



GCE

Geography

H481/02: Human interactions

A Level

Mark Scheme for June 2025

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.

5. Crossed-Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM Assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space).

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
To determine the level – start at the highest level and work down until you reach the level that matches the answer
To determine the mark within the level, consider the following

Highest mark: If clear evidence of all the qualities in the level descriptors is shown, the HIGHEST Mark should be awarded.

Lowest mark: If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the levels below and show limited evidence of meeting the criteria of the level in question) the LOWEST mark should be awarded.

Middle mark: This mark should be used for candidates who are secure in the level. They are not 'borderline' but they have only achieved some of the qualities in the level descriptors.

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11. Annotations

Annotation	Meaning
	Used to denote that points had been seen and noted but mostly where credit was given
	Development of a point
	Evaluation
	Level 1
	Level 2
	Level 3
	Blank page
	Unclear or Indicates material for which there is no credit
	Significant amount of material which doesn't answer the question
	Omission
	Highlighting an issue e.g. irrelevant paragraph. Use in conjunction with another stamp e.g.  or 
	No place-specific detail
	Rubric error placed at start of response not being counted

11. Subject Specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of Bands for the paper which you are marking. Please mark these answers according to the marking criteria. Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

LEVELS OF RESPONSE QUESTIONS:

The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.

Using 'best-fit', decide first which set of level descriptors best describes the overall quality of the answer. Once the level is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.

Highest mark: If clear evidence of all the qualities in the level descriptors is shown, the HIGHEST Mark should be awarded.

Lowest mark: If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the levels below and show limited evidence of meeting the criteria of the level in question) the LOWEST mark should be awarded.

Middle mark: This mark should be used for candidates who are secure in the level. They are not 'borderline' but they have only achieved some of the qualities in the level descriptors.

Be prepared to use the full range of marks. Do not reserve (e.g.) highest level marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the level descriptors, reward appropriately.

Quality of extended response will be assessed in questions marked with an (*). Quality of extended response is not attributed to any single assessment objective but instead is assessed against the entire response for the question.

	AO1	AO2	AO3	Quality of extended response
Comprehensive	A wide range of detailed and accurate knowledge that demonstrates fully developed understanding that shows full relevance to the demands of the question. Precision in the use of question terminology.	Knowledge and understanding shown is consistently applied to the context of the question, in order to form a: Clear, developed and convincing analysis that is fully accurate. Clear, developed and convincing interpretation that is fully accurate. Detailed and substantiated evaluation that offers secure judgements leading to rational conclusions that are evidence based.	Quantitative, qualitative and/or fieldwork skills are used in a consistently appropriate and effective way and with a high degree of competence and precision.	There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.
Thorough	A range of detailed and accurate knowledge that demonstrates well developed understanding that is relevant to the demands of the question. Generally precise in the use of question terminology.	Knowledge and understanding shown is mainly applied to the context of the question, in order to form a: Clear and developed analysis that shows accuracy. Clear and developed interpretation that shows accuracy. Detailed evaluation that offers generally secure judgements,	Quantitative, qualitative and/or fieldwork skills are used in a suitable way and with a good level of competence and precision.	There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.

	AO1	AO2	AO3	Quality of extended response
		with some link between rational conclusions and evidence.		
Reasonable	Some sound knowledge that demonstrates partially developed understanding that is relevant to the demands to the question. Awareness of the meaning of the terms in the question.	Knowledge and understanding shown is partially applied to the context of the question, in order to form a: Sound analysis that shows some accuracy. Sound interpretation that shows some accuracy. Sound evaluation that offers generalised judgments and conclusions, with limited use of evidence.	Quantitative, qualitative and/or fieldwork skills are used in a mostly suitable way with a sound level of competence but may lack precision.	There information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Basic	Limited knowledge that is relevant to the topic or question with little or no development. Confusion and inability to deconstruct terminology as used in the question.	Knowledge and understanding shows limited application to the context of the question in order to form a: Simple analysis that shows limited accuracy. Simple interpretation that shows limited accuracy. Un-supported evaluation that offers simple conclusions.	Quantitative, qualitative and/or fieldwork skills are used inappropriately with limited competence and precision.	The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.

