

Paper 2 mark scheme

| Question number | Answer | Mark |
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| 1(a) | <p style="text-align: center;">AO1 (4 marks)</p> <p>Award 1 mark for identifying a reason why globalisation creates cultural erosion, and a further 3 marks for expansion up to a maximum of 4 marks.</p> <p>For example:</p> <ul style="list-style-type: none"> TNCs bring new products and services (1), which often includes largely western cultural ideas (1) which can push out local industries (1) resulting in the gradual disappearance of traditional artefacts/services/languages (1) Joining global production chains (1) leads to environmental changes/pollution (1) which can result in loss of natural habitats (1) which can diminish traditional practices for hunter/gatherer communities (1). <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"> TNCs, given that they are trans-national, are at the core of globalisation and profit from the movement towards free trade and lobby for privatisation, deregulation and free trade they profit from free-market liberalisation and privatisation because it increases their sales and reduces their costs there are benefits for the owners/shareholders of TNCs there may be benefits for the workforce and citizens in communities in both developed and developing countries there will also be costs in both developed and developing countries which may be environmental but also social and economic <p>AO2</p> <ul style="list-style-type: none"> corporations' are profit driven by definition and seek to cut costs hence the importance of outsourcing which brings jobs but they are often poorly paid |

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| | <ul style="list-style-type: none"> • however, some argue that poorly-paid jobs are simply a stage that all developing countries will pass through and thus may produce more 'winners' in the long run • large energy and mineral extraction corporations have especially poor environmental reputations and, given that they are capitally intensive, they bring very few jobs so perhaps more losers than winners • environmental impacts often are more subtle, but nevertheless can be significant and long term, e.g. loss of biodiversity due to Tar Sand production in Canada and contamination of water supplies bringing greater health risks for local people • the economic benefit of TNCs is dependent on attitudes within host governments to taxation and licence agreements, e.g. Ecuador under Correa, Bolivia under Morales, which can bring positive benefits • economic benefits often shadow environmental concerns leading to contested spaces • economic benefits can also help fund social projects that can improve the quality of lives through improvements in rural health care, education and the protection of indigenous groups • TNCs play a key role in cultural diffusion, which can be seen as a curse by some but a benefit by others – they can bring benefits and increase cultural diversity through glocalisation • given that TNCs can operate only with the approval of countries' governments there are obviously some who benefit – frequently local elites • there are nuanced impacts of TNCs in their 'home' countries – profits are significant and play a key role in wealth creation for pensions and insurance companies which benefit some • however, many jobs are lost, leading to deindustrialisation (e.g. Detroit and the rustbelt) and falling incomes, so a benefit for some but a curse for others • the role of TNCs in the growth of globalisation is central and unequivocal but their impacts are far more contested, with anti-globalisation groups concentrating on the negative elements while the dominant ideology of global institutions sees them as more benign. |

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

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|-----------------|---|------------|
| 2(a) | <p style="text-align: center;">AO1 (4 marks)</p> <p>Award 1 mark for identifying a reason why defence spending is seen as crucial, and a further 3 marks for expansion up to a maximum of 4 marks. For example:</p> <ul style="list-style-type: none"> • Defence spending is critical to the exercise of hard power (1) because it enables territorial expansion and/or the protection of current territory (1), which in turn brings wealth through acquisition of resources (1), allowing the maintenance/growth of the economy needed to develop superpower status (1). <p>Accept any other appropriate response.</p> | (4) |

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| 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 is a variety of political and environmental challenges, which exist both domestically and internationally, – direct political challenges to military power over key resources (especially oil), challenges to independence of political action (Russia versus Ukraine), challenges of the environmental impact of exploiting a contested resource base • physical resources include land and water as well as minerals and energy • no superpower is self-sufficient in physical resources but they vary in their dependency on imports to maintain their economies • environmental and political challenges exist both domestically and internationally <p>AO2</p> <ul style="list-style-type: none"> • the governments and political elites of the superpowers need to legitimate power by maintaining economic growth or they face internal political challenges to the ruling elite/government that may lead to change • the maintenance of economic growth will inevitably lead to environmental change, much of it negative through increased consumption in itself (the growth of car ownership in China) but also the extraction of the necessary resources to manufacture those resources • there are clearly short-term environmental challenges (pollution of waterways in east and south Asia) but also potentially more serious long-term consequences through habitat destruction and the production of greenhouse gases • there is a clear relationship between environmental concerns and the health of the economy, which can have political repercussions – in times of boom then environmental concerns have a high public profile but in times of economic recession/depression the environment is rarely central to the political debate • superpowers have been active in searching out global resources using TNCs as an instrument of extending their control (US oil companies in Ecuador, Alcoa in Jamaica, Africa’s new imperialist era) but this is politically sensitive as agreements are sought with foreign |

