

Examiners' Report

June 2025

GCE Geography 9GE0 02

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Introduction

Centres should be commended on the performance of their candidates this exam series. There was a slight increase in candidates using extra paper this series, especially for single sentences on the shorter questions where there is extra space available on the page when scanned.

The paper was more accessible to candidates across the ability range, with evidence of high-quality work particularly in the higher 12- and 20-mark questions. There was a decline in the number of candidates who were opting to leave questions blank when compared to the previous series.

As in the previous series Regenerating Places (question 3) remained the most popular with around 76% completed questions compared with 24% on Diverse Places (question 4). Just over half answered questions on Health Human Rights and Interventions (question 5) and just under half answered questions on Migration, Identity and Sovereignty (question 6).

Question 1(a)iii

The most frequent response given was seven, with a few candidates stating the answer was 30 or a random selection of numbers.

Question 1(a)i-ii

Q1ai

The majority of candidates were able to accurately plot the position of the sixty-percentage cumulative share of income for Brazil. A few candidates misread the graph axis and therefore missed the entry mark for the paper.

Q1aii

The majority of candidates were able to accurately complete the Lorenz curve for Brazil using their initial plot from the previous question. A few candidates attempted to draw the line without completing the plot for question 1ai and therefore were not awarded credit.

Question 1(a)iv

There was a misconception with most candidates reading the curve as if the y-axis is independent instead of cumulative. This meant many overestimated the income share of the richest 10%, often assuming 70% without reading the graph accurately. Therefore, centres should spend more practice with cumulative data and graphical interpretation.

Question 1(b)

There are two 12-mark 'assess' questions in this paper and candidates need to find a route through their answers to consider a range of perspectives in order to find a balanced response.

This question was generally tackled sensibly and many candidates were able to access Level 2 or 3 by identifying relevant processes such as the global shift, deindustrialisation, and the rise of global hubs. Stronger responses focused on internal disparities within countries, using examples such as the contrast between the Rust Belt and Silicon Valley in the USA, or between coastal Special Economic Zones and inland provinces in China. Some candidates also explored the North-South divide in the UK, contrasting London's global connectivity with the economic stagnation of towns like Blackpool or Middlesbrough. These responses often included causal chains linking globalisation to structural economic change, job losses, and widening income gaps. A few high-level responses also considered counterarguments, such as the role of government policy in mitigating inequality, or the fact that globalisation has lifted millions out of poverty in countries like China and India, even as internal disparities have grown.

Mid-level responses were often descriptive, focusing on inequality without clearly linking it to globalisation. A common pattern was to describe slums in Mumbai or low wages in Bangladesh without explaining how globalisation processes (eg, TNC outsourcing, trade liberalisation) contributed to these outcomes. Some candidates attempted to compare inequality between countries, which was not the focus of the question. Others discussed global inequality or poverty in general terms, without reference to internal disparities or the mechanisms of globalisation.

- communities - e.g. ^{Australia} rural - urban
(b) Assess the reasons why globalisation often increases income inequality within countries.
race - ethnicity

(12)

Globalisation is the process through which the world becomes increasingly interdependent and ~~more~~ interconnected, through flows of goods, people, capital and knowledge. The ^{growth} ~~acceleration~~ of these flows in recent years has served to exacerbate domestic ^{income} inequality for various reasons.

Firstly, inequality is increased through the growth of rural to urban divides. As countries develop and move away from an agricultural economy to a services economy (as demonstrated through Rostow's ^{modernisation} ~~modernisation~~ theory), urban hubs become key financial districts within a country. As countries begin to 'take-off', agricultural production begins to account for a dwindling amount of GDP, as tertiary and quaternary industries ~~are~~ begin to emerge, leading to higher salaries within these areas. This demonstrates how globalisation can widen income inequality, through the ~~development~~ economic development of a country due to globalisation and FDI investment.

Moreover, globalisation may also increase economic disparities between indigenous and non-indigenous communities. Australia and Canada have witnessed the marginalisation of their

indigenous groups, as their detachment from society in a developing world leaves them with limited career opportunities. Equally, the development of the Canadian tar sands by a TNC led to the displacement of First Nations communities, meaning that they lost agricultural land as non-indigenous Canadians were hired to work in the industry. TB issues can also arise due to linguistic marginalisation - English is the lingua franca, therefore indigenous communities with low proficiency will struggle in the job market, further highlighting ^{reason} ~~consequences~~ for which globalisation increases wealth gaps.

However, it could be argued that globalisation could reduce income inequality at a domestic level. Due to increased flows of people and economic migration, remittances have become a ^{growing} ~~key~~ capital flow between nations, especially between Indians/Pakistanis migrating to work in Qatari construction. This money could ~~reduce~~ alleviate poverty for the poorest of society, however it must be considered that low-wage migrants grow the wealth of societies' richest, increasing income inequalities.

