Mark Scheme (Results)

Summer 2022

Pearson Edexcel A Level

In Geography (9GE0) Paper 03

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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	Indicative content	Mark
1	**AO1 (4 marks)** Award 1 mark for providing an accurate definition of a hazard or a disaster (1) and a second mark for making a clear distinction between the two (1) For example Hazards are those things that pose a threat to life and/or property (1) whereas disasters are events that have (disastrous) consequences for a population (1) Further marks are available by extending this distinction Some definitions of disasters offer thresholds as in 10 deaths, 100 injuries etc. (1) vulnerability is a function of population size, location, preparedness etc. (1) capacity to cope is important in limiting the impact of hazards e.g. by adaptation (1). Do not award a mark for either 'vulnerability' or 'capacity to cope' unless it is developed by example. **Accept any other appropriate response.**	**(4)** **(1 +1 +1+1)**

Question number		Mark
2 (a) (i)	40-34.4 = 5.6 5.6^2 = 31.36 31.36/34.4 = 0.9 One mark for correct method (1) One for correct result (1)	**(2)** **1 + 1**

Question number		Mark
2 (a) (ii)	Completing the table to give the correct answer can be done in two ways 1. 3.8+0.5+0.8+**0.9+**0.3 **= 6.3** 25.3+6.3 = **31.6 = X^2** Or 2. **0.9** + 3.6 = 4.5 19.1+2.3+4.2+**4.5**+1.5 = **31.6 = X^2** One mark for the method One mark for the correct result. Please note the item to mark includes the previous question, 2(a) (i) – this is to avoid double penalizing students who make an error on 2 (a) (i) and carry that wrong answer over so get the wrong result in 2 (a) (ii). Please credit those answers that use the method correctly (1) and using their data reach a mathematically correct result (1)	**(2)** **1 + 1**

Question number	Indicative content	Mark
2(b)	**AO3 (4 marks)** • The 99% confidence level for the alternative hypothesis suggests a very strong link here e.g. 'only a 1% probability that they are not associated/correlated' (1) • Strictly speaking it means that there is statistical relationship and/or correlation is not causation (1) • An investigation into what makes the SIDS more vulnerable than other countries (1) • An investigation into one or more environmental/economic/social or political variable that might be researched further e.g. sea-level rise (1) • Research into how Governments, IGOs and other stakeholders might react e.g. mitigation and adaptation policies (1) • Another statistical test could be done comparing the SIDS with, for example, other LDCs or LICs rather than all countries (1) • Table 1 suggests that most of the variance comes in the extremely vulnerable category which suggests need for further research into these 17 SIDS (1) Do not credit material simply taken from the question e.g. 'the result is significant at the 99% confidence level' unless this qualified or developed. **Accept any other appropriate response.**	**(4)** **(1+1 + 1+1)**

Question number	Indicative content
3	**AO1 (4 marks)/AO3 (4 marks)** **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. **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. **AO1- preamable** The candidates 'knowledge and understanding of places, environments, concepts, processes, interaction and change at a variety of scales' will be drawn from across the whole specification including the non-optional Topics 1, 3, 6 and 7. It might also include material drawn from either Topic 4A or 4B and either Topic 8A or Topic 8B; the optional topics on this specification. On this paper they might also find relevant material in their Topic 1 or Topic 2B material. Relevant points may include: **AO1** • Many of these 'countries' were part of Empires and acquired for military and commercial reasons – their small size was of no relevance in that colonial phase but may be a significant issue today • The colonial experience was often a function of their locations in the tropics and thus the development of specialist crops e.g. Jamaica's sugar plantations • Larger countries inevitably have more variation in their populations and economies • Cultural and political cohesion is likely to vary greatly depending on both remoteness and dispersion • There is (probably) considerable variety within some of these countries although less so with the very smallest places • Remoteness is not just controlled by distance but also by available connections on air and shipping corridors • Remoteness of locations is also impacted by lack of internet connectivity • Very many ex-colonial countries have societies reflecting that legacy with many dominated by elites • A clear similarity is that these countries are not powerful enough to have much global influence making their populations more vulnerable to foreign influences, many of which might be negative • Small land areas and small populations will have 'small' economies • Many are too small to support their own industries making the populations far too dependent on stronger neighbours • Some SIDS will be more exposed to natural hazards according to the proximity of plate boundaries and tropical cyclone pathways