| Question number | Answer |
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| | <p>governments who may lack the support of many of their own people (e.g. Nigeria)</p> <ul style="list-style-type: none"> • superpowers use both soft and hard power to establish control of resources (US in Iraq, China in Angola) and this results in political challenges and tensions between superpowers • the agencies of controlling the supply of physical resources are largely TNCs, who have complex relationships with the governments and people of both the superpowers and resource rich countries • exploitation of physical resources on the domestic territory of superpowers will also impact negatively on the environment and thus political legitimacy domestically especially in areas affected – fracking, oil shale exploitation and deep-water oil drilling are obvious examples • there are significant political challenges to the growth model that dominates in all superpowers (rise of green politics) with the challenges, especially the environmental impacts perceived as being both inevitable but also ultimately overwhelming |

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

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| 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 the pattern of vacant land and a further 2 marks for expansion up to a maximum of 3 marks. For example:</p> <p style="padding-left: 40px;">The pattern is that the amount of vacant land decreases from the CBD outwards (1) which probably reflects the previous distribution of industry and industrial jobs with more of these jobs in the inner city area (1) with deindustrialisation leading to the loss of those jobs, loss of employment, outmigration and so vacant lots appearing (1)</p> <p>Accept any other appropriate response.</p> | (3) |

| Question number | Answer |
|-----------------|---|
| 3(a)(ii) | <p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • industry is likely to be located close to CBD and/or along river where it originally grew • traditional 'industrial' cities had industrial working class living close to those industries • middle-class suburbs are usually further out from the industrial centre but within commuting range of CBD for car owning <p>AO2</p> <ul style="list-style-type: none"> • pattern is well defined in Detroit with higher proportion of vacant lots closer to the CBD and along the river, suggesting outmigration and abandonment of houses as industries closed • less abandonment in middle-class outer suburbs because fewer jobs are directly dependent on the (auto) industry • not a perfect relationship. Some variation could be explained by pockets of industry in outer suburbs and pockets of urban regeneration. |

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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) |

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| 3(b) | <p style="text-align: center;">AO1 (6 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> • different groups will have different needs depending on their social and economic characteristics • different groups of residents will have varying levels of political engagement and access to power, which will affect both their influence and their views • regeneration projects vary in scale but are generally top-down and thus controlled and dominated by local and national government who will have a strategy • strategies vary but may involve leisure, retail, commercial and residential schemes on public/private partnerships with the development industry • regeneration projects will sometimes involve high levels of public consultation but not all local groups are likely to feel engaged in the process • there may be conflict between the needs of the most deprived and the planners especially in terms of housing provision • regeneration may lead to a rise in property values and thus the breaking up of communities that can no longer afford property. |

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| 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) |

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| 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. 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"> • most rural regeneration is built around diversification of rural employment whilst protecting sensitive areas of the rural environment and is successful when it improves the living environment • there is a range of ways in measuring the success of regeneration, including economic and social measures and different groups use different criteria based on their lived experience of the place • rebranding aims to make an area more attractive to inward investors, especially in the post-production countryside, and create some economic regeneration • much rural rebranding is also aimed at potential visitors to increase both numbers and spending • different groups use different criteria based on their lived experience of the place • most rural regeneration is built around diversification of rural employment whilst protecting sensitive areas of the rural environment <p>AO2</p> <ul style="list-style-type: none"> • rebranding alone is unlikely to lead to significant change – attracting more visitors without the regeneration necessary to cater for those visitors is liable to create as many problems as it solves, e.g. traffic problems, saturation at ‘honeypot’ sites • rebranding may stress an area’s rurality, its tranquility and remoteness, which might deter some types of potential inward investment, particularly secondary and quaternary industry • planning restrictions allied to rebranding (National Parks) that emphasise rural heritage and landscape will restrict the growth of industrial employment and therefore, limit the range of regeneration opportunities • if rebranding leads to greater visitor volume, retired local residents may see this in strongly negative terms – they have no potential for economic benefit but considerable risk for social losses – loss of lifestyle • younger local residents and the unemployed will welcome rebranding if it leads to real diversification, with both a greater number of jobs and |