Question		Answer	Mark	Guidance
1	(a)	Study Fig.1 which shows part of the city of Tinghir and surrounding area, Morocco. Use <u>one</u> piece of evidence from Fig.1 to explain the concept of space versus place. • urban built environment (✓); a place which has meaning for its inhabitants as a residential / home area (DEV) in contrast to the unsettled spaces of the nearby mountain slopes (DEV) • cultivated fields / agricultural land (✓); important place for local people for crop production / food security (DEV); in contrast to the more barren, dry slopes beyond (DEV) • mountainous area / steep slopes (✓); appears to be simply a space between this city and the next settlement / valley (DEV); does not have the meaning / value that inhabitants attribute to the gentler relief and land use of the valley floor (DEV) • farmland / vegetation / water supply (✓) important meaning / value in maintaining the health and commercial life of the resident population (DEV); relative to the less hospitable hinterland (DEV) • place of worship / possible other services / construction industry provide employment opportunities (✓) an important central place with meaning for local people as an economically / socially sustainable location (DEV); in contrast to the relatively inaccessible spaces outside the city (DEV)	3 AO2 x2 AO3 x1	AO2 – 2 marks AO3 – 1 mark 1 x 1 (✓) for specific evidence interpreted from the resource. 2 x 1 (DEV) for drawing conclusions from the specific resource evidence to explain the concept of place versus space. Credit answers not explicitly using the terms space and place if it is clear that the response is referring to the concept of space and place.

Question		Answer	Mark	Guidance
1	(b)	Study <u>Figs.2A, 2B</u> and <u>2C</u> which show images of rebranding Margate, a seaside resort in Kent. Using evidence from <u>Figs.2A, 2B</u> and <u>2C</u>, explain how different types of strategy can be used to rebrand places. Level 3 (6-8 marks) Application of knowledge and understanding is thorough. Analysis of different types of rebranding strategies is clear, developed and accurate (AO2). Demonstrates thorough investigation of the images to fully evidence different types of rebranding strategy. Ideas about rebranding strategies are good (AO3). Level 2 (3-5 marks) Application of knowledge and understanding is reasonable. Analysis of different types of rebranding strategies is sound with some accuracy (AO2). Demonstrates reasonable investigation of the images to fully evidence different types of rebranding strategy. Ideas about rebranding strategies are sound (AO3). Level 1 (1-2 marks) Application of knowledge and understanding is basic. Analysis of different types of rebranding strategies is basic with limited accuracy (AO2). Demonstrates basic investigation of the images providing limited evidence different types of rebranding strategy. Ideas about rebranding strategies are limited, with limited or no link to resource evidence (AO3).	8 AO2 x4 AO3 x4	Indicative content AO2 – 4 marks Application of knowledge and understanding to analyse how different types of strategy can be used to rebrand places could potentially include: • Market –led: property developers / business owners investing in redevelopment projects, aiming to make a profit • Top-down: such as planning departments of local authorities in regenerating former docklands / harbour • Flagship development: large scale, one –off property projects with distinctive architecture; they act as a catalyst to attract further investment and regeneration • Art – art galleries and art events have been pivotal in the rebranding process; they contribute economically and culturally to the image of the place • Heritage use – role in making use of original features such as small independent shops, market place, old harbours, former commercial activities such as fishing • Rebranding may involve changing the brand artefact (physical environment) and / or the brand essence (people’s experiences of the place) and / or the brandscape (how the place positions itself in relation to other competitor places) • Rebranding may involve a single strategy or a combination of strategies

