list-style-type: none"> • The demographic and cultural characteristics of local places have been shaped by national and regional factors. A key consideration is the north-south divide between cities, where cities that have shrunk are based in the north of the UK. • National government policies have been important in restructuring the UK economy following deindustrialisation and trying to equalise the benefits and reduce the negative externalities of changes in certain parts of the UK. • National strategies historically have been a plan-led system with tight control over developments, zoning and segregating land. More recently there has been a shift towards privatisation and partnerships with private investors. • Impacts on local places with depend upon the areas used by candidates but can include a range of ideas such as; changing population structures, migration levels and levels of community cohesiveness. <p>AO2</p> <ul style="list-style-type: none"> • During the industrialisation of the 1960s the national government encouraged immigration allowing immigrant workers from the Caribbean, India and Pakistan to enter the UK to fill the skills gaps in the secondary and tertiary sectors. This changed the cultural characteristics of areas and the development of enclaves. • Redevelopment of major cities such as Liverpool in the 1970s was driven by a necessity to improve housing conditions following the decline in secondary employment. Redevelopment focused on improving living spaces by demolishing older, terraced housing and factories and building high-rise flats in inner urban areas. • The global recession in the 1980s led to large scale deindustrialisation and the closure of factories. The national government set up urban development corporations (UDCs) to undertake large scale redevelopment of inner-city areas |

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| | <p>e.g. The London Docklands. This attracted graduates and other young professionals into the area, changing the demographic characteristics.</p> <ul style="list-style-type: none"> • Increased net migration during the 1990s and 2000s led to complex ethnic mixes due to successive waves of migrants i.e. Caribbean, other Commonwealth countries and Eastern Europe. This resulted in the development of ethnic enclaves altering the cultural characteristics of the local area. • Some rural areas have been impacted by counter-urbanisation due to commuters moving in and changing land use to meet their requirements resulting in commuter villages. This has often led to the loss of the traditional identity of these villages, changing the demographic structure of these rural areas, as well as increasing the level of ethnicity in these areas. • Isolated rural areas are dependent on government support to enable farmers to remain and make a living e.g. The historic EU Common Agricultural Policy (CAP) was worth £3 billion/year to UK farmers. However, post Brexit they are likely to see a 50% cut in payments, leading to a potential risk of depopulation as young adults move to towns to access the wide range of jobs available. • Some rural areas have been impacted by falling food prices and farm mechanisation. Some farmers have diversified into tourism, recreation and renewable energy in order to increase their income streams. • National political decisions such as Brexit may influence migration of people to the UK in the future and could suppress diversity of urban areas. This also was linked to increased tensions against people of certain ethnicities. <p>Evaluation might include:</p> <ul style="list-style-type: none"> • Candidates could consider which government decisions have had the greatest impact on their local place and whether these have impacted the demographic or cultural characteristics to a greater extent. • Candidates may consider whether overall the government decisions have had a positive or negative impact on the demographic or cultural characteristics of their chosen places. <p>Accept any other appropriate response.</p> |
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| Level | Mark | Descriptor |
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| | 0 | No rewardable material. |
| Level 1 | 1–5 | <ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical ideas, making limited and rarely logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited coherence and support from evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks |

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

| Question number | Answer | Mark |
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| 5 (a) | <p style="text-align: center;">AO1 (4 marks)</p> <p>Award 1 mark for an explanation of why some states regard the ECHR as a challenge to democracy. Award 1 mark for an extension point or example with a detail.</p> <p>For example:</p> <ul style="list-style-type: none"> • The ECHR is seen as controversial as it removes sovereignty (1) meaning governments lose power (1) • Authoritarian governments view the ECHR as too liberal (1) • Countries signing the ECHR can be seen to be handing authority on human rights to a higher legal body (the European Court of Human Rights) (1) • The European Court can over-rule decisions made by national courts undermining the democratic process (1). • The concept of human rights is perceived as a western construct, which does not apply easily to some cultures (1). • Countries with strict cultural interpretations of human rights may not agree with the values upheld in the ECHR e.g. anti-abortion states in the US or the role of women (1) • Some countries practices are deemed incompatible with the ECHR e.g. those that practice Sharia law (1). <p>Accept any other appropriate response.</p> <p>Allow 1 mark for valid exemplification with a detail.</p> | (4) |

| Question number | Answer |
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| 5(b) | <p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • The relationship shows a negative correlation, the higher the literacy rate, the fewer children they are likely to bear (fertility rate). • Education is crucial to economic development and if women are educated to the same high standard of men, it improves a country's human resources. • Women's literacy rate could impact fertility rates through its impact on; women's health and their physical capacity to give birth, the women's ability to control birth and knowledge of different birth control methods. <p>AO2</p> <ul style="list-style-type: none"> • The negative correlation is strong but not the same across all countries; it varies at different levels of women's education and stages of a country's development • Increased length of education results in increased female educational attainment. This allows them to access higher incomes resulting in higher opportunity costs of bearing children in terms of lost income. • More educated women may learn different ideas of desired family size through school and exposure to other communities, which could over-rule traditional expectations. • The knowledge impact of education means women are more likely to be aware of modern contraceptives and adopt new birth-control methods. • Women's higher literacy rate can empower them to make decisions on their fertility. The narrowing of educational attainment between women and their husbands, can increase their bargaining power. • Education can lead to increased potential for wealth which gives women the opportunity to have more control over their options. |