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| | <p>more variation in employment opportunities</p> <ul style="list-style-type: none"> • if rebranding makes any area more attractive for second-home owners and inward migration then it may have negative impacts on the availability of housing for local residents • local farmers and landowners may be able to diversify if rebranding attracts more visitors but will need access to investment funds and help with the local infrastructure to achieve it • along the rural-urban continuum the most economically successful rural areas are generally geographically close to urban areas and economically tied to them – these areas rarely resort to rebranding strategies suggesting rebranding is not an essential • however, remote rural regions may well be in competition with each other and require some rebranding to generate increased demand but this is unlikely to lead to successful regeneration without substantial aid from the state. <p>Accept rebranding as a sub-set of regeneration. Depends on chosen example(s) but likely to use their own local urban place and material from their urban area.</p> |

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

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

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|-----------------|---|------------|
| 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 a feature of the area indicated and a further 2 marks expansion up to a maximum 3 marks. For example:</p> <ul style="list-style-type: none"> New migrants will be attracted to places that already have significant numbers of the same ethnic group (1) because there will be shared characteristics, e.g. language, belief systems (1), and existing family members may already be there with offers of housing and economic opportunities (1). <p>Accept any other appropriate response.</p> | (3) |

| Question number | Answer |
|-----------------|--|
| 4(a)(ii) | <p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> property prices will vary across the city and operate as a filter for (poorer) ethnic groups areas close to entry points (e.g. airports and dock areas) are likely to be more mixed there may be recruitment of migrants by specific industries, leading to concentrations in the areas where these are located <p>AO2</p> <ul style="list-style-type: none"> more diversity on the lake, perhaps because of port arrivals and/or airports and closer to CBD to both the north and south perhaps because of mixed housing large African-American community immediately to west of CBD, with perhaps older and smaller properties of industrial working class white suburbs on outskirts or city, probably in more attractive areas with higher-cost commuter housing. |

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| 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) |

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| 4(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"> • perceptions will vary according to both the objective reality of living spaces and the cultural and social lens through which they are seen • perceptions will change over time as areas change in terms of the economic opportunities on offer • variations in the environmental quality of an area will provoke variations in perception (industrialisation/deindustrialisation) • long-term residents may have different views from outsiders with reference to the reputation of an area • different age groups may be seeking different services and environments, e.g. leisure activities • ethnic and cultural factors will determine the attractiveness of some areas to particular groups – attractive to some but unattractive to others • inner-city suburbs are often dynamic with variations in land use and housing type which are also close(r) to employment/places of education that will make them attractive to some groups, e.g. students • outer-suburban areas offer less variety of land use and generally more dependence on private transport and higher commuting costs, which may determine the attractiveness of an area. |