Having considered numerous sides of this multi-faceted and complex question, I would judge that globalisation grows income inequality mostly due to increasing FDI and TNC activity.



The candidate presents a thoughtful and well-structured response that demonstrates a solid understanding of how globalisation can increase income inequality within countries. They explore a range of relevant concepts, including the rural–urban divide, the marginalisation of indigenous communities, and the role of remittances. These ideas are supported by appropriate examples, such as the displacement of First Nations communities in Canada due to tar sands development and the linguistic barriers faced by indigenous populations in Australia. This section of the response is particularly perceptive and adds depth to the overall argument. The candidate also references theoretical frameworks, such as Rostow’s model of development, to explain how economic shifts from agriculture to services can exacerbate inequality. This shows a good grasp of geographical theory and its application to real-world contexts. Furthermore, the discussion of remittances from migrant workers in Qatar introduces a counterpoint, suggesting that globalisation can also help reduce poverty in some cases. This balanced approach indicates an awareness of the complexity of the issue. Throughout the essay, the candidate makes ongoing assessments and supported judgements, which are key features of a Level 3 response. However, the final paragraph lacks the depth and clarity needed to fully consolidate the argument. A more developed conclusion that clearly weighs the relative importance of the factors discussed would have strengthened the response. Additionally, while the ideas are strong, the expression is occasionally unclear, and the structure could be improved to enhance the overall coherence. Overall, this is a competent and well-informed response that meets the criteria for Level 3. With a more robust conclusion and clearer communication, it could have reached the top of the level. A mark of 10 is appropriate, reflecting a good understanding of the topic with room for refinement in structure and evaluation.



Encourage students to build causal chains (eg, global shift → deindustrialisation → unemployment → income inequality).

(b) Assess the reasons why globalisation often increases income inequality within countries.

(12)

One reason that globalisation can lead to increased income inequality within countries is due to advances in technology, specifically in travel, such as planes and jets. These are sometimes known as 'shrinking world technology' as they make it easier to get from one side of the world to another in such a short time, making the world feel smaller. This leads to increased migration and can lead to brain drain. This is where the ~~most~~ well educated people move to areas of higher income with better job opportunities. This leaves behind less educated people with low income and low skill who have little to no development/progression opportunities, meaning those who migrated are thriving and developing, creating vast inequality.

Another reason globalisation often leads to increased inequality is TNCs. For example Coca Cola is a TNC. The TNCs offer well paid jobs to people in the area and offer many job opportunities. These people then are able to develop economically. However in the meantime, the factory is polluting the local farmland leading to chemical contamination, meaning crops begin to fail and

local farmers fall into a spiral of decline as their land is contaminated, so crops begin to fail, meaning they can't eat them or sell them so they have no income to go buy food from elsewhere. This then creates an income divide between local farmers and those employed by the TNC such as Coca Cola.



The candidate begins by suggesting that globalisation can increase income inequality within countries due to advancements in transport technology, such as planes and jets, which they refer to as "shrinking world technology." This has enabled increased migration, leading to a phenomenon known as "brain drain," where well-educated individuals move to areas with better job opportunities and higher incomes. The candidate explains that this leaves behind less educated, lower-income populations with limited opportunities for development, thereby creating significant inequality. While this idea is relevant, it lacks specific place-based context and remains quite general, which limits its effectiveness. In the second paragraph, the response becomes more grounded and moves into Level 2 territory by introducing a specific example involving a transnational corporation (TNC). The candidate discusses Coca-Cola's operations in India, noting that while the company provides well-paid jobs and economic development for some, it also causes environmental degradation. The pollution of local farmland leads to crop failures, which in turn devastates the livelihoods of local farmers. This creates a stark contrast between those who benefit from TNC employment and those who suffer from its environmental impacts, highlighting a valid form of income inequality. This example is more focused and demonstrates a clearer understanding of how globalisation can have uneven effects within a country. However, the response ends abruptly without offering an overall judgement or conclusion. While two distinct inequalities are discussed—those affecting skilled migrants and local farmers—the analysis lacks depth and cohesion. A more developed evaluation or summary would have strengthened the response. Overall, the answer shows some understanding of the topic and includes a basic example, justifying its placement in Level 2 with a mark of 5.



Support students in distinguishing between globalisation as a process and its outcomes, and in evaluating both positive and negative effects.