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| | <ul style="list-style-type: none"> • More educated women know more about prenatal care and child health, and might have lower fertility because of greater confidence that their children will survive. • There are only 20 countries shown so the relationship may be more complex than what is shown. <p>Accept any other appropriate response.</p> |
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| Level | Mark | Descriptor |
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| | 0 | No rewardable material. |
| Level 1 | 1–2 | <ul style="list-style-type: none"> • Demonstrates isolated or generic elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding to geographical information inconsistently. Connections/relationships between stimulus material and the question may be irrelevant. (AO2) |
| Level 2 | 3–4 | <ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding to geographical information to find some relevant connections/relationships between stimulus material and the question. (AO2) |
| Level 3 | 5–6 | <ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between stimulus material and the question. (AO2) |

| Question number | Answer |
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| 5(c) | <p style="text-align: center;">AO1 (8 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> • Human rights include; the right to life, freedom from slavery, freedom of expression, right to education, right to participate in free elections to name a few. • Political corruption involves lawmakers seeking bribes or funds for their political and personal benefit and providing favours to their supporters at the expense of broader public benefits. Where corruption is prevalent, people have no means of having their human rights upheld, so human rights abuses are widespread. • A human rights approach can help to minimise opportunities for corrupt behaviour and make it more likely that those who are corrupt are caught and appropriately sanctioned. • Human rights law requires countries to focus on key principles such as non-discrimination, participation and accountability. Populations are therefore to be consulted and should be allowed to participate actively in efforts to fight corruption. • The protection of human rights focuses attention of people who are particularly at risk and disproportionately affected i.e. the human rights framework emphasises explicitly that vulnerable and disadvantaged groups must be protected from abuse. • Corruption severely impacts the lives of people living in poverty when compared to higher income groups. Corruption affects economic growth and can discourage foreign direct investment, thereby indirectly affecting the poor. • When the right to freedom of expression, assembly and association is upheld, governments allow information to flow freely and therefore it becomes easier to identify and denounce cases of corruption. |

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| | <ul style="list-style-type: none"> • Human rights organisations can help promote active participation of people at every level of society and enable them to monitor how well government officials carry out their responsibilities. • Where political rights are not effectively protected, opportunities for corruption increase. For example, political corruption can perpetuate existing gender inequalities through women's lack of access to political and economic power, resulting in the continuation of institutions which are controlled by men. • In some cases, a government's investment in offshore banking deprives the government of its tax revenue as sequestered by the elite. This means that the local people do not receive full investment in healthcare and education etc. <p>Accept any other appropriate response.</p> |
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| Level | Mark | Descriptor |
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| | 0 | No rewardable material. |
| Level 1 | 1–2 | <ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1) |
| Level 2 | 3–5 | <ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1) |
| Level 3 | 6–8 | <ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1) |

| Question number | Answer |
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| 5(d) | <p style="text-align: center;">AO1 (5 marks)/AO2 (15 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. • Level 4 AO1 performance: 4–5 marks. <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • Direct military intervention involves armed forces from one sovereign state engaging in conflict with another and includes actions such as air strikes or sending in troops on the ground. • Military intervention is used in extreme cases and must be authorised by the UN Security Council, however other international organisations such as NATO have taken independent military action of which the legality of this is sometimes challenged e.g. Afghanistan. • The measures for evaluating direct military intervention outcomes include; life expectancy, provision of healthcare, literacy rate, quality of physical infrastructure and per capita GDP or GNI. • Direct military intervention through armed conflict places a brake on development because the impacts are damaging to both the social and economic sectors of the affected places. <p>AO2</p> <ul style="list-style-type: none"> • Direct military intervention can impact on the productivity as the economy loses workers whilst gaining large numbers of dependants (through ill health or disability). The cost of treating the injured is expensive placing strain on healthcare systems. • The economy can also be impacted by the loss of workers as refugees and |