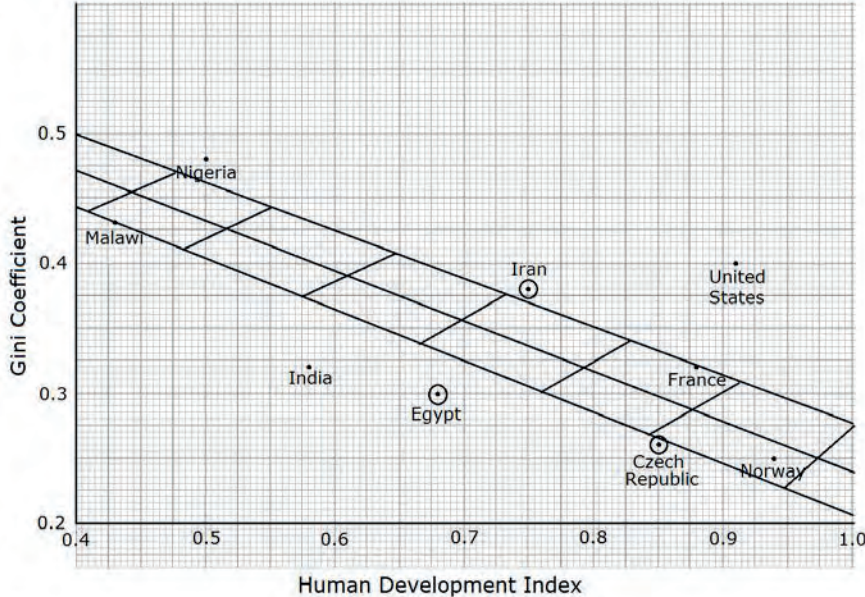
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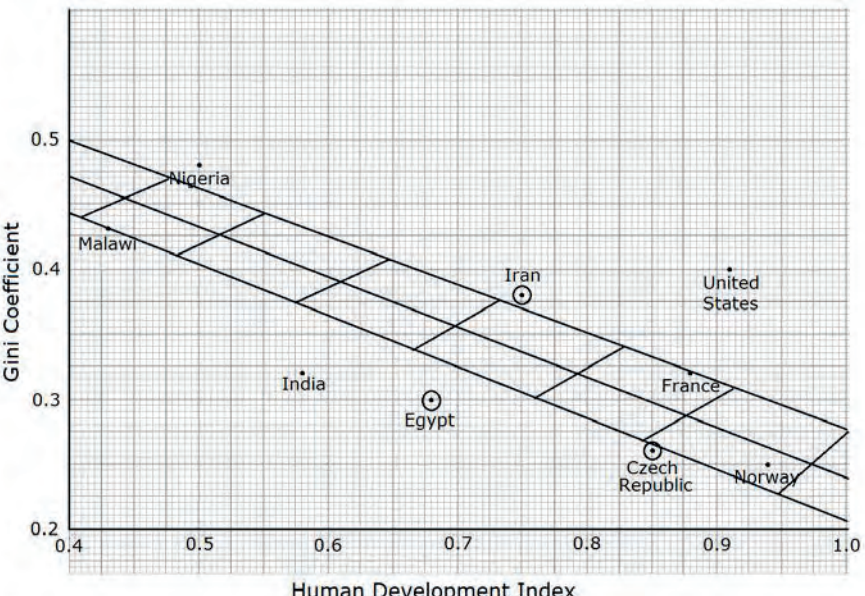
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| 4(c) | <p style="text-align: center;">AO1 (5 marks)/AO2 (15 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Responses 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"> • successful management can be assessed using a range of measures, both economic and social • different stakeholders will use different criteria to assess success as measures such as rates of infant mortality and/or life expectancy will give an indication of social progress whilst the assimilation of ethnic communities might be measured by using measures of voter turnout and the development of local community groups • reductions in inequalities will also reduce measures of deprivation • judgements will depend on the meaning of places and the impact of urban management on these places <p>AO2</p> <ul style="list-style-type: none"> • management will involve local planning decisions with respect to urban land use, which inevitably changes those environments, some will involve the displacement of people • management strategies may not be coherent with contradictions, e.g. attempts to assimilate new migrants while also supporting diversity • local communities are likely to have different perceptions of the value of places and conflicting goals over change, especially in areas of cultural diversity • for some stakeholders, a reduction in deprivation levels will be counted as a success but this will impact on poorer communities who may well not be able to afford to stay if gentrification takes place • the management of an urban area may very well involve changes in services, which will also have a variable impact on communities, e.g. more or fewer retail outlets • management may increase the rate of in-migration into an area which will change the community in ways that will affect some positively but others negatively • increasing political engagement will change the political complexion of an area, which will in turn be counted as a 'success' by those who gain from it but not by others, e.g. changing political complexion of |

| Question number | Answer |
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| | <p>inner-city constituencies</p> <ul style="list-style-type: none">• areas might 'improve' economically but only by displacing people to other areas, which may be resisted by those groups |