	• Population size and distribution might be affected by the tectonic and hydrometeorological hazards • Emigration and the importance of remittances are probably distinctive characteristics of most LICs, not just the SIDS **AO3 -preamble** This AO is built around 'a variety of relevant quantitative, qualitative *and fieldwork skills* to**:** • Investigate geographical questions and issues • Interpret, analyse and evaluate data and evidence Clearly the fieldwork skills are not relevant here but the others are. Relevant points may include: **AO3** • Figure 1 shows that there are some obvious similarities e.g. islands but even this is not completely true e.g. Guyana • This is confirmed by Figure 2 (text) • Figure 1 also shows that there are very considerable differences in distances from neighbours – the Caribbean SIDS are much less dispersed than the Pacific group or the AIMS group • This is confirmed by data from Figure 2 on 'remoteness index' with Pacific islands • There are also very considerable differences in size – Figure 1 sizes range from Nauru to Fiji. • So mostly quite small in land area but substantial differences here too – Nauru and Jamaica (Figure 2) and Papua New Guinea (Figure 1) • Some states are very dispersed (Kiribati example) whereas others are not (Jamaica) • Not all appear to be 'developing' countries with Singapore a notable exception, Bahrain another high-income country, so likely to be considerable differences in their population densities. • As a result, many are losing population to out-migration (text in Figure 2) but that loss might vary according to levels of isolation. • Significant contrasts in population size and density • Significant variations in the size of their economies • Many are short of agricultural land but, again, not all – presumably not PNG • Please accept names of states however they are spelt **Accept any other appropriate responses.**

Level	Mark	Descriptor

	0	No rewardable material.
Level 1	1–3	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Investigates the question/issue to produce a limited analysis of data/evidence, making few connections to geographical ideas. (AO3)
Level 2	4–6	• Demonstrates geographical knowledge and understanding, which is mostly relevant but may include some inaccuracies. (AO1) • Critically investigates the question/issue to produce an analysis of data/evidence, making some logical connections to geographical ideas, which are mostly relevant. (AO3)
Level 3	7–8	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Critically investigates the question/issue to produce a coherent analysis of data/evidence, making logical connections to relevant geographical ideas. (AO3)

Question number	Indicative content
4	**AO1 (4 marks) AO3 (4 marks)** **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. **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. **AO1- preamable** The candidates 'knowledge and understanding of places, environments, concepts, processes, interaction and change at a variety of scales' will be drawn from across the whole specification including the non-optional Topics 1, 3, 6 and 7. It might also include material drawn from either Topic 4A or 4B and either Topic 8A or Topic 8B; the optional topics on this specification. On this paper they might also find relevant material in their Topic 2A or Topic 2B material. Relevant points may include: **AO1** • A small land area means a limited range of resources and thus a limited range of employment types and numbers • A small population, especially a highly dispersed one, will also reduce the number and range of jobs • This will often lead to out-migration • There are exceptions – Singapore is one of these exceptions • The impact on families of emigration is considerable for both the migrant experiencing different culture and different environment along with racism and exploitation and the family left behind • Where remittances are significant this might operate as a disincentive to economic entrepreneurship and through that have social ramifications but may also provide money for investment • Tax revenue will be lower if the most educated move overseas and thus spending on education and health will also be lower – this can lead to a vicious circle of decline • Low HDI rankings probably reflect low life experiences and education levels in states increasingly locked into systems not designed to serve them well • (Small) tropical islands (most of the SIDs) are attractive tourist destinations

