



# **Mark Scheme (Results)**

Summer 2018

Pearson Edexcel GCE in  
Geography (9GE0)  
Paper 2

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# General marking guidance

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- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- 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/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.

Question number	Explain <b>one</b> reason why the global shift of industry has had negative impacts on some people in the <b>developed</b> world. <b>Answer</b>	Mark
1(a)	<p style="text-align: center;"><b>AO1 (4 marks)</b></p> <p>Award <b>1</b> mark for identifying a reason why the global shift of industry has created losers in the <b>developed</b> world and a further <b>3</b> marks for expansion up to a maximum of <b>4</b> marks.</p> <ul style="list-style-type: none"> <li>• High unemployment/loss of jobs <b>1</b> due to cheaper labour in overseas locations <b>1</b> has reduced local incomes <b>1</b> and led to a spiral of decline/loss of shops and services <b>1</b>.</li> <li>• Deindustrialisation as manufacturing jobs move overseas <b>1</b> has removed the skill base of communities <b>1</b> and a lack of transferable skills for new tertiary/quaternary employment <b>1</b> has reduced incomes/spending in local shops leading to further unemployment <b>1</b>.</li> <li>• Depopulation as more skilled/educated people leave <b>1</b> so there is nothing to attract new business investment into the area <b>1</b> leading to lack of hope and self-esteem of those left behind <b>1</b> and mental health issues increase <b>1</b>.</li> <li>• Allow one mark for detailed exemplification.</li> </ul> <p>Accept any other appropriate response.</p>	<b>(4)</b>

Question number	Assess the view that globalisation inevitably damages the physical environment <b>Answer</b>
1(b)	<p style="text-align: center;"><b>AO1 (3 marks)/AO2 9 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks.</li> </ul> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Globalisation may be explored through different connections and flows between places. It often contributes to economic development.</li> <li>• Resulting damage to physical environment includes: air/water pollution, land degradation, over-exploitation of resources and biodiversity loss.</li> <li>• Deindustrialised regions have experienced major environmental problems including dereliction and contamination.</li> <li>• Concern about environmental exploitation has led to opposition to globalisation from some groups.</li> <li>• Contrasting trends in economic development and environmental management indicate differential progress between regions.</li> </ul> <p><b>AO2</b></p> <p>High levels of environmental problems are caused by:</p>

Question number	Assess the view that globalisation inevitably damages the physical environment Answer
	<ul style="list-style-type: none"> <li>• Globalisation of manufacturing industry, leading to global shift of much heavy industry to Asia, particularly cities/SEZs (links to rural-urban population movement) with resulting pollution of the natural environment.</li> <li>• Importing food leads to increased carbon footprints through transport, reduced local water supplies, and encourages use of fertilisers with resultant eutrophication and species loss.</li> <li>• Trade blocs and IGOs encourage trade, facilitated by transport and ICT developments in communication, which leads to more use of fossil fuels.</li> <li>• Extended supply routes for resources and manufactured goods.</li> <li>• These contribute to the enhanced greenhouse effect.</li> </ul> <p>Indirect effects of globalisation on the environment:</p> <ul style="list-style-type: none"> <li>• Environmental regulations outside EU/USA/Japan are often less clear and are less strictly enforced, so lasting damage occurs.</li> <li>• Increased personal wealth for many (e.g. middle class in China), leading to more consumption, car ownership, and air travel on holiday.</li> </ul> <p>Assessment points could make judgements about whether this is inevitable for all areas:</p> <ul style="list-style-type: none"> <li>• Wealthy countries having “exported” their pollution-creating industries invest in improving and protecting habitats/rivers, particularly on a local scale where volunteers help. Link to Kuznets curve ideas.</li> <li>• Many TNCs have taken major steps to reduce their environmental impacts, cutting length of supply chains and reducing packaging, for example.</li> <li>• ICT improvements may reduce travel, as Skype etc. allow remote conferencing, reducing carbon footprints.</li> <li>• A few globalised countries have pursued a green route to development (e.g. Costa Rica’s ecotourism) which deliberately seek to minimise environmental problems.</li> <li>• Globalised values of environmental protection (Greenpeace) spread.</li> </ul>