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| 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 |

| Level | Mark | Descriptor |
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| | | <p>interpretation that is supported by evidence. (AO2)</p> <ul style="list-style-type: none"><li data-bbox="544 286 1386 432">• Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2) |

| Question number | Answer | Mark |
|-----------------|--|------------|
| 5(a)(i) | <p style="text-align: center;">AO3 (3 marks)</p> <p>Award 1 mark for each correctly plotted point for Egypt, Iran and the Czech Republic, up to maximum of 3 marks.</p>  | (3) |

| Question number | Answer | Mark |
|-----------------|---|------------|
| 5(a)(ii) | <p style="text-align: center;">AO3 (1 mark)</p> <p>Award 1 mark for a line of best fit that falls within the acceptable range shown below.</p>  | (1) |

| Question number | Answer |
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| 5(b) | <p style="text-align: center;">AO1 (3 marks)/AO2 (3 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> <p>AO1</p> <ul style="list-style-type: none"> • the Human Development Index (HDI) includes a measurement of levels of education which generally decreases levels of inequality • more developed societies may have a greater regard for the disadvantaged so have fiscal policies to reduce the gap between rich and poor hence lower Gini scores • countries with low HDI scores are often dominated by primary sector employment (e.g. agriculture) associated with high levels of poverty but also wealthy urban elites hence they have high Gini scores <p>AO2</p> <ul style="list-style-type: none"> • the relationship is based on limited data, which has a relatively weak negative correlation, suggesting that there is not a clear relationship between HDI and the Gini Coefficient scores • it is also possible that causation is confused – as some have argued perhaps lower Gini coefficients cause higher HDI so becoming the independent variable • by no means all high HDI countries have low Gini Coefficients (see USA) reflecting changes in tax policy and welfare payments • inequalities have risen in recent years in many countries, including the USA and the UK, suggesting that higher human development does not lead to a reduction in the Gini coefficient given that HDI scores have risen in both countries |

| 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 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"> • there is a strong relationship between life expectancy and GDP per capita both between and within countries • there are, however, significant exceptions at both national and international level, reflecting significant variations in the provision of basic services and diet • life expectancy is largely driven by infant mortality rates in the developing world • infant mortality rates tend to be high in remote(r) rural areas in the developing world where maternal health care is underfunded and clean water unavailable • there are significant urban/rural contrasts in the developed world but particular 'black spots' tend to be deindustrialised cities (e.g. Glasgow, Detroit) • there are significant ethnic variations that are driven by poverty (African-American mortality rates) • health care and insurance levels are highly developed in most states with high life expectancies • lifestyle issues are significant in driving down life expectancies in some places (Russia, southern United States) • war, civil unrest and the breakdown of basic services impacts negatively on life expectancies in some global regions, e.g. the Middle East. |

| 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 |
|-----------------|---|
| 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. 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"> • there is a wide range of different types of geopolitical interventions from development aid to military intervention with human rights often invoked as a reason resulting in differing levels of success • human rights changes can be measured in terms of health, life expectancy, and educational levels, as well as political freedoms • there is a patchy history of development aid in terms of economic inequalities, which in turn will impact on human rights • there are differences in success between military and non-military interventions <p>AO2</p> <ul style="list-style-type: none"> • the impact of interventions is likely to be uneven geographically within a country so there is likely to be change in different directions for different regions • the impact of interventions is likely to be uneven socially/ethnically within a country so there is likely to be change in different directions for different groups of people • some interventions take place with the full co-operation of local elites who can clearly be seen to benefit economically from it and thus probably in terms of their wider health and welfare • there are sometimes tensions between different aspects of the same intervention which can both improve human rights for some while actively reducing them for others • interventions may have contrasting short-term and long-term consequences (military interventions in Iraq, Libya) • the evaluation of what constitutes a reduction/improvement in human rights will vary across different groups (for some the increase in gender equality is not seen as an improvement) • human rights as a justification for military intervention is not necessarily the only or even dominant reason but might nonetheless lead to positive changes |