| | <p>internally displaced people are forced from their homes due to fear of war and persecution.</p> <ul style="list-style-type: none"> • There may be a permanent decline in the availability of health, social services and education resulting in an increase in maternal and child mortality rates. • Government revenue from exports and inward flows of foreign direct investment can be disrupted due to direct military interventions. Reducing the potential for investment into education and healthcare. • Political stability may occur after the military intervention allowing the country to reconstruct and receive foreign direct investment leading to economic growth. • Non-government organisations (NGOs) often work alongside forces to help build infrastructure, schools and hospitals which can improve the social development indicators of a country. • Candidates may argue that it is hard to measure the success of direct military interventions as there is little agreement of how 'success' is defined, as well as the fact countries may not have the facilities to monitor or collect accurate data to judge the success from. • Candidates may argue that there are other more effective forms of intervention such as development aid to drive development within countries. Examples may include Botswana which has maintained one of the world's highest economic growth rates since 1966, allowing improvements in education and the Human Development Index (HDI). • The UN sanctions can be used in a number of instances including, to support peaceful transitions in governments, deter non-constitutional changes, constrain terrorism and protect human rights. <p>Evaluation is likely to weigh the examples chosen and recognise that direct military intervention can often have long-lasting consequences and impede the development of the country.</p> <p>Accept any other appropriate response.</p> | |
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| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| Level 1 | 1–5 | <ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical ideas, making limited and rarely logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical |

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

| Question number | Answer | Mark |
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| 6(a) | <p style="text-align: center;">AO1 (4 marks)</p> <p>Award 1 mark for each reason why the rate of assimilation of migrants varies. Award 1 mark for an example with a detail or an extension point.</p> <p>For example:</p> <ul style="list-style-type: none"> • The openness of government policies can determine the rate of assimilation (1) e.g. Singapore's migration policy results in a 'melting pot' of cultures and identities (1) • The ability of migrants to speak the local language (1) can increase the rate of assimilation as they can gain employment/ participate in the community (1) • Differences in religion can lead to reduced assimilation rates as the migrants don't want to accept the host country's values (1) • The rise of far right nationalist groups can mean that migrant groups are not accepted (1) • The amount of time that migrants are resident in the host nation influences the rate of assimilation (1). • If the country is already a multi-cultural/multi-racial society there is a greater rate of assimilation (1). • Will depend upon whether the migrants embed themselves in the national culture or reside solely in ethnic enclaves (1) • Historical policies that enforced segregation in the past can reduce the rate of assimilation (1) e.g. In South Africa the rate of assimilation is low due to the lasting effects of the apartheid system (1) <p>Accept any other appropriate response.</p> | (4) |

| Question number | Answer |
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| 6(b) | <p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • The relationship shows a positive correlation, that as the percentage of foreign born increases, GDP increases. • Gross Domestic Product can be influenced by a range of factors including; literacy rate, natural resources, physical capital and standard of living. <p>AO2</p> <ul style="list-style-type: none"> • The expansion of the workforce through migrants increases a country's total output level as they increase the share of employed individuals in the total population. As migrants tend to be of working age, they contribute to the GDP through tax contributions. • Population growth through immigration can lead to additional increases in GDP per capita where certain sectors of the economy become more efficient at higher production levels e.g. fruit pickers in the UK. • Countries with less than 5% foreign born have some of the lowest GDP per capita levels. Perhaps these countries experience high levels of emigration to surrounding countries looking for higher wages, safety and improved quality of life. • EU countries allow migration between member states, which could be for economic or social reasons; therefore, foreign-born migrants' contribution to GDP will vary depending upon their approach to the migrant population. • The type of foreign-born migrant can be key in determining their contribution to GDP. In places with a points based migration system, this allows them to select key skills that are needed to improve their economy, thus driving their economic performance. • There are only 20 countries shown so the relationship may be more complex than what is shown. |

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

| Question number | Answer |
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| 6(c) | <p style="text-align: center;">AO1 (8 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> • Some national borders fall along natural borders like rivers or mountain ranges and so there is a lack of clarity of where the boundary should be drawn e.g. the boundary between France and Spain follows the Pyrenees Mountains. • Some countries argue whether there is an existence of a border or not, for example Taiwan believes it is a nation in its own right rather than China does not. • National borders tend to be highly contested when outside powers draw borders in regions they colonise or without the consent of the people that already live there e.g. the "Scramble for Africa" led by Great Britain, Germany and France, led to the creation of the Democratic Republic of Congo (DRC) which is home to 240 distinct ethnic groups. • National borders can be contested when there are disputes over natural resources e.g. Sudan and Egypt have contested the Hala'ib region due to its high mineral deposits of manganese which is used in iron and steel production. • When neighbouring countries have similar wealth and political systems, borders can be opened up e.g. EU citizens can travel freely among any of the member states resulting in limited border disputes and tensions. • Political boundaries can divide groups of people that share a common religion, culture, ancestry or language. E.g. the border between North and South Korea is a political one, as the Korean people have a united history, culture and language. • Historical decisions can lead to conflict e.g. The partition plan provided by the Indian Independence Act meant that Kashmir was free to join |