Question			Answer	Mark	Guidance
			0 marks No response worthy of credit.		- Responses may also successfully refer to rebranding strategies for example “community led” and “brand artifact”. - Responses may strictly refer to the features and caption of the figure when explaining how strategies can be used to rebrand places; or - may successfully link the evidence in figures 2A, 2B and 2C to theoretical strategies from their studies. AO3 - 4 marks Evidence from investigation and interpretation of the images could potentially include: A – Tate Gallery / old harbour buildings - modern architectural style of Tate - contemporary art displays - historic old harbour wall and building B – Parade / historic market place, old town - regenerated now for food and drink - retail / independent shops C – Dreamland / redeveloped amenity - modern and traditional rides, amusements - alternative attraction to beach / town centre
1	(c)		Explain how social inequality can be measured through <u>two</u> indices. Level 3 (5-6 marks) Demonstrates thorough knowledge and understanding of two indices of social inequality. This	6 AO1 x6	Indicative content AO1 – 6 marks Knowledge and understanding of indices used to measure social inequality could potentially include: housing: type and quality of housing that people occupy can be related to their ability

Question			Answer	Mark	Guidance
			will be shown by including well-developed ideas about measures of social inequality. Level 2 (3-4 marks) Demonstrates reasonable knowledge and understanding of two indices of social inequality. This will be shown by including developed ideas about measures of social inequality. Level 1 (1-2 marks) Demonstrates basic knowledge and understanding of two indices of social inequality. There may be simple ideas about measures of social inequality. 0 marks No response worthy of credit.		to afford accommodation / their income. Housing tenure can also indicate social inequality including proportions of owner-occupiers and those renting, private or local authority - healthcare: access to health care and level of ill-health are associated with social inequality. There is a strong link between ill-health and poverty. Access to health care professionals e.g. no. of doctors per 1000 people is used to describe health inequality at global scale - education: formal educational qualifications can be measured as can global contrasts in levels of literacy, including gender differences, indicating inequality in education - employment: levels of unemployment can be measured; there is a strong link between employment, regular income in a household, standard of living and quality of life - access to services: this also affects quality of life and standard of living and can be measured e.g. in terms of access to medical services, access to education, retail, public transport, banking and the digital divide particularly among LIDCs, EDCs and ACs, and between urban and rural areas - Human Development Index (HDI): a United Nations measure based on the nation's longevity, education and income. This affects quality of life as lower ranking countries experience lower life expectancy on health

Question			Answer	Mark	Guidance
					and education grounds and have less income available to provide a good quality of life, all of which contrast with countries that rank higher according to HDI • Index of Multiple Deprivation (IMD): A UK government measure based on factors such as Income and Barriers to Housing and through these indices rank areas to highlight contrasts in social inequality. • Life expectancy: the average life expectancy of an area can be inspected to analyse differences between areas/countries or between different demographic groups to identify patterns in social inequality that can allude to issues with access to healthcare or healthy lifestyles.
1	(d)*		For <u>one</u> country or region impacted by structural economic change, assess the role of players involved in driving the change. AO1 Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of the role of players involved in driving structural economic change in <u>one</u> country or region impacted by structural economic change. The answer should include accurate place-specific detail. Level 2 (3–5 marks)	16 AO1 x8 AO2 x8	Indicative content AO1 – 8 marks Knowledge and understanding of the role of players involved in driving economic change in <u>one</u> country or region impacted by structural economic change could potentially include: • government - public players including: - o trans-national government e.g. grants for infrastructure development - o national government e.g. departments / agencies responsible for strategic planning e.g. education, transport, environment - o local government e.g. implementation of plans at local scale