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

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

Question number	Complete the table by filling in the four blank boxes in the final two rows Answer	Mark												
2(a) (i)	<b>AO3 (4 marks)</b>	(1,1,1,1)												
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc;">Weighted rank (Rank x0.5)</td> <td style="text-align: center;">1.5</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0.5</td> <td style="text-align: center;">2.5</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Overall score</td> <td style="text-align: center;">13.5</td> <td style="text-align: center;">11</td> <td style="text-align: center;">20.5</td> <td style="text-align: center;">13.5</td> <td style="text-align: center;">24</td> </tr> </table>	Weighted rank (Rank x0.5)	1.5	1	0.5	2.5	2	Overall score	13.5	11	20.5	13.5	24	
Weighted rank (Rank x0.5)	1.5	1	0.5	2.5	2									
Overall score	13.5	11	20.5	13.5	24									

Question number	Assess the view that Figure 1 gives an accurate summary of the relative strength of these emerging powers. Answer
2(a) (ii)	<p style="text-align: center;"><b>AO1 (3 marks)/AO2 (9 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks.</li> </ul> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Geopolitical power stems from a range of human and physical characteristics, placed on a spectrum from hard to soft power.</li> <li>• Emerging powers can be defined using contrasting characteristics (economic, political, military, cultural, demographic and access to natural resources).</li> <li>• Emerging countries, including Brazil, Russia, India and China, are considered increasingly important to global economic and political systems.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Characteristics shown can be used to assess the 'strength' of the countries. 'Hard power': military spending and the linked GDP</li> <li>• 'Soft power': number of films produced.</li> <li>• Population and access to clean water are less easily classified.</li> <li>• Some may list the countries in rank order, and use this as a starting point: China 11, Russia 13.5, Brazil 13.5, India 20.5 and South Africa 24.</li> </ul> <p>Characteristics: <b>Economic and military</b> are usually seen as hard power</p> <p>Economic ranking is given greater significance by its weighting factor, reflecting its key role in underlying other factors (Dunn model, military spending, infrastructure, health and education spending) and showing the likely global role in the world economy and TNC involvement.</p> <ul style="list-style-type: none"> <li>• <b>Military</b> spending by China far surpasses any BRIC rival, though in comparison to the USA (US \$ 600bn) most will know that is it smaller. However, China's aggression, e.g. South China Sea and searching for resources in Africa/South America, indicates strong defence of its interests.</li> </ul>

<b>Question number</b>	Assess the view that Figure 1 gives an accurate summary of the relative strength of these emerging powers. <b>Answer</b>
	<ul style="list-style-type: none"> <li>Demographic characteristics (<b>population size</b> and % with access to <b>improved sanitation</b>) reflect both health and potential workforce (links to economic development), and the extent to which basic needs are met. India in particular has a massive population much of which lacks sanitation and, therefore, it could be argued that it is nowhere near challenging China.</li> <li><b>Films</b> made are counted as less significant (weighted rank x 0.5), and as the only characteristic where India scored rank 1, this helps explain its overall total. However, these are a form of cultural projection of power, and the wide Indian diaspora in every continent may be more important than indicated.</li> </ul> <p>Assessment should consider whether the table presents an accurate view, and the following are possible points for consideration:</p> <ul style="list-style-type: none"> <li>The rank order produced here is perhaps unsurprising, as China is usually seen as having the greatest potential strength as a superpower to challenge the US, with India substantially behind.</li> <li>Russia's second position overall, particularly due to its strong GDP and military spending (underpinned by strong resource base), gives it an opportunity to project power, helped by the political assertiveness of its leadership (e.g. in Syria).</li> <li>Own knowledge may discuss relative economic growth of these countries recently, with the Brazilian economy recently returning to growth after a period of decline, and India and China growing at similar rates (2018).</li> <li>Note that the scaling system used actually alters the overall ranks, e.g. it reduces the significance of Russia as top GDP earner. Credit candidates that assess the significance of this, or of data accuracy/changes over time.</li> <li>Other criteria may have produced a different rank order. Some may comment on these, or criticise the selection used here. In particular, there is no consideration of resources, or roles in international organisations.</li> </ul>

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



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

Question number	Suggest <b>one</b> way the writer of the blog presents a negative view of this attempt at regeneration. <b>Answer</b>	Mark
3(a) (i)	<p style="text-align: center;"><b>AO1 (2 marks)/AO2 (1 mark)</b></p> <p>Award <b>1</b> mark for analysing the resource to identify one <b>NEGATIVE</b> view/perspective and a further <b>2</b> marks for expansion (usually an example, followed by how it does not help Hull, up to a maximum of <b>3</b> marks. For example:</p> <ul style="list-style-type: none"> <li>• Sarcastic/critical language <b>1</b> e.g. Siemens described as 'partners'/Siemens plonk their product <b>1</b> which does nothing to help Hull<b>1</b></li> <li>• Publicity for Siemens <b>1</b> as this is just 'product placement advertising their company' <b>1</b> and this does not contribute to regeneration<b>1</b></li> <li>• Dull day for photo is used<b>1</b> showing obstruction created by the 'Blade'<b>1</b> which is not helping the people of Hull<b>1</b>.</li> </ul> <p><b>Reject 'big and ugly', 'plonked' and other lifted statements unless these are linked to how this creates a negative view.</b></p> <p>Only 1 mark allowed for lift from the resource</p> <p>Accept any other appropriate response.</p>	<b>(3)</b>