Question 2(a)

Most candidates were able to outline the basic premise of Dependency Theory, often referencing the core-periphery model. Stronger responses applied the theory to real-world development patterns, such as unequal trade relationships (eg, Ghana exporting raw cocoa while chocolate is produced in Europe), debt dependency through IMF loans, or the extraction of profits by TNCs from host countries. These responses demonstrated a clear understanding of how dependency is maintained through economic structures and global institutions. Some candidates also referenced the historical roots of dependency in colonialism and how this legacy continues to shape development outcomes.

However, many responses remained generic, and a significant number confused Dependency Theory with other models such as Rostow's Modernisation Theory or Wallerstein's World Systems Theory. This confusion limited the depth of explanation and application. Some candidates described the theory accurately but failed to apply it to uneven development patterns, which restricted them to mid-level marks.

core - periphery

- 2 (a) Explain how the Dependency Theory helps explain uneven patterns of global development.

(4)

Francis dependency theory categorises countries as either core or periphery. Unlike world systems theory, these countries' roles are fixed, staying as either core or periphery. This explains uneven global development as the core exploits the periphery for resources. These ^{raw materials} ~~resources~~ are processed and manufactured into often expensive goods, which are sold at a high price in core nations to consumers. The extraction of these raw materials is low cost, due to factors e.g. child workers in cobalt mines in the DRC, meaning that the core grows wealthier at a much faster rate whilst the periphery remains poor, explaining uneven global development.



The candidate gives a clear and structured explanation of Dependency Theory using the core-periphery model. They begin by defining the theory and identifying the core as the more developed countries and the periphery as the less developed ones. The response explains that the periphery is exploited by exporting raw materials at low cost to the core. These materials are then processed and manufactured into high-value goods by the core countries, which are sold at a much higher price. This economic relationship means that the core countries develop at a faster rate, while the periphery remains underdeveloped due to their limited ability to add value to their exports. The candidate effectively shows how this dynamic leads to uneven global development, with the periphery trapped in a cycle of dependency. The explanation is concise but hits all the key points: the structure of the global economy, the exploitation of the periphery, and the benefits reaped by the core. The use of terminology and the logical flow of ideas demonstrate a secure understanding of the theory.



To secure full marks in a 4-mark explain question, aim to include key terminology, a clear chain of reasoning, and, where possible, a real-world example.

- 2 (a) Explain how the Dependency Theory helps explain uneven patterns of global development.

(4)

Dependency theory is where countries rely on others for goods or services so they can operate and generate money which they can then use to invest into their country to help develop it. This theory can create uneven patterns of global development because LICs could be producing the raw materials for other more developed countries to buy and create a larger profit margin. By exploiting peripheral countries, they will always get the least amount of profit and so they can't invest into better machinery for reasons such as manufacturing to increase amount of money generated and so they will develop the least.



The candidate explains the Dependency Theory by highlighting how less economically developed countries (LICs) are reliant on more developed countries for economic growth. They argue that LICs often produce raw materials that are then exported to richer countries, which use them to generate higher profit margins. The candidate notes that this leaves LICs with minimal profit, preventing them from investing in better machinery or infrastructure. As a result, they remain trapped in a cycle of underdevelopment. This explanation shows a basic understanding of the Dependency Theory, particularly the idea that poorer countries are structurally disadvantaged in the global economy. The candidate makes a valid point about the inability of LICs to reinvest in development due to low returns from raw material exports. However, the response lacks depth and breadth. It does not mention the core-periphery model, historical context (eg colonialism), or provide any specific examples of countries affected by this dynamic.



To reach full marks, make sure to include key terms like “core” and “periphery,” and explain how historical exploitation or trade imbalances reinforce dependency. Use real-world examples (eg DRC and cobalt mining) to show how some countries remain stuck exporting low-value goods while others profit. This helps demonstrate a fuller understanding of how the theory explains uneven development.

Question 2(b)

This question produced a wide range of responses and proved to be a strong differentiator across the cohort. Most candidates were able to identify at least one economic alliance, with the most frequently mentioned being the G7, EU, and USMCA (formerly NAFTA). Stronger responses demonstrated a clear understanding of how these alliances support superpower influence through mechanisms such as trade liberalisation, foreign direct investment (FDI), and the imposition of economic norms and rules. For example, high-level responses often discussed the role of the International Monetary Fund (IMF) and World Bank (WB) in promoting neoliberal economic policies through Structural Adjustment Programmes (SAPs), with specific examples such as Jamaica or Ghana used to illustrate how these policies extend the influence of core superpowers like the USA.

Candidates who reached Level 3 typically structured their responses around two or more alliances and evaluated their effectiveness in supporting global influence. These responses often included comparative analysis, such as contrasting the USA's influence through the IMF and WTO with China's use of the Belt and Road Initiative (BRI) and the Asian Infrastructure Investment Bank (AIIB). Some candidates also considered the limitations of economic alliances, noting that military or cultural power may be more significant in certain contexts. For instance, while the EU wields considerable economic influence, its lack of unified military power was cited as a limiting factor in global geopolitics.