	• Tourism might create jobs, but these are low-paid and might reinforce racial and social divides – the tourists will tend to be American and European – those serving the tourists will be local – this is especially uncomfortable in the Caribbean with its history of slavery • Tourism has also undermined local cultures in very many locations, not least in the Caribbean • Dependency on foreign investment (and/or aid) can reinforce social divides especially in SIDS with wealthy elites who might educate their children abroad and seek health care in a rich neighbouring country • Poor diet, malnutrition and poor health care will reduce life expectancy in many SIDS • Impacts on indigenous populations best described as variable **AO3 -preamble** This AO is built around 'a variety of relevant quantitative, qualitative *and fieldwork skills* to**:** • Investigate geographical questions and issues • Interpret, analyse and evaluate data and evidence Clearly the fieldwork skills are not relevant here but the others are. Relevant points may include: **AO3** • There is a clear relationship between migration and remittances as there is with HDI rankings • Low(ish) HDI scores (Figure 4) suggest that life expectancy and education may not be strong • Emigration because of a limited range and number of job opportunities which has negative social consequences • Reliance on remittances might undermine economies because of dependency • Small populations have less variety in skills than larger populations which impacts on the economy of SIDS and so, in turn on health and education • The impact of tourism is arguably socially negative e.g. Jamaica (Figure 3) • Damage to the environment is socially significant especially when access to coastal resources is denied by development • Remoteness reduces social contact and life opportunities and some communities may become unsustainable • There are several SIDS that are low income countries (Haiti – Figure 3) – this has significant social consequences

	• Lack of agricultural land and high dependency on foreign imports including food and medicines **Accept any other appropriate response.**

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Investigates the question/issue to produce a limited analysis of data/evidence, making few connections to geographical ideas. (AO3)
Level 2	4–6	• Demonstrates geographical knowledge and understanding, which is mostly relevant but may include some inaccuracies. (AO1) • Critically investigates the question/issue to produce an analysis of data/evidence, making some logical connections to geographical ideas, which are mostly relevant. (AO3)
Level 3	7–8	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Critically investigates the question/issue to produce a coherent analysis of data/evidence, making logical connections to relevant geographical ideas. (AO3)

Question number	Indicative Content
5	**AO1 (3 marks)/AO2 (9 marks)/AO3 (6 marks)** **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. **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: **AO1** • Isolation is both physical relating to distances and time but also economic, social and cultural – remote places are sometimes considered 'switched-off' • Sustainable development can generally be measured through the balance between the current usage of resources and their future supply • Several factors combine to promote development so the role of geographical location is one amongst many • However, isolation is more significant in a globalised world which is built around the assumption of greater connectivity and so greater interdependence • Size of states is also problematic unless they are part of larger regional trading blocs (Luxemburg and the EU) or closely inter-dependent with them (e.g. Switzerland) **AO2** • Development is a multi-facetted concept – it has economic, social and environmental elements of which the last is often neglected • All economic development must start with the extraction and/or the growth of resources which is necessarily damaging to the environment • Sustainable development is a contested idea but often involves choices about natural resource exploitation and its environmental costs • Natural resources change over time as we develop the technology to use them – for many SIDS the natural resources in question are marine and/or coastal. • In some/many cases the ownership of those resources is highly uneven as will be the benefits. • The pathway to economic development has invariably meant the development of a manufacturing base which in turn requires a

	sizeable domestic market to build a comparative advantage through expertise and scale economies • The destruction of natural environments in many countries brings economic benefits to some but at great cost to the environment. • Climate change is likely to accelerate this destruction making sustainability much more challenging. • This is a positive feedback loop in which, for example, expanding international tourism leads to further greenhouse gas emissions which in turn accelerates global warming and so on, threatening low-lying nations such as the Maldives • More sustainable options might be possible but there is a tension between capitalism and environmentalism with developed countries playing a major role, including their TNCs • Figure 2 carries some messages but it is a selection of SIDS – less than 25% of them and thus, perhaps not representative **AO3** • **Figure 2** suggests that the most SIDS score relatively poorly for their HDI • **Figure 2** suggests that the more remote SIDS have worse HDI scores • **Figure 5 (text)** bullet one (B1) suggests size is an important factor • **Figure 5 (text) (B2)** also suggests geographic size is signifcant • **Figure 5 (text) (B2)** provides further evidence of the significance of size rather than location • **Figure 5 (graphs)** suggest that SIDS perform poorly economically (for whatever reason) • **Figure 6 (text)** suggests that location (but not specifically remoteness) influences vulnerability to tropical cyclones • **Figure 6** also shows that equatorial regions are not affected by tropical cyclones • **Figure 7** shows that SIDS are relatively more affected by natural hazards than other countries in terms of % impact but not in terms of absolute values/losses • **Figure 8** shows that the events of 2020 were especially damaging to SIDS because of their challenges some of which are directly related to their location **Accept any other appropriate response.**