Question number	Suggest reasons why perceptions may vary in cities, such as Hull, about the success of regeneration. <b>Answer</b>
3(a) (ii)	<p style="text-align: center;"><b>AO1 (3 marks)/AO2 (3 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Specific knowledge about Hull or "cities of culture" is not required. Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Many different strategies are used for regeneration, and perceptions about these often vary locally.</li> <li>• The criteria used to judge success vary between stakeholders, depending on their experience of change and the place itself.</li> <li>• The image presented and the experienced reality of the place may also be considered.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Blog shows players have different perceptions: some are excited by the redevelopment, as turbine blade appears as 'gift from the gods', changing Hull's image and symbolising commitment from a major local employer.</li> <li>• Others, with lived experience of the area, may lack the education/skills for engineering or other jobs, and feel excluded and that their "place" has lost its identity and familiar locations are changed forever.</li> <li>• Players have different criteria for success (jobs/environmental benefits)</li> </ul>

	<ul style="list-style-type: none"> <li>• Gentrification/studentification may be discussed, increasing inequality, as prices are raised and locals/their children cannot stay.</li> <li>• The “City of Culture” approach, although bringing publicity and potential visitors and spending, is temporary and may not have lasting impacts.</li> <li>• Credit reference to other cities of culture (Liverpool and Derry/Londonderry) or other large-scale “flagship” approaches (e.g.2012 Olympics) to regeneration.</li> <li>• Credit reference to legacy and whether or not it has been positive.</li> </ul> <p>Answers must be <b>city</b> focused, but credit generic perception comments.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Demonstrates isolated or generic elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Applies knowledge and understanding to geographical information inconsistently. Connections/relationships between stimulus material and the question may be irrelevant. (AO2)</li> </ul>
<b>Level 2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Applies knowledge and understanding to geographical information to find some relevant connections/relationships between stimulus material and the question. (AO2)</li> </ul>
<b>Level 3</b>	<b>5–6</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between stimulus material and the question. (AO2)</li> </ul>

Question number	With reference to a named example, explain the limitations of the strategies used to regenerate a <b>rural</b> place. <b>Answer</b>
<b>3(b)</b>	<p style="text-align: center;"><b>AO1 (6 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Regenerating a place can be understood in different ways, but may be considered to include change for example, in infrastructure, education, sport, employment or decision making.</li> <li>• Possible answers could discuss examples in UK or elsewhere.</li> </ul>

	<ul style="list-style-type: none"> <li>• Regeneration strategies may involve economic, social and/or environmental aims and it is difficult to meet all of these in one strategy, resulting in “limitations” for any or all of these.</li> <li>• Locals need the chance to participate and share decision-making, but may be ignored.</li> <li>• The environment may suffer if new businesses are developed.</li> <li>• Different stakeholders may perceive the success or limitations of the strategy depending on their social and economic characteristics, and their level of environmental concerns.</li> <li>• So for example, a rural strategy that creates investment and employment via a flagship approach (e.g. the Eden Project) may have damaging impacts on the environment as traffic and noise increase.</li> <li>• Question asks for ‘strategies’ so expect more than one, but allow different aspects of one strategy.</li> </ul> <p>Question asks for a RURAL place, so 0 for urban. If no example named, the answer is unlikely to go out of level 2.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)</li> </ul>
Level 2	3–4	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)</li> </ul>
Level 3	5–6	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)</li> </ul>

Question number	For your local place and your contrasting place, evaluate the view that low income is the most important factor leading to deprivation. Answer
3(c)	<p style="text-align: center;"><b>AO1 (5 marks)/AO2 (15 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks.</li> <li>• Level 4 AO1 performance: 4–5 marks.</li> </ul>

### **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.

*Candidates are required to study their local place and a contrasting place, which may be in the UK, or elsewhere. Answers which do not make detailed reference to these places are likely to be self-penalising. Large areas lacking a local context (e.g. London/Ethiopia) are likely to lack the 'relevance and accuracy' required for Level 3 as generalisations will be inevitable. Answers should be marked on their merits (a 'London' answer may build to a more localised discussion).*

Answers should focus on deprivation in the two places, and evaluate the contribution low income makes in each location.