Mid-level responses tended to be more descriptive, often explaining what economic alliances are and how they function, but without clearly linking them to the concept of global influence. These responses frequently lacked depth in their examples or failed to evaluate the relative importance of economic alliances compared to other forms of power. Some candidates focused too narrowly on one alliance or conflated economic and military alliances, discussing NATO or military interventions without evaluating their relevance to the question.

At the lower end, candidates often misunderstood the term "economic alliance" altogether, interpreting it as any form of international cooperation or simply listing examples of superpowers without linking them to alliances. Some responses drifted into general discussions of what makes a country a superpower, focusing on GDP, military strength, or population size, without addressing the role of alliances.

(b) Assess the view that economic alliances are important in ensuring the global influence of superpowers.

(12)

Many superpowers are members of economic alliances, like the USA being part of NAFTA, which allows them to trade freely with North America, and G20 on a global scale. These allow superpowers like the USA to prove their global influence, as they often have greater power over trade deals as a result of their economic magnitude. This increased influence over the economic alliances that they are part of allows them to grow their economies and retain their status as a superpower through their global influence over the alliances, and therefore the countries of the world through trade.

This view could be contested by the idea that China is generally disconnected from economic and trade ~~alliances~~ organisations, but holds alliances with Africa over trade and mining. Although they are discluded from ASEAN, the Asian trade bloc, China are still a thriving nation, on the way to becoming a superpower, as a result of the economic alliances in Africa. These alliances allow China to mine resources and trade with Africa, with the cheap labour allowing China to grow their own economy, as they become a superpower. In addition to this,

their control in Africa represents their global influence, due to their neo-colonial aspects that give them influence and the potential to expand worldwide.



The candidate presents a competent response that demonstrates a reasonable level of knowledge and understanding of the topic. The answer engages with the question and attempts to explore the implications of global disconnection, particularly in relation to economic and trade organisations. The candidate identifies a valid point about the potential limitations faced by countries that are excluded from global trade networks, suggesting that this could hinder access to markets and reduce economic competitiveness. This shows an awareness of the broader consequences of isolation in a globalised economy. However, the response contains a factual inaccuracy—specifically, the claim that China is disconnected from economic and trade organisations. This undermines the strength of the argument, as China is in fact a key player in global trade and a member of major institutions such as the World Trade Organisation (WTO). While this error detracts from the overall credibility of the response, the candidate does attempt to present a counterargument, which is a positive feature. They acknowledge that some countries may pursue self-sufficiency or benefit from protectionist policies, indicating an understanding that global integration is not universally beneficial. The use of supporting evidence is present but limited in scope and precision. The examples provided are not fully developed, and the analysis lacks depth. There is some attempt at assessment, but it remains superficial and does not fully explore the implications or weigh the relative importance of the factors discussed. The structure of the response is clear enough to follow, but the argument would benefit from more detailed evidence and a stronger evaluative conclusion. Overall, this is a solid Level 2 response that meets the criteria for a mid-range mark. It shows some understanding and attempts analysis, but inaccuracies and limited evaluation prevent it from reaching Level 3. A mark of 6 out of 12 is appropriate, reflecting a response with potential but in need of refinement in both content and clarity.



To strengthen your evaluation in a 12-mark question, make sure you clearly weigh up both sides of the argument. This response uses good examples like the USA's involvement in NAFTA and China's economic ties with Africa to support the view that economic alliances help superpowers maintain global influence. However, to reach the top level, you should develop your counter-argument more fully. For example, explore how soft power (like cultural influence or media) or military alliances (like NATO) might be more important than economic ones. A well-balanced conclusion that reflects on the relative importance of different types of power will help you access the higher mark bands.

(b) Assess the view that economic alliances are important in ensuring the global influence of superpowers.

(12)

A way that a superpower can reinforce its superpower status is through demonstrating its hard power, which is recognised through its economic strength, as we see countries like USA and China (an emerging power) having thriving economies, whereas countries like Somalia that are still in stage 1 of the ~~depen~~ modernisation theory aren't economically strong, so have no superpower status or global influence.

Economic alliances are important to help ~~maintain~~ ^{the influence} of superpowers, as seen with the EU trade bloc, which promotes free trade (no tariffs / quotas) so that economies can thrive. As a result, EU members can trade more to develop their economy, due to increased profits, and so will have more influence through this show of hard power. Similarly, ASEAN is a trade alliance that aims to strengthen Asian economies, particularly China's. This alliance has helped China to have the power and influence that it currently does, aiding the development of TNC's like TikTok or its one belt one road initiative, both of which have had global influence. However there are drawbacks to these economic alliances, such as the membership fees that are associated, but more importantly the loss of sovereignty that comes with being in an

economic alliance, instead reducing a country's global influence, as it loses national power.