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	• 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 and rarely 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 produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2) • Makes superficial judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3) • Investigates the question/issue to produce a limited interpretation of quantitative and qualitative data/evidence, but lacks meaningful connections to geographical ideas from across the course of study. (AO3)
Level 2	7–12	• Demonstrates geographical knowledge and understanding, which is mostly relevant but may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas to find some logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas 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, partially supported by an argument that may be unbalanced or partially coherent. (AO2) • Makes some valid judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3) • Investigates the question/issue to produce an interpretation of quantitative and qualitative data/evidence, making some meaningful connections to geographical ideas from across the course of study. (AO3)
Level 3	13–18	• 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) • Makes valid judgements about the value and reliability of quantitative and qualitative data/evidence throughout. (AO3) • Critically investigates the question/issue to produce a coherent interpretation of quantitative and qualitative data/evidence, making meaningful connections to relevant geographical ideas from across the course of study throughout the response. (AO3)

Question number	Indicative content
6	**AO1 (4 marks)/AO2 (12 marks)/AO3 (8 marks)** **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. **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: There are three possible sub-questions here. One is the issue of what constitutes 'significant action' , the second is whether it is likely to take place and the third should be an evaluation of what the consequences will be for the SIDS of the many possible scenarios of 'action' and 'inaction' **AO1** • Addressing climate change requires mitigation at a global scale although local actions might also have a small role • Globalisation in its current version has widened the development gap between countries. • Inequalities within countries are closely related to the political system and power relations. • Superpowers and emerging countries have substantial resource demands which have affected the environment negatively. • Resource usage is very uneven and probably not sustainable. • There are important IGOs that control the world economy including the IMF, WTO and World Bank who would have to be involved in any rescue package for SIDS • TNCs are important in the global economy and have significant influence on IGOs **AO2** • The SIDS face multiple issues many of which will be, and are being, exacerbated by climate change – their future is challenging because of some processes that are not controllable (e.g. hazards and location) but others that are potentially tractable • Climate change is part of a much larger issue of biosphere destruction that will certainly need global action to mitigate which will have huge costs as will adaptation • Some SIDS are exposed more than other nations to both climate change and environmental destruction – they act as canaries in the global local mine • There is plenty of evidence that global action to deal with climate change is unlikely – the prognosis since Paris has not been good and there are very few examples of global action being taken – the banning of chlorofluorocarbons might be quoted as an exception

	• There are very powerful vested interests in the dominant model of pursuing economic growth at, more or less, any cost • This has been tested significantly during the 2020/2021 Covid crisis when 'lockdown' led to temporary improvements in the environment • The 'extinction rebellion' remains a popular and important movement but it has not, by and large made an impact in governments • Short-termism dominates government agendas whereas mitigation strategies to address both climate change and biodiversity loss require long-term planning, at a global scale • Specific attention needs to be focused on the superpowers and emerging countries which have the largest carbon footprint and have most to lose • The United Nations has a patchy track record in engineering global action and there has been a lack of will in addressing climate change • Other global institutions, such as the IMF and the WTO have been powerful players in the move to a more globalised world with support for free trade, privatization and deregulation – if economic growth is the problem their dominant paradigm would need to be revisited. • The gap between rich and poor has increased partly because of the distribution of power in the global economy. • The SIDS are not politically powerful and their 'voice' is seldom heard on the international diplomatic stage – thus they are unable to engineer change on their own • However, with about 50 nations involved they do comprise about 20% of the nations who belong to the UN so they have a potential leverage • Decision making in the UN rests with the Security Council dominated by the very countries that are the largest contributors to global warming • The 65 million who live in SIDS are less than 1% of the total global population • It might reasonably be argued that some of the SIDS are already doomed and that their populations will have to be offered alternative living spaces e.g. the Maldives and Vanuatu • However not all of the SIDS are so obviously doomed – Singapore is one possible example but others are neither remote nor necessarily any more vulnerable than other less developed countries • They may be threatened by other factors, not least their very constrained economies and their isolation (see AO3) **AO3** • **Table 1** shows that 17 of the SIDS are rated as extremely vulnerable on the EVI • The outcome of the Chi-squared test is stated to be 'significant at the 99% level suggesting that the SIDS are more vulnerable than most • **Figure 1 (text)** states that 65 million people live in the SIDS • **Figure 2 (text and table)** suggests that remoteness is an issue as are natural hazards and their very limited resource base given their small land areas • **Figure 3 (photographs and text)** the picture and description of Malé shows that it is more or less at sea-level now