Question			Answer	Mark	Guidance
			Demonstrates reasonable knowledge and understanding of the role of players involved in driving structural economic change in <u>one</u> country or region impacted by structural economic change. The answer should include some place-specific detail which is partially accurate. Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of the role of players involved in driving structural economic change in <u>one</u> country or region impacted by structural economic change. There is an attempt to include place-specific detail but it is inaccurate. 0 marks No response worthy of credit. AO2 Level 3 (6–8 marks) Demonstrates thorough application of knowledge and understanding to provide clear and developed analysis that shows accuracy. Includes a detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence of the role of players involved in driving structural economic change in <u>one</u> country or region impacted by structural economic change is detailed. Level 2 (3–5 marks)		- businesses – wide ranging private players eg: - TNCs - self-employed / investors across all sectors - planners / architects - public and private: - flagship developments, retail - universities - local communities – concerned with the place they live: - employment - social / environmental matters e.g. new housing / brownfield sites - non-government organisations – private players with a particular focus such as conservation in the face of change AO2 – 8 marks Application of knowledge and understanding to analyse and evaluate the role of players involved in driving economic change in <u>one</u> country or region impacted by structural economic change could potentially include: - understanding the significance of the role of each specific player / organisation / stakeholder that influences the change; some players have more influence than others - recognition that in driving economic change players interact and their roles may be complementary - understanding that there might be a very wide range of players involved, operating across

Question			Answer	Mark	Guidance
			Demonstrates reasonable application of knowledge and understanding to provide a sound analysis that shows some accuracy. Includes a sound evaluation of the role of players involved in driving structural economic change in <u>one</u> country or region impacted by structural economic change is sound. Judgements and conclusions are generalised, with limited use of evidence. Level 1 (1–2 marks) Application of knowledge and understanding is basic. Analysis is simple and limited in accuracy. Evaluation of the role of players involved in driving structural economic change in <u>one</u> country or region impacted by structural economic change is un-supported and conclusions are simple. 0 marks No response worthy of credit. Quality of extended response Level 3 There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 2 There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Level 1 Information is basic and communicated in an unstructured way. The information is supported by		different scales from international to local communities, and from large corporations to the private individual • understanding that structural economic change can be multi-faceted especially as emphasis in its progression / development may change over time Possible place-specific detail could be drawn from the structural economic change such as in the Birmingham Metropolitan Region.

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Question			Answer	Mark	Guidance
			limited evidence and the relationship to the evidence may not be clear.		

Question			Answer	Mark	Guidance
2*			‘Access to global markets is influenced mainly by technological factors’. Discuss. AO1 Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of technological and other factors that influence access to global markets. The answer should include accurate place-specific detail. Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of technological and other factors that influence access to global markets. The answer should include some place-specific detail which is partially accurate. Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of technological and other factors that influence access to global markets. There is an attempt to include place-specific detail but it is inaccurate. 0 marks No response worthy of credit.	16 AO1 x8 AO2 x8	Indicative content AO1 – 8 marks Knowledge and understanding of technological and other factors that influence access to global markets, could potentially include: <i>Technological:</i> • connectivity of producers and customers to global supply chains using digital technology • technology to handle large-scale shipping at a country’s ports • technology to develop domestic transport infrastructure - road, rail, air, ports • level of technology in communications - computer / mobile phone ownership / access to internet / IT services in a country • ability of customs authorities to control security, corruption, movement of goods electronically (e.g. messaging, data storage / retrieval) • level of access to online currency trading platforms <i>Economic:</i> • ability of a country to invest in exploitation, transport, marketing and export its products • ability to invest in reliable internal transport infrastructure • influence of large international companies / MNCs, including outsourcing • ability to provide and trade in services in the global economy