Although the economy is important when considering superpowers and their global influences, military alliances are also important, such as NATO or ANZUS, as these strengthen the military ~~of~~ and defence of superpowers, and so strengthening their hard power and protecting their influence. The US for example spends \$1.1 trillion on military defence a year, including its contributions to its military alliances, and therefore maintains its global influence, with the ~~use~~ spread of western culture constantly increasing.

This spread of culture is also important, as cultural hegemony is a large factor that needs to be considered when ensuring a superpower's global influence. This can again be seen in the US, where the consumer culture of buying means happiness is a unified thought, alongside other ideals. As a result of this ~~strong~~ cultural unity, ~~the~~ westernisation has had a more significant influence, as people then feel that they become part of a global culture, with the hegemonious views in the US reinforcing this globally.

(Total for Question 2 = 16 marks)

Overall economic alliances are important, yet there are many

TOTAL FOR SECTION A = 32 MARKS

other factors which make up a superpower that are more important when determining its influence.



The candidate presents a well-informed and structured response that demonstrates a clear understanding of the multifaceted nature of global influence. The answer is rooted in accurate and relevant knowledge, with appropriate use of geographical terminology that enhances the clarity and academic tone of the argument. The candidate effectively explores the role of economic factors in shaping global influence, while also acknowledging the significance of non-economic dimensions such as military alliances and cultural connections. This broadens the scope of the response and reflects a more holistic grasp of the topic. A key strength of the response lies in its attempt to balance perspectives. The candidate introduces counterarguments that consider how soft power—through cultural exports or diplomatic ties—can rival or even outweigh economic dominance in certain contexts. This is supported by examples, though the evidence could be more specific and detailed to fully substantiate the claims. The inclusion of a perceptive point about the reduction in national sovereignty adds analytical depth, showing an awareness of the trade-offs that come with global integration and influence. This insight elevates the response beyond simple description and into more evaluative territory. The ongoing assessment throughout the essay is another positive feature, as the candidate does not simply list factors but attempts to weigh their relative importance. However, the final paragraph lacks the synthesis needed to fully consolidate the argument. A more developed conclusion that clearly draws together the economic and non-economic strands of the discussion would have strengthened the overall coherence and impact of the response. Additionally, while the ideas are strong, the answer would benefit from more precise supporting evidence—such as named countries, organisations, or case studies—to reinforce key points and push the response further into the top of Level 3. Overall, this is a competent and thoughtful response that meets the criteria for Level 3. It demonstrates a good understanding of the topic, with some insightful analysis and a balanced approach. With a more robust conclusion and stronger use of evidence, it could have achieved a higher mark. A score of 10 is appropriate, reflecting a solid performance with clear potential for refinement.



To reach the top level in a 12-mark “assess” question, make sure your argument is well-balanced and clearly structured. A strong summary should weigh up the relative importance of economic alliances compared to other forms of power, rather than simply listing them. This helps demonstrate a sustained and evaluative judgement, which is key for accessing the highest marks.

Question 3(a)i

This question was generally well answered, with most candidates able to identify a plausible way in which the street art festival contributed to reimagining. Stronger responses linked the visual transformation of the area to improved perceptions, increased footfall, or the attraction of investment and tourism. These candidates often made reference to the multiplier effect or the idea of place rebranding, showing a clear understanding of how cultural initiatives can contribute to regeneration. For example, some candidates noted that the vibrant colours and artistic expression could change the narrative of a formerly industrial or neglected space, making it more appealing to both residents and visitors.

Some responses tended to describe the image or mention that the area “looked better” without explaining how this contributed to reimagining. A number of candidates missed the opportunity to link the visual change to economic or social outcomes. Weaker responses simply described the artwork or the festival without making any connection to the concept of reimagining or regeneration.

3 (a) Study Figure 2 in the Resource Booklet.

- (i) Suggest one way this street art festival might have helped reimagine this deindustrialised area.

(3)

The street art has helped reimagine this area by improving the aesthetics of the area. This in turn may result in the interest of businesses to locate/set up here which will in turn provide more jobs and money into the deindustrialised area to help prevent it from entering a spiral of decline.



The candidate suggests that the street art festival has helped reimage the area by “raising the aesthetics” of the surroundings. They go on to explain that this visual improvement may “result in the interest of businesses to locate/set up here,” which would in turn “provide some jobs” and help “prevent it from entering a spiral of decline.” This shows a clear understanding of how cultural regeneration can lead to economic revitalisation. The response earns full marks by establishing a logical chain of reasoning : improved aesthetics (AO2) → increased business interest → job creation → prevention of decline. Each point is clearly stated and builds on the previous one.