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| | <p>either India or Pakistan. Kashmir originally decided to be independent before ceding Kashmir to India, leading to the First Kashmir War in 1948.</p> <ul style="list-style-type: none"> • The dissolution of the Soviet Union in 1991 led to the independence of a number of countries including the Ukraine. Russia and Ukraine have a strong history through familial ties/ trade and energy routes which have come under increasing threat from Ukraine's shift to western allies. <p>Accept any other appropriate response.</p> |
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| Level | Mark | Descriptor |
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| | 0 | No rewardable material. |
| Level 1 | 1–2 | <ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1) |
| Level 2 | 3–5 | <ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1) |
| Level 3 | 6–8 | <ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1) |

| Question number | Answer |
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| 6(d) | <p style="text-align: center;">AO1 (5 marks)/AO2 (15 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. • Level 4 AO1 performance: 4–5 marks. <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • The post-war period since 1945 has seen an acceleration towards greater global governance with intergovernmental organisations (IGOs) focused on improving the global economic system and tackling environmental issues. • Three key IGOs were established and have influenced world trade and economic development of countries; the World Bank, the International Monetary Fund (IMF) and the World Trade Organisation (WTO) • The UN has attempted to manage environmental problems through global agreements and actions on the atmosphere, biosphere and regulating the use of oceans and marine ecosystems as a global commons. <p>AO2</p> <ul style="list-style-type: none"> • The establishment of the IMF, World Bank and WTO at the end of WW2 have been important throughout the 21st Century in maintaining the dominance of ‘Western’ capitalism through a combination of global economic management and free-trade policies. Arguably it has allowed the USA to gain a disproportionate influence over the principles that underpin the global economic system. • The IMF and WTO lending and rulings have helped many countries to develop |

| Question number | Answer |
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| | <p>economically e.g. Mexico, Indonesia, Nigeria and Turkey have benefitted from large loans in the past. However, since 1970s the rules and conditions attached to this lending has become tougher with the introduction of structural adjustment programmes and the Heavily Indebted Poor Countries (HIPC) initiative.</p> <ul style="list-style-type: none"> • The WTO relative failure to deliver to free trade or to persuade the all countries of the benefits of free trade, has led the world to create regional groupings in the form of trading blocs. The growth of these, predominately driven by the concept of comparative advantage and economies of scale have been the guiding principles for the 21st Century. • Global organisations have also played a part in environmental governance in the through the global agreements and actions on the atmosphere, biosphere and oceans and rivers. These to some extent have shaped developmental priorities for countries through UNCLOS provisions such as the Exclusive economic zones (EEZs) and regulation of global shipping flows. However, China's largely unabated territorial expansion in the South China Sea shows that UNCLOS has limited power to hold countries to account. • Since the late 1960s there has been an increasing focus on the role that humans are playing in changing the earth's climate. Historical treaties such as the Montreal Protocol in 1997 saw the successful phasing out of CFC use. However, more recently international co-operation on climate change has been slow with many critics arguing that countries at not going far enough in their pledges to reduce carbon emissions. • Global organisations have developed laws for managing the oceans and international rivers to ensure sustainable use of resources e.g. UNCLOS and EU Water Framework Directive. However, transboundary rivers remain highly contested water sources and are at risk of over-exploitation and contamination. • More recently the World Bank's 2016 Climate Change Action Plan looking to focus on increasing climate finance to 28% by 2020 through renewable energy and adaptation finance. The Action Plan also focused on five key systems which accounted for over 90% of global GHGs: Energy, agricultural and food, Cities and urban infrastructure, Transport and Manufacturing. However, the current economic crisis means that countries are potentially having to forgo climate change commitments in order to sure up their economies. |

| Question number | Answer |
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| | <ul style="list-style-type: none"> • However, the COP26 had varied success with \$130 trillion committed towards achieving net zero, but a failure to meet the target to ‘consign coal to history’ due to India’s intervention to reword it to ‘phase down’ rather than ‘phase out’. This has resulted in countries being on track for a 2.4°c warming rather than the 1.5°c target. • Global organisation such as charities as the WWF/Greenpeace have worked to raise the global profile of a host of environmental issues. These charities however have no power over national governments meaning that their impact is weakened. <p>Candidates may argue that global organisations have been more effective in managing global economic issues due to the high priority this is given by nation states when compared to environmental issues. Candidates may also consider that the history of IGOs and their relative success is high controversial and politicised.</p> <p>Accept any other appropriate response.</p> |

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

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