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

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

| Question number | Answer | Mark |
|-----------------|---|------|
| 6(a)(i) | <p style="text-align: center;">A03 (3 marks)</p> <p>Award 1 mark for each correctly plotted point for Egypt, Iran and the Czech Republic, up to maximum of 3 marks.</p> <p style="text-align: center;">Human Development Index</p> | (3) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 6(a)(ii) | <p style="text-align: center;">A03 (1 mark)</p> <p>Award 1 mark for a line of best fit that falls within the acceptable range shown below.</p> <p style="text-align: center;">Human Development Index</p> | (1) |

| Question number | Answer |
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| 6(b) | <p style="text-align: center;">AO1 (3 marks)/AO2 (3 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> <p>AO1</p> <ul style="list-style-type: none"> • the Human Development Index (HDI) includes GDP per capita and richer economies will be more attractive to migrants • more developed societies are likely to have higher demand for labour so have more immigrants seeking work • countries with low HDI scores may have autocratic governments or suffer from internal divisions and conflict, which will make them unattractive and also accelerate out-migration <p>AO2</p> <ul style="list-style-type: none"> • the relationship, even with limited data availability, is not clear with a clear relationship shown between the two groups but not within the groups • it is also possible that causation is confused – as some have argued perhaps lower levels of foreign migrants cause lower HDI so becoming the independent variable • size of country is likely to a significant factor – small countries frequently have high numbers of foreign born residents • countries that belong to regional trading blocs (EU) may be obliged to take high levels of migrants (e.g. France) through agreements (Scengen) • other countries may have historic resistance to foreign born residents (e.g. Japan) despite being high HDI states – data is selective |

| 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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| 6(c) | <p style="text-align: center;">AO1 (8 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> • the global institutions were established after the Second World War to bring stability to the world economy and to avoid a repetition of the Depression of the 30s • the IMF has operated as lender as a last resort when private banks have denied credit to sovereign governments • they have, since the 70s, lent with conditions attached in the form of structural adjustment programmes that have led to privatisation and deregulation, as well as devaluation • these policies have promoted globalisation and the neo-liberal model of western capitalism • the World Bank has promoted development strategies that concentrated historically on large, top-down, projects, often with lending from the IMF and other agencies • the WTO (which grew out of GATT and the ITO) promotes free trade in an attempt to increase global output • the rules of the WTO bind countries to agreements to reduce tariff quotas and other internal obstacles to 'free trade' • all three major institutions are dominated by the developed world and especially the US • the current (Doha) round of negotiations has stalled, with objection from the developing world and emerging countries to the dominance of the developed world in the decision-making process • for many critics the developed world acts in its own interests in the management of the global economy – for others the policies are a logical application of economic theory. |

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| Level 1 | 1–2 | <ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1) |
| Level 2 | 3–5 | <ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1) |
| Level 3 | 6–8 | <ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1) |

| Question number | Answer |
|-----------------|---|
| 6(d) | <p style="text-align: center;">AO1 (5 marks)/AO2 (15 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. • Level 4 AO1 performance: 4–5 marks. <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • globalisation reduces the decision-making power of national governments, especially in terms of their economic policies as nation states are bound by international agreements over trade, capital flows and in the case of the EU labour movements • as globalisation has developed so too has the number of nation states as there has been a significant growth of tax-haven states as a direct result of globalisation • there has been overt resistance to globalisation from some governments <p>AO2</p> <ul style="list-style-type: none"> • sovereignty involves the power to make decisions within a given area and there can be significant reductions in sovereignty whilst retaining the integrity of national borders • historically, regions and local areas have lost sovereignty to central governments and that is partially replicated globally but language and cultural differences impedes the complete integration of states • the 'importance' of sovereignty is open to several different interpretations – importance for who and for what? • given that globalisation is a contested term with distinctive and controversial processes attached to it, e.g. privatisation and free trade, it provokes a varied response within nation states • from the point of view of TNCs, national sovereignty is certainly less important – in fact something of an obstacle when national governments intrude on their operations • national sovereignty has also been a reaction to globalisation as well as a consequence in states that have wanted to develop a new global model • migration is seen by some as a consequence of globalisation which stimulates an active and contentious debate over national sovereignty and the role of borders • reactions to globalisation also involve attempts to create states within super-states to preserve cultural and ethnic distinctiveness • the growth of tax haven 'mini-states' is a direct consequence of |

| Question number | Answer |
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| | globalisation and an example of the increasing importance of 'sovereignty' with secrecy over their banking and focal arrangements. |

| 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 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 |

| Level | Mark | Descriptor |
|-------|------|---|
| | | interpretation that is supported by evidence. (AO2) <ul style="list-style-type: none"><li data-bbox="544 286 1386 432">• 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) |