Question			Answer	Mark	Guidance
			AO2 Level 3 (6–8 marks) Demonstrate thorough application of knowledge and understanding to provide clear and developed analysis that shows accuracy. Includes a detailed evaluation that offers generally secure judgements, with some link between rationale conclusions and evidence, of technological and other factors that influence access to global markets is detailed and substantiated. Level 2 (3–5 marks) Demonstrates reasonable application of knowledge and understanding to provide a sound analysis that shows some accuracy. Includes a sound evaluation of technological and other factors that influence access to global markets. Judgements and conclusions are generalised, with limited use of evidence. Level 1 (1–2 marks) Application of knowledge and understanding is basic. Analysis is simple and shows limited accuracy. Evaluation of technological and other factors that influence access to global markets is un-supported and offers simple conclusions. 0 marks No response worthy of credit.		• resilience / vulnerability to economic shock <i>Political:</i> • degree of political stability / conflict / corruption • membership of regional trading bloc and / or global organisation • ability to negotiate trade relationships / interdependence <i>Social:</i> • human rights abuse in production of goods e.g. child labour / gender inequality <i>Environmental:</i> • natural hazards • debilitating effects of disease on workforce AO2 – 8 marks Application of knowledge and understanding to analyse and evaluate technological and other factors that influence access to global markets, could potentially include: • understanding of the relative importance / impacts of specific technological factors • recognising relative importance of other factors such as economic, political, social or environmental influences • consideration that access to markets is often influenced by the interaction, combination of a multitude of inter-related factors

Question			Answer	Mark	Guidance
			Quality of extended response Level 3 There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 2 There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Level 1 Information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.		• access to global markets can change over time as a country develops • factors can have influence in the longer term e.g. improved cyber security or level of access to mobile money transfers in a country or in the short term such as changes in global demand / prices for goods • discussion of access to global markets could include - o the market for a specific product, - o trade links for specific countries - o or more generally to the new commercial corridors linking emerging markets of South-South trade Place-specific detail could be drawn from countries such as Sierra Leone (LIDC), India (EDC) and Japan / USA (ACs)

Question			Answer	Mark	Guidance
3*			‘Global migration patterns are influenced mainly by economic factors’. Discuss. AO1 Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of economic and other factors that influence global migration patterns. The answer should include accurate place-specific detail. Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of economic and other factors that influence global migration patterns. The answer should include some place-specific detail which is partially accurate. Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of economic and other factors that influence global migration patterns. There is an attempt to include place-specific detail but it is inaccurate. 0 marks No response worthy of credit. AO2 Level 3 (6–8 marks) Demonstrate thorough application of knowledge and understanding to provide clear and developed analysis that shows accuracy. Includes a detailed	16 AO1 x8 AO2 x8	Indicative content AO1 – 8 marks Knowledge and understanding of economic and other factors that influence global migration patterns, could potentially include: <i>Economic:</i> • economic globalisation; emergence of new source areas and new host destinations • employment opportunities • differential earnings, especially between some developing countries and the faster growing economies • ease of sending remittances electronically • interdependence of countries and their economies / migration corridors • costs of making a long distance move <i>Political:</i> • degree of political stability / conflict / refugees • membership of regional trading bloc and free movement • effects of national immigration / emigration policies <i>Social:</i> • family reunification and returning migrants • familiarity with language / culture <i>Environmental:</i> • refugees from natural hazards / disasters e.g. rising sea level

Question			Answer	Mark	Guidance
			evaluation that offers generally secure judgements, with some link between rationale conclusions and evidence, of the effectiveness of economic and other factors that influence global migration patterns is detailed and substantiated. Level 2 (3–5 marks) Demonstrate reasonable application of knowledge and understanding to provide sound analysis that shows some accuracy. Includes a sound evaluation of the effectiveness of economic and other factors that influence global migration patterns is detailed. Judgements and conclusions are generalised, with limited use of evidence. Level 1 (1–2 marks) Application of knowledge and understanding is basic. Analysis is simple and shows limited accuracy. Evaluation of economic and other factors that influence global migration patterns is unsupported and offers simple conclusions. 0 marks No response worthy of credit.		AO2 – 8 marks Application of knowledge and understanding to analyse and evaluate economic and other factors that influence global migration patterns, could potentially include: • understanding of the relative importance / influence of specific economic factors • recognising relative importance of other factors such as political, social or environmental influences • consideration that global migration may be influenced by the interaction or combination of more than one factor • the pattern of global migration includes both immigration and emigration • geographical patterns can change over time • factors may influence the duration of the migration, either short term or longer term Place-specific detail could be drawn from countries such as Laos (LIDC), Brazil (EDC) and USA (AC)

Question			Answer	Mark	Guidance
			Quality of extended response Level 3 There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 2 There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Level 1 Information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.		