	• **Figure 3 (photographs and text)** the picture shows that both Haiti and Vanuatu are threatened by volcanoes and earthquakes • **Figure 3 (photographs and text)** the picture of Jamaica shows a much-modified landscape, and the text suggests that there are negative impacts of tourism • **Figure 4 (text and graphic)** high levels of out-migration and remittances provide evidence that the SIDS are facing significant challenges that have been/will be exacerbated by climate change • **Figure 5 (text and graphic)** reinforces the idea that the SIDS are facing significant challenges that have been/will be exacerbated by climate change • **Figures 6 and 7** (**text and map/graphic**) show how relatively hazardous the SIDS are • **Figures 8 (text)** offers the view that the SIDS have been markedly impacted by the 2020 collapse because of their dependence on international link • Their dependence on tourism of these 12 SIDS shown on Figure 8 is threatened by climate change – note especially the case of the Maldives illustrated also in **Figure 3** • **Figure 8 (graphic)** shows data for the fall in GDP experienced by 12 SIDS and their level of debt • **Figure 8 (graphic)** also shows the amount of financial assistance needed by these 12 SIDS and their 'reserves • **Figure 9 (text)** outlines the dependence of SIDS on fossil fuels both for power and for transport • **Figure 9 (text)** states that 'most' SIDS have carbon emissions <5t per capita because of their lack of development • **Figure 9 (text)** also suggests that some SIDS might become 'uninhabitable' • **Figure 9 (map)** shows a very uneven pattern of emissions with very high emissions in North America, Australia and Saudi Arabia but very low per capita emissions in most African countries, which as with the SIDS are in many cases low income countries. • **Figure 10(text)** suggests a link between rising carbon emissions and natural disasters • **Figure 10 (graph)** shows a historic upward trend in natural disasters in SIDS although that trend is not consistent • **Figure 11 (text)** suggests that we have already locked in significant changes in sea-level with more to come by the 2030s unless immediate action is taken. • **Figure 11 (text)** also suggest that we have 'passed the point of no return with positive feedback loops and tipping points reached' – this suggest that it is now too late for'significant action' • **Figure 11 (graph)** shows that despite many international 'agreements' greenhouse gas emissions have continued to climb which obviously threatens SIDS – in other words a distinction between promises and signifucxanr action.

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Level 1	1–6	• 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 and rarely 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 produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2) • Makes superficial judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3) • Investigates the question/issue to produce a limited interpretation of quantitative and qualitative data/evidence, but lacks meaningful connections to geographical ideas from across the course of study. (AO3)
Level 2	7-12	• 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 information/ideas 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) • Makes some valid judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3) • Investigates the question/issue to produce an interpretation of quantitative and qualitative data/evidence, making few connections to geographical ideas from across the course of study, which may not be meaningful. (AO3)

Level 3	13-18	• 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 information/ideas 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) • Makes mostly valid judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3) • Critically investigates the question/issue to produce a coherent interpretation of quantitative and qualitative data/evidence, making connections to relevant geographical ideas from across the course of study, some of which are meaningful. (AO3)
Level 4	19-24	• 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) • Makes valid judgements about the value and reliability of quantitative and qualitative data/evidence throughout. (AO3) • Critically investigates the question/issue to produce a coherent interpretation of quantitative and qualitative data/evidence, comprehensively making meaningful connections to relevant geographical ideas from across the course of study throughout the response. (AO3)

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