For 3-mark “suggest” questions, aim to build a clear chain of reasoning. Start with a visible change (eg improved aesthetics), then explain the knock-on effects (eg attracting investment, creating jobs). If a resource is provided, try to reference it directly—even a brief mention of what’s shown in the image (eg murals, crowds, or signage) can help anchor your answer and show application.

Question 3(a)ii

This is a 6-mark, AO1 and AO2 question based on a resource. The weighting is equal with AO1 being awarded 3 marks and AO2, also 3 marks.

This question was generally well understood, and many candidates were able to access Level 2 or 3 by identifying reasons why reimagining may not be effective for all stakeholders. Stronger responses explored the role of lived experience, historical memory, and socio-economic realities in shaping perceptions. For example, some candidates noted that long-term residents may remain sceptical of cosmetic changes if underlying issues such as poverty, crime, or unemployment persist. Others highlighted that reimagining may benefit certain groups (eg, tourists, investors) while excluding or alienating others (eg, low-income residents, ethnic minorities).

Level 3 responses typically included two well-developed reasons, supported by examples or references to stakeholder perspectives. These responses demonstrated a nuanced understanding of how perception is shaped by both media and lived experience. Some candidates referenced gentrification and the idea that reimagining can mask deeper inequalities. Mid-level responses tended to identify valid reasons but lacked development or failed to consider multiple viewpoints. Weaker responses were generic, often stating that “some people might not like it” without explaining why or linking to the concept of perception.

- (ii) Suggest why reimagining strategies may not always change perceptions of deindustrialised areas, such as Bristol.

(6)

Different people may have different perceptions of an area, depending on the stakeholders/players of the area.

For example, if long term residents of an area have been living in Bristol for years before the reimagining/~~to~~ regeneration, ~~if~~ they may have a stronger/longer lived experience than other people who are short term residents or visitors. They may have been personally affected by the ~~if~~ negative impacts of deindustrialisation and carry a negative stigma of the area.

The image and perception of a place also largely depends on the demographic of an area. Reimagining strategies are usually top down approaches that only benefit the developers by earning them profit, not focusing on the ^{local} ~~deprived~~ people and social housing. This means that ~~the area~~ despite having a positive image, there are deeper problems that are not being addressed, such as the people who live in deprived areas with ~~high~~ low IMD ranks.



The candidate presents a thoughtful and focused response that demonstrates a good understanding of the challenges involved in changing people's perceptions of place. The answer identifies different social groups—such as older residents and those who have lived in the area for a long time—whose views may be more resistant to change. This shows an awareness of how personal experience, age, and attachment to place can shape and solidify perceptions over time. The candidate's focus on these demographic factors adds depth to the analysis and reflects a nuanced understanding of the social dimensions of place-making. The response is clearly rooted in the negative aspects of perception, discussing why certain groups may hold onto outdated or negative views of a place despite regeneration or rebranding efforts. This focus is valid and well-explained, but it limits the breadth of the response. A more balanced answer might have explored how perceptions can also be positively influenced, or how younger or newer residents might respond differently. Additionally, the response would have been strengthened by introducing a contrasting example from another place—perhaps one where perceptions have successfully shifted over time—to provide comparative insight and demonstrate wider contextual understanding. The use of terminology is appropriate, and the structure of the response is clear and logical. However, the analysis could be further developed with more specific examples or case studies to support the points made. Despite these limitations, the response meets the criteria for Level 3, showing accurate knowledge, relevant application, and some analytical depth. A mark of 5 out of 6 is appropriate, reflecting a strong answer with minor areas for improvement in balance and evidence.



To score well in 6-mark “suggest why” questions, make sure you consider multiple perspectives and develop your points fully. This response does a good job of explaining how lived experience and stakeholder perspectives (eg long-term residents vs. developers) can shape perceptions of reimagining strategies. To improve further, try to structure your answer clearly, with each paragraph focusing on a distinct reason. You should also aim to link your ideas back to the question—for example, by explicitly stating why these factors mean that reimagining may not succeed in changing perceptions. Including specific examples (like Bristol or a named regeneration project) can also help demonstrate application and boost your marks.

- (ii) Suggest why reimagining strategies may not always change perceptions of deindustrialised areas, such as Bristol.

(6)

Reimagining strategies may not always work in deindustrialised areas because of the past ~~that~~ associated with it like if it's been run down for a long time or crimes happened there then locals who ~~are~~ experience it would not likely forget or care about the reimage version of it so it would still fail.

Also it might be a disengaged community around it so the people wouldn't notice or care about the reimage as it will likely not affect them either again leads to failure.