Question			Answer	Mark	Guidance
4	(a)	(i)	Study Fig.3, which shows number of personnel in UN Peacekeeping Missions, Africa 2021. Evaluate the effectiveness of the presentation technique used in Fig.3 for showing number of personnel in UN Peacekeeping Missions in Africa. Advantages: • clear visual impression of the spatial pattern (✓) shown by the differing lengths of the bars relative to each other (DEV) bars are proportional in length to the number represented (DEV) • specific value for/difference between each UN mission is identifiable (✓) based on numeric values shown in the key (DEV) • location of each specific country / area of mission is clearly identified (✓) base line of bar is located in country / area to which it refers (DEV) Disadvantages: • data given for each country / mission as a whole (✓) map does not show specific localities where personnel deployed (DEV) • map shows only total number of personnel (✓) it does not identify their specific role e.g. police, military, civilian, admin (DEV) or their country of origin (DEV) • exact comparison of statistics / length of bar is not easy (✓) bars not located on a common base line (DEV) specific total not shown at top of each bar (DEV)	4 AO3 x4	AO3 – 4 marks 2 x 1 (✓) for identifying appropriate advantages and / or disadvantages of the bar chart map used in Fig.3 for showing the number of personnel in UN Peacekeeping Missions in Africa, 2021. 2 x 1 (DEV) for explaining the advantages and / or disadvantages, with appropriate reference to Fig.3.

Question			Answer	Mark	Guidance
4	(a)	(ii)	Analyse the role of flows of people in geopolitical intervention. Level 2 (3-5 marks) Application of knowledge and understanding is thorough. Analysis of the role of flows of people in geopolitical intervention is sound and shows accuracy. Level 1 (1-2 marks) Application of knowledge and understanding is basic. Analysis of the role of flows of people in geopolitical intervention is simple and there is limited accuracy. 0 marks No response worthy of credit.	5 AO2 x5	Indicative content AO2 – 5 marks Application of knowledge and understanding to analyse the role of flows of people in geopolitical intervention could potentially include: • military personnel - o military protection / peacekeeping - o support for NGO workers / police / UN officials • NGO workers / volunteers - o mediation in conflict - o distributing relief aid, including food, medical assistance / supplies - o providing training programmes / education • police - o enforcing rule of law - o protecting human rights - o ensuring democratic elections • UN officials - o ensuring co-ordination / co-operation in strategies - o negotiating treaties

Question		Answer	Mark	Guidance
4	(b)	Referring to a case study of women's rights in a country, explain gender inequality issues that are apparent in that country. Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of gender inequality issues that are apparent in a country. This will be shown by including well-developed explanations. The answer should include accurate place-specific detail. Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of gender inequality issues that are apparent in a country. This will be shown by including developed explanations. The answer should include some place-specific detail which is partially accurate. Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of gender inequality issues that are apparent in a country. This will be shown by including simple explanations. There is an attempt to include place-specific detail but it is inaccurate. 0 marks No response worthy of credit.	8 AO1 x8	Indicative content AO1 – 8 marks Knowledge and understanding of gender inequality issues that are apparent in a country could potentially include: • access to health care, including reproductive health services • access to education / educational opportunity / enrolment in secondary education • political participation / lack of women in government • forced marriage / child marriage / early pregnancy • trafficking into forced labour • employment opportunity / discrimination in the workplace • wage equality • domestic violence / patriarchal societies • property ownership / inheritance rights Possible place-specific detail could be drawn from a country such as India for example.