Relevant points may include:

#### **AO1**

- Deprivation can include economic, social, and environmental criteria.
- There are differences in economic activity, which are reflected through variation in social factors.
- An in-depth study of the local place and a contrasting place provide the context for how and why places vary.
- In some regions, economic restructuring has triggered a spiral of decline with increasing levels of deprivation.

#### **AO2**

- Deprivation is likely to be discussed through the 'lack of access' or 'living without' specific economic, social and other variables. Good answers may consider the 7 domains of IMD (Index of Multiple Deprivation)
- Low income should be evaluated as a key reason for deprivation
- **Other factors should also be considered such as:**
- Sector and type of employment opportunities, and changes over time.
- Government decisions e.g. privatise industry in the past / invest in flagship regeneration/ provide benefits/subsidise start-ups/improve infrastructure
- TNC decisions to relocate/invest in an area
- Levels and quality of education available locally and elsewhere
- Location: proximity to market/Europe or isolated, or access to physical resources and infrastructure providing connections to other places.
- Tradition e.g. migration seen as route to opportunity

Evaluation should explore the extent to which there is a direct link between deprivation and low income for either or both chosen places. For example:

- Low income can be seen as part of a cycle of deprivation seen through poor educational achievement, housing, health and for some, crime.
- A successful area that undergoes economic growth may not benefit everybody equally.
- Wealth and poverty may be found in close proximity, for complex reasons.
- Economic loss is likely to be followed by declines in social/environmental criteria
- Community "grass roots" projects may help reduce deprivation, and be crucial where government help is limited.

Overall, evaluation is likely to compare the role of income in influencing levels of deprivation in the places alongside other factors.

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

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

Question number	Suggest <b>one</b> way the writer of the blog presents a negative view of her life in inner-city London. <b>Answer</b>	Mark
4(a)(i)	<p style="text-align: center;"><b>AO1 (2 marks)/AO2 (1 mark)</b></p> <p>Award <b>1</b> mark for analysing the resource to identify one <b>NEGATIVE</b> view/issue and a further <b>2</b> marks for expansion (usually an example, followed by a consequence), up to a maximum of <b>3</b> marks. For example:</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Flat gets damp ❶ landlord won't fix it ❶ so she has to rely on friends❶.</li> <li>• Rats have eaten through the cables ❶ so children get cold/ill❶ and can't attend school❶.</li> <li>• Broken heating ❶ landlord ignores her requests ❶ so she questions her decision to move to London❶.</li> <li>• Photo shows damp flat❶ which the landlord refuses to fix❶ so illness follows❶.</li> </ul> <p><b><i>Reject lifted statements unless these are linked to how this creates a negative view.</i></b></p> <p>Accept any other appropriate response.</p>	<b>(3)</b>

Question number	Suggest reasons why perceptions of living in an inner-city area, such as in London, may vary. <b>Answer</b>
4(a)(ii)	<p style="text-align: center;"><b>AO1 (3 marks)/AO2 (3 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited.</p> <p>Specific knowledge about north London is not required. Answers must focus on inner cities.</p> <p>Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Inner-city areas are perceived differently in terms of their desirability as a place to live and work by contrasting demographic groups.</li> <li>• Contrasting age, ethnicities, life cycle stage (e.g. families) and other groups may feel differently about a place due to lived experience.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Migrants lacking in confidence with language/knowledge of legal system, and with low incomes, may be unable to challenge private landlords over quality of housing.</li> <li>• Shortage of housing may mean options are limited, so people stay in substandard housing.</li> <li>• Some inner-city areas have been gentrified with young working people/students prepared/forced to pay high rental prices, contributing to the out-migration of long-term residents and their children, e.g. Newham.</li> </ul>



	<ul style="list-style-type: none"> <li>• Many choose to live in the inner city, excited by the diversity of culture and accessibility of social activities and work.</li> <li>• Long term residents/enclave communities may identify positively with area, feeling secure.</li> <li>• Role of the media/estate agents/authors/TV/film in creating and sustaining positive/negative images/stereotypes of places.</li> </ul>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)</li> </ul>
Level 2	3–4	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)</li> </ul>
Level 3	5–6	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)</li> </ul>