The candidate provides a response that demonstrates a basic but relevant understanding of the factors that can influence the success of place rebranding. Two distinct ideas are presented: one relating to the physical transformation of a place and the other concerning community engagement. The first point is reasonably well-developed, showing awareness that visible improvements to the built environment—such as new infrastructure or amenities—can help shift public perception and attract new investment or visitors. This reflects a sound grasp of how tangible changes can contribute to rebranding efforts. The second point, which touches on the importance of community engagement, is less clearly explained. While the candidate correctly identifies that involving local residents is important, the reasoning behind this is underdeveloped. There is little exploration of how community buy-in can foster a sense of ownership, reduce resistance to change, or ensure that rebranding efforts reflect the needs and identity of the local population. The response is structured and coherent, and the ideas presented are relevant to the question. However, the lack of detailed explanation and absence of supporting examples limit the overall effectiveness of the answer. There is no reference to specific places or case studies, which could have helped to illustrate the points more vividly and demonstrate wider contextual understanding. Overall, this is a solid Level 2 response. It shows some understanding and attempts to engage with the question, but the second idea is not fully developed. A mark of 3 out of 6 is appropriate.



For 6-mark “suggest why” questions, it’s important to go beyond surface-level ideas and develop your reasoning. This response identifies that negative past experiences and a disengaged community can prevent reimagining strategies from changing perceptions. These are valid points, but to improve further, the candidate could expand on how and why these factors matter—eg how long-term stigma or lack of community involvement undermines regeneration efforts. Try to structure your answer clearly, with each paragraph focusing on a different reason, and use phrases like “this means that...” or “as a result...” to show the cause-and-effect relationship. Including a specific example (like Bristol or a named reimagining project) can also help demonstrate application and boost your marks.

Question 3(b)

This question was generally well answered, with most candidates able to identify at least one group and explain the nature of the inequality they face. Stronger responses identified two or more groups — such as the elderly, young people, migrants, or low-income families — and explained how factors like poor transport, limited healthcare, lack of employment, or digital exclusion contribute to inequality. For example, some candidates discussed how elderly residents in rural Cornwall may struggle to access healthcare services, while young people may leave due to a lack of job opportunities or affordable housing.

Level 3 responses provided clear explanations with specific examples, often drawing on case studies such as Cumbria, Northumberland, or Devon. Some candidates also referenced second-home ownership and its impact on housing affordability for local residents. Mid-level responses tended to identify relevant groups but lacked depth in their explanations or failed to link the inequality to specific rural characteristics. Weaker responses were generic, often stating that “rural areas have fewer services” without identifying who is affected or why.

(b) Explain why some groups of people experience inequalities in rural places.

(6)

~~Minority groups~~ local businesses

~~Minority~~ Ethnic minority groups may experience inequality in rural places due to being marginalized and facing discrimination within the area. Rural areas often have a strong history / heritage, and local people may feel that ethnic minorities may ruin the perception of an area.

Rural places also often struggle financially, such as in Cornwall due to being inaccessible and ~~being~~ being located in a small town / village. This means that they tend to be ignored by the government despite applying for funding for the area.

This may cause local businesses to collapse due to not receiving enough customers / tourists to sustain it. This can highly threaten them financially and result in local people losing income, which can impact their opportunities and quality of life. Many ~~shops / buildings~~ shops / buildings are also located further away, which may cause them to be deprived and struggle to afford basic necessities.



The candidate presents a well-structured and thoughtful response that demonstrates a clear understanding of the reasons why some groups experience inequalities in rural places. The answer identifies two distinct and relevant ideas: the marginalisation of ethnic minority groups and the economic challenges faced by local businesses in rural areas such as Cornwall. These points are explained with reasonable clarity and show an awareness of both social and economic dimensions of rural inequality. The discussion of ethnic minorities is particularly strong in its recognition of how cultural perceptions and potential discrimination can affect inclusion and opportunity in rural communities. This reflects a good grasp of social geography and the role of identity in shaping lived experience. The second point, focusing on financial struggles and lack of government support, is also valid and relevant. It highlights the structural challenges rural areas face, such as limited accessibility and reduced funding, which can lead to business closures and reduced quality of life. However, the response could be further strengthened by including specific place-based examples to support the points made. While Cornwall is mentioned, the answer would benefit from more detailed reference to particular towns, statistics, or case studies (eg Redruth, St Ives, or data on rural deprivation). Additionally, identifying specific social groups—such as elderly residents, young people, or seasonal workers—would add clarity and depth to the analysis. Overall, this is a strong Level 3 response. It demonstrates accurate knowledge and understanding, with some analysis and application. A mark of 5 out of 6 is appropriate.