Question			Answer	Mark	Guidance
5	(a)	(i)	Study Fig.4, which shows the annual budget (US\$ billion) of UN Peacekeeping Missions, Africa 2021/22. Evaluate the effectiveness of the presentation technique used in Fig.4 for showing the annual budget of UN Peacekeeping Missions in Africa. Advantages: • clear visual impression of the spatial pattern (✓) shown by the differing lengths of the bars relative to each other (DEV) bars are proportional in length to the number represented (DEV) • specific value for/difference between each UN mission is identifiable (✓) based on numeric values shown in the key (DEV) • location of each specific country / area of mission is clearly identified (✓) base line of bar is located in country / area to which it refers (DEV) Disadvantages: • data given is for each country / mission as a whole (✓) it does not identify specific localities receiving the expenditure (DEV) • only total budget figure for each mission is shown (✓) map does not identify specific uses of the funds (DEV) or country of origin of the funds (DEV) • exact comparison of statistics / length of bar is not easy (✓) bars not located on a common base line (DEV) specific total not shown at top of each bar (DEV)	4 AO3 x4	AO3 – 4 marks 2 x 1 (✓) for identifying appropriate advantages and / or disadvantages of the bar chart map used in Fig.4 for showing the annual budget of UN Peacekeeping Missions in Africa 2021/22. 2 x 1 (DEV) for explaining the advantages and / or disadvantages, with appropriate reference to Fig.4.

Question			Answer	Mark	Guidance
5	(a)	(ii)	Analyse the role of flows of money in geopolitical intervention. Level 2 (3-5 marks) Application of knowledge and understanding is thorough. Analysis of the role of flows of money in geopolitical intervention is sound and shows accuracy. Level 1 (1-2 marks) Application of knowledge and understanding is basic. Analysis of the role of flows of money in geopolitical intervention is simple and there is limited accuracy. 0 marks No response worthy of credit.	5 AO2 x5	Indicative content AO2 – 5 marks Application of knowledge and understanding to analyse the role of flows of money in geopolitical intervention could potentially include: • operating costs such as equipment, transport / infrastructure, administration • providing health facilities, temporary hospitals, medicines • providing shelter / temporary accommodation for IDPs • daily support for all personnel in the area with food / water / supplies • operating technology such as communication facilities, IT, surveillance • costs of training civilians such as in agriculture / food security / education • debt relief provided by the IMF

Question		Answer	Mark	Guidance
5	(b)	Referring to a case study of one country in which sovereignty has been challenged, explain causes of the challenge. Level 3 (6–8 marks) Demonstrates thorough knowledge and understanding of causes of the challenge to sovereignty in one country. This will be shown by including well-developed explanations. The answer should include accurate place-specific detail. Level 2 (3–5 marks) Demonstrates reasonable knowledge and understanding of causes of the challenge to sovereignty in one country. This will be shown by including developed explanations. The answer should include some place-specific detail which is partially accurate. Level 1 (1–2 marks) Demonstrates basic knowledge and understanding of causes of the challenge to sovereignty in one country. This will be shown by including simple explanations. There is an attempt to include place-specific detail but it is inaccurate. 0 marks No response worthy of credit.	8 AO1 x8	Indicative content AO1 – 8 marks Knowledge and understanding of causes of the challenge to sovereignty in one country could potentially include: • current political boundaries - o contested territory / invasion - o legacy of colonialism / ethnic partitioning • transnational corporations - o economic power of some large TNCs may cause loss of control of territory, workforce, environment and even a country's political decision-making • supranational institutions - o member countries are bound by the requirements / have to comply with laws of regional trading blocs - o controversial intervention in a country by the international community • political dominance of ethnic groups - o separatism - o ethnic conflict • transnational movement of terrorist / extremist activity • contested maritime boundaries Possible place-specific detail could be drawn from a country such as Yemen, Mali Republic or Ukraine for example.

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