Question number	With reference to a named example, explain why people have different opinions about rural living spaces. Answer
4(b)	<p style="text-align: center;"><b>AO1 (6 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Rural living spaces are viewed in different ways by contrasting demographic and ethnic groups (e.g. commuters, retired people, migrant farm workers, second home owners)</li> <li>• Chosen rural area will influence the opinions held and the issues discussed. Possible answers could discuss examples in the UK or elsewhere.</li> <li>• Housing is a major issue as costs are high and wages often low. Some schemes try to ring-fence housing for local people.</li> <li>• Young people object to isolation/expense of travel, little or low paid work</li> <li>• Older/longer-term residents may realise that change is necessary as traditional employment has declined and a community has aged.</li> </ul>

	<ul style="list-style-type: none"> <li>• More recent retired arrivals may want to preserve a long gone way of life, and be unwilling to accept change.</li> <li>• Recent arrivals object to mud, smell and tractors and no mobile/slow Wi-Fi connections, and distance for services.</li> <li>• Ethnic groups may be small in number and experience a lack of tolerance.</li> <li>• Intergenerational issues, as young dislike lack of opportunities but older family members appreciate the peace and quiet.</li> </ul> <p>Question asks for a RURAL place, so 0 for urban. Allow answers at different scales</p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)</li> </ul>
Level 2	3–4	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)</li> </ul>
Level 3	5–6	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)</li> </ul>

Question number	For your local place and your contrasting place, evaluate the view that international migration has an important impact on their population characteristics. Answer
4(c)	<p style="text-align: center;"><b>AO1 (5 marks)/AO2 (15 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks.</li> <li>• Level 4 AO1 performance: 4–5 marks.</li> </ul> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited.</p> <p><i>Candidates are required to study their local place and a contrasting place, which may be in the UK, or elsewhere. Answers which do not make detailed reference to these places are likely to be self-penalising. Large areas lacking a local context (e.g. London/Ethiopia) are likely to lack the 'relevance and accuracy'</i></p>

<b>Question number</b>	For your local place and your contrasting place, evaluate the view that international migration has an important impact on their population characteristics. <b>Answer</b>
	<p><i>required for Level 3 as generalisations will be inevitable. Answers should be marked on their merits (a 'London' answer may build to a more localised discussion).</i></p> <p>The differences and similarities in the population characteristics (population size, age structure, gender and ethnicity) of the two places should be discussed, and the importance of international migration considered, alongside other factors.</p> <p>Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Population characteristics include age, gender and ethnicity</li> <li>• International migration is changing the characteristics of places.</li> <li>• So have regional and national factors (e.g. education, skill levels, availability of employment).</li> <li>• An in-depth study of the local place and a contrasting place provide the context for how and why population characteristics of places vary.</li> </ul> <p><b>AO2</b></p> <p><b>International migration factors</b></p> <ul style="list-style-type: none"> <li>• Population characteristics are influenced by the past and present migration flows (e.g. Windrush generation, east European migrations)</li> <li>• Some places are much less attractive (fewer jobs/high cost of housing) or less welcoming to new migrants (no existing enclave).</li> <li>• Government policy in settlement of asylum seekers/refugees</li> </ul> <p><b>Evaluative points might include:</b></p> <ul style="list-style-type: none"> <li>• Population numbers and ages represented within communities vary, but gender is less likely to vary. Places with large numbers of migrants may see patterns of males or females, with particular age patterns</li> <li>• Role of deindustrialisation, second homes, commuting, regeneration, change over time (e.g. elderly white women left behind in inner city) in leading to changed population characteristics</li> <li>• Contrasting fertility rates and life expectancy of ethnic groups, as these may alter the relative numbers in a place.</li> </ul> <p>Overall, evaluation is likely to compare the important role of the experience of international migration in influencing population characteristics in the two places. However, other factors are likely to be identified as also of importance.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	<b>1–5</b>	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Applies knowledge and understanding of geographical ideas, making limited and rarely logical connections/relationships. (AO2)</li> </ul>

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

Question number	Explain <b>one</b> reason why attitudes to gender equality in education vary greatly between countries. <b>Answer</b>	Mark
5(a)	<p style="text-align: center;"><b>AO1 (4 marks)</b></p> <p>Award <b>1</b> mark for identifying a reason why attitudes to gender equality in education vary and a further <b>3</b> marks for expansion up to a maximum of <b>4</b> marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Education of girls is a lower priority in rural developing countries (particularly secondary level) ❶ because girls are needed for wood/water collecting ❶ and will leave the family when they marry ❶ needing a dowry that would be higher if they are educated ❶.</li> <li>• Costs of education (uniform/pencils) ❶ are high (even if fees are removed) so families often choose to focus on educating boys ❶ who are more likely to get a job ❶ so need to learn to read and write ❶.</li> <li>• Extreme religious views ❶ mean girls traditionally are expected to marry/have children young ❶ so usually a family will choose to send a boy to school ❶ as girls will not gain employment ❶.</li> <li>• Accept any other appropriate response.</li> <li>• Allow one mark for detailed exemplification.</li> </ul>	<b>(4)</b>

Question number	Suggest how the postage stamp shows that human rights have become important in international agreements <b>Answer</b>
5(b)	<p style="text-align: center;"><b>AO1 (3 marks)/AO2 (3 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• The UDHR is a statement of intent and a framework for foreign policy.</li> <li>• Human rights have become important aspects of international law and internal agreements (e.g. Geneva Convention, Millennium Development Goals)</li> <li>• ‘Dignity and justice for all of us’ statement sums up fundamental human rights, and what the 1947 Universal Declaration was all about.</li> </ul> <p><b>AO2</b></p> <p><i>Statements/images from the stamp are shown in italics</i></p> <ul style="list-style-type: none"> <li>• <i>All humans have the right to be respected and treated with dignity, and have the right to seek justice in court if these are not honoured. Human rights include basics like life, liberty and equality before the law. Freedom of thought, conscience, religion and expression are also included. Links to current issues like trade embargoes on countries which disregard human rights e.g. Russia/Crimea could be mentioned.</i></li> <li>• <i>“For all” states that there should be no differences between rights of people, whatever their income, ethnicity, gender or whether or not they are able-bodied. UDHR applies everywhere, for everyone and for always.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• “Of us” suggests there is a joint responsibility to ensure these key rights are available. <i>India</i> is showing it is supportive of this by publishing the stamp. <i>Inclusion of statements in Hindi, English</i> and other languages recognises India’s cultural diversity.</li> <li>• The <i>inclusion of important historical figures of different genders, religions and ethnicities</i> celebrates how human rights, freedom, justice and world peace were important in the past and are still celebrated today.</li> </ul> <p>Note there is no expectation that answers should identify all or any of these people. Possible names may be suggested and linked to specific human rights. From the top: <i>Martin Luther King/ Mother (Saint) Teresa/Abraham Lincoln / Mahatma Gandhi</i>. Allow other reasonable suggestions of names.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• Demonstrates isolated or generic elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Applies knowledge and understanding to geographical information inconsistently. Connections/relationships between stimulus material and the question may be irrelevant. (AO2)</li> </ul>
Level 2	3–4	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Applies knowledge and understanding to geographical information to find some relevant connections/relationships between stimulus material and the question. (AO2)</li> </ul>
Level 3	5–6	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between stimulus material and the question. (AO2)</li> </ul>

Question number	Answer
5(c)	<p>Explain how development aid can be used to improve human rights.</p> <p style="text-align: center;"><b>AO1 (8 marks)</b></p> <p><b>Marking instructions</b> Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b> The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>Development aid</b> takes many forms, e.g. humanitarian aid, multilateral aid, bilateral aid, tied aid, medical aid, technological help and loans.</li> </ul>

	<ul style="list-style-type: none"> <li>• It may come from NGOs, bilateral government arrangements or multilateral agencies like the UN, World Bank, or Global Fund who have different priorities.</li> <li>• Development aid often focuses on improving rights with specifically targeted projects, e.g. to improve maternal health, or to build schools.</li> <li>• Human rights include access to healthcare, water, eradication of poverty, primary education, gender equality, democracy and help for those with malaria etc.</li> <li>• Progress towards improving human rights varies between countries because of wealth, conflict, governance, location, trade opportunities, colonial legacy and other factors.</li> <li>• There may be some who do not benefit from development aid because it does not “trickle down” to those in most need, but is siphoned off to government elites, meaning that human rights for the majority are ignored.</li> <li>• Some states have experienced decreased human rights (e.g. Iraq, Syria) where development aid has not been sufficient to overcome costs of military intervention.</li> </ul> <p>Answers that focus on economic development e.g. provision of infrastructure/ improved standard of living are not answering question. A mention of general 'human rights' (e.g. right to a job) on such answers may gain some credit.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)</li> </ul>
Level 2	3–5	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)</li> </ul>
Level 3	6–8	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)</li> </ul>

Question number	Answer
5(d)	<p style="text-align: center;"><b>AO1 (5 marks)/AO2 (15 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> </ul>

- Level 2 AO1 performance: 2 marks
- Level 3 AO1 performance: 3 marks.
- Level 4 AO1 performance: 4–5 marks.

**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**

- Economic growth is often seen as the best means of delivering social improvements but differences in life expectancy/health/education persist.
- In some states, groups (defined by gender, ethnicity, gender, sexuality, religion, disability) have fewer rights than the dominant group.
- Some economic development, both through TNCs or national governments, has serious impacts on minority and indigenous groups, and disregards their human rights to land and culture.

**AO2**

**Consequences include:**

- Minority groups often live in isolated areas and lose control of their land as they lack the legal/financial support to match that of governments or TNCs.
- Therefore their rights are ignored and they can suffer problems (breathing problems, previously unknown cancers and stunted growth of children) as well as loss of living space, hunting or fishing grounds.
- These have been identified in the Ogoni people (Nigeria) and in First Nation groups in Athabasca, Alberta. Culture has been undermined and undervalued.
- Some groups, Aboriginal and Torres Strait Islanders (ATSI) have experienced children being removed for education or training with lasting impacts for all.
- Economic development often does not benefit minorities who may lack education, investment or the desire to participate in the new jobs, structures or initiatives that result.

**Evaluative points include:**

- Economic development may benefit all. For example, increased access to healthcare and education. However, minority groups have rarely had full access to legal advice, and progress may be slow.
- These can be benefits to migrant peoples providing opportunities for child health checks and vaccination programmes.
- Wealthy/educated elites often gain disproportionately through economic development (e.g. qualified doctors/academics)
- Overall, conclusions depend on the examples chosen but are likely to emphasise negative consequences, with fewer benefits for some affected peoples.

Allow a broad interpretation of 'minority groups'.

*Allow 'minority' in the sense of disadvantaged, so allow women, children and others who may not numerically be a minority. Credit discussion of intersectionality (groups who experience multiple layers of inequality e.g. Women of Colour).*

Level	Mark	Descriptor
	0	No rewardable material.



<b>Level 1</b>	<b>1–5</b>	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Applies knowledge and understanding of geographical ideas, making limited and rarely logical connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited coherence and support from evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)</li> </ul>
<b>Level 2</b>	<b>6–10</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical ideas in order to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)</li> </ul>
<b>Level 3</b>	<b>11–15</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical ideas in order to produce a partial but coherent interpretation that is supported by some evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)</li> </ul>
<b>Level 4</b>	<b>16–20</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)</li> </ul>

Question number	Explain <b>one</b> way in which physical geography determines national borders. <b>Answer</b>
6(a)	<p style="text-align: center;"><b>AO3 (4 marks)</b></p> <p>Award <b>1</b> mark for identifying a way in which physical geography defines national borders, and a further <b>3</b> marks for expansion up to a maximum of <b>4</b> marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Large rivers ① e.g. Mekong River between Laos/Thailand ① because irregular seasonal flow, along with rapids and waterfalls, made bridging difficult ① and although now bridges exist, these are easily controlled crossing points so the borders remain defined ① (Other river borders: Plate, Danube, Rio Grande).</li> <li>• Mountain ranges ① e.g. Alps divide Switzerland, France, Italy also Pyrenees divide Spain /France ① it is a challenge to cross them ① therefore a country develops self-sufficiency and a separate culture ①.</li> <li>• Sea/ocean ① e.g. English Channel helped define UK ① as it provides a means of defence and separation ① which has given the country a clear identity historically. ①</li> <li>• Accept any other appropriate response.</li> <li>• Allow one mark for detailed exemplification.</li> </ul>

Question number	Suggest how the postage stamp shows that IGOs have become important in managing global environmental issues. <b>Answer</b>
6(b)	<p style="text-align: center;"><b>AO1 (3 marks)/AO2 (3 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• International Government Organisation (IGOs) have been formed to manage the environmental problems facing the world, with varying success.</li> <li>• IGO management includes responsibility for Antarctica as a continent of peace and science.</li> </ul> <p><b>AO2</b></p> <p><i>Ideas from the stamp are indicated in italics</i></p> <ul style="list-style-type: none"> <li>• Conservation research is part of the remit to focus on habitat and species. There are no native people on the continent, and military activity is completely banned. <i>Seal/penguin shown together at peace.</i></li> <li>• Countries have agreed that their political differences would not interfere with research, and have successfully worked together even when there has been conflict elsewhere (<i>suggested by the map</i>).</li> <li>• Scientific cooperation (<i>statement and scientist at work</i>) involves countries monitoring each other to protect the continent (<i>shown in full on map</i>) from any exploitation. The original 12 countries have been joined by many others (53 in 2016).</li> </ul>

	<ul style="list-style-type: none"> <li>• Exchange of information is a key theme to the treaty, as is consultation, and pursuit of the interests of all people.</li> <li>• The treaty's anniversary (<i>celebrated by the stamp</i>) is often held up as a success when so many other treaties have been compromised. It has clear aims agreed by all, and maintained protection over the last 50+ years. Adaptation has taken place when required.</li> <li>• Allow discussion of other treaties in comparison.</li> </ul> <p>Note that the Antarctica treaty is specifically identified on the specification.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• Demonstrates isolated or generic elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Applies knowledge and understanding to geographical information inconsistently. Connections/relationships between stimulus material and the question may be irrelevant. (AO2)</li> </ul>
Level 2	3–4	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Applies knowledge and understanding to geographical information to find some relevant connections/relationships between stimulus material and the question. (AO2)</li> </ul>
Level 3	5–6	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between stimulus material and the question. (AO2)</li> </ul>

Question number	Answer
6(c)	<p>Explain why the movement of labour is unrestricted within many countries.</p> <p style="text-align: center;"><b>AO1 (8 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Movement of labour is unrestricted within many nation states to ensure efficient allocation of resources. People choose to move to where jobs and higher wages are available.</li> <li>• Internal migration shows trends, and in the UK male and female migration is similar, and young people are more likely to move for work and/or study. There is a drift to London and the south-east.</li> </ul>

	<ul style="list-style-type: none"> <li>• TNCs encourage movement by demanding workers.</li> <li>• There are exceptions to this, as the Hukou system in China has attempted to manage migration between rural and urban areas in China, though this is now being relaxed in an 'orderly way (2016)'.</li> <li>• Freedom of movement is regarded as a fundamental right in most countries, and stopping it is not possible in a democracy.</li> </ul> <p>Accept EU migration as 'within' one country. <i>Some have understood the question to mean once a worker or migrant is in an EU country they can move anywhere they wish.</i></p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)</li> </ul>
Level 2	3–5	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)</li> </ul>
Level 3	6–8	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)</li> </ul>

Question number	Answer
6(d)	<p>Evaluate the view that national identity is easier to define for some countries than for others.</p> <p style="text-align: center;"><b>AO1 (5 marks)/AO2 (15 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Responses that demonstrate <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks.</li> <li>• Level 4 AO1 performance: 4–5 marks.</li> </ul> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Nation states are highly varied and have very different histories (resulting in contrasting patterns of ethnicity, language and culture).</li> <li>• National identity is an elusive and contested concept reinforced through sport, education and politics.</li> </ul>

Question number	Answer
	<p>Evaluate the view that national identity is easier to define for some countries than for others.</p> <ul style="list-style-type: none"> <li>• Most countries are multinational with contrasting ethnic groups (linked to migration) therefore questions of national identity are complex.</li> </ul> <p><b>AO2</b></p> <p>A definition of national identity, and examples of its features for the chosen countries, are helpful.</p> <p><b>Stronger identity factors could explain the significance of :</b></p> <ul style="list-style-type: none"> <li>• Common language (UK) and/or history.</li> <li>• Clear physical borders.</li> <li>• Government action can attempt to strengthen national identity (e.g. USA: daily pledge of allegiance to the flag, UK: lessons in British values).</li> <li>• Sport (London 2012).</li> </ul> <p><b>Weaker identity factors</b></p> <ul style="list-style-type: none"> <li>• Countries with clear tribal or religious differences may lack national identity or coherence (e.g. Nigeria, Syria, Rwanda), which may be exploited by extremists and harden attitudes, as people may identify as a sub-group rather than the country.</li> <li>• Language/historical differences (e.g. Catalonia/Spain)</li> <li>• Countries with borders decided by colonial powers</li> </ul> <p><b>Evaluative ideas may include:</b></p> <ul style="list-style-type: none"> <li>• Although sport can strengthen national identity as seen through London 2012 Olympics), this may be short-lived (Scottish referendum 2014 and Brexit vote 2016).</li> <li>• International migration can weaken national identity as cultures blend</li> <li>• Individuals may choose to reject the country's identity (British born terrorists).</li> <li>• Social media allows individuals to build identity through a common interest, which may be global in extent, making the country irrelevant.</li> </ul>

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

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