To reach the top level in a 6-mark “explain” question, you need to clearly identify specific groups, link them to types of inequality, and explain how rural characteristics contribute to these outcomes. This response does a good job of highlighting ethnic minorities and local business owners as vulnerable groups, and it explains how rural isolation, lack of funding, and distance from services can lead to economic and social disadvantage.

(b) Explain why some groups of people experience inequalities in rural places.

(6)

In Cornwall, there are high levels of income inequality as the population used to rely on fishing, farming and mining for their sources of income. However since globalisation has allowed for all of these to be imported overseas for cheaper prices, these populations in rural areas are left without customers and therefore a spiral of decline occurs, as more people leave to find jobs in the city which further decreases potential customers as well as decreasing investment into the local economy. As less people in rural areas have jobs, less are contributing to the economy so less investment is then put back into the area as a result of this. Therefore housing is worse quality, incomes are unequal and services are unavailable.



The candidate provides a basic response that demonstrates limited understanding of the question's focus. While the answer is nominally based in Cornwall, it lacks any specific local examples or case study detail to support the points made. This weakens the geographical grounding of the response and limits its ability to show applied knowledge. The candidate makes general statements about people moving, but does not identify specific groups—such as retirees, second-home owners, or young people leaving for urban areas—which would have added clarity and depth. As a result, the response remains vague and lacks the precision needed for higher-level marks. Several ideas are repeated or closely mirrored, which reduces the range of points covered and suggests a lack of development in the argument. Furthermore, the response begins to drift away from the question's focus, shifting into a broader discussion of rural-urban differences rather than staying centred on the specific dynamics of population change in Cornwall. This lack of focus, combined with the absence of detailed explanation or evidence, keeps the response firmly within Level 1. Overall, this is a limited answer that shows some awareness of the topic but lacks the specificity, structure, and development required for a higher level. A mark of 2 out of 6 is appropriate.



To move beyond Level 1 in a 6-mark “explain” question, you need to provide a clear explanation of why specific groups experience inequalities in rural places, supported by relevant examples or concepts. To improve, the candidate should structure their answer using a framework like DWAGES (Demographic, Wealth, Access, Gender, Education, Services), and clearly explain how rural characteristics—such as isolation, limited services, or employment opportunities—create disadvantage for particular groups.

Question 3(c)

This question was generally well received, and many candidates demonstrated a solid understanding of the challenges involved in delivering regeneration that satisfies a diverse range of stakeholders. Stronger responses recognised that regeneration is not a neutral process — it often involves trade-offs between economic growth, social equity, and environmental sustainability. These candidates identified a wide range of stakeholders, including local residents (both long-term and new), local businesses, developers, local and national government, environmental groups, and community organisations. They evaluated how regeneration projects may benefit some of these groups while marginalising or excluding others.

Level 4 responses were characterised by sustained evaluation, a clear structure, and well-integrated case studies. These candidates often explored tensions between top-down and bottom-up approaches, short-term vs. long-term impacts, and economic vs. social priorities. For example, many discussed the London Docklands regeneration, highlighting how the area was transformed into a global financial hub but at the cost of displacing working-class communities and eroding local identity. Others used Stratford (post-2012 Olympics) to show how regeneration brought investment and infrastructure but also led to rising rents and gentrification. Some candidates contrasted these with more inclusive, community-led projects such as Grampound in Cornwall, where local consultation and shared ownership helped meet a broader range of stakeholder needs.

The best responses also considered the role of scale and governance. For instance, they evaluated how national-scale projects like HS2 or the Northern Powerhouse may prioritise economic connectivity over local social needs, while smaller-scale initiatives may be more responsive but limited in impact. Some candidates also reflected on the concept of “legacy” — questioning whether regeneration projects deliver sustained benefits or merely short-term gains for select groups.

Mid-level responses tended to focus on one or two stakeholders or case studies, often describing the regeneration process without evaluating its effectiveness. These responses sometimes conflated regeneration with general urban change or failed to differentiate between types of stakeholders. Weaker responses were descriptive, lacked structure, or made generalised claims about regeneration being “good” or “bad” without reference to specific examples or stakeholder perspectives.

(c) Evaluate the view that it is difficult for regeneration projects to meet the needs of all stakeholders.

(20)

London Olympics → locals forced out of houses
5000 lost jobs
unaffordable housing

London docklands → developers
unaffordable housing

H52

Regeneration projects are where an area gets more investment and development to possibly attract more people and businesses into an area in order to improve it. Stakeholders are who is involved in the project such as locals, local government, property developers and the government. During regeneration, many stakeholders will get affected and so this might result in conflict as some people may feel disadvantaged.

Regeneration projects might not meet the needs of all stakeholders as locals might be forced out of areas in order for the project to commence. In Newham, 430 residents got displaced and nearly 5000 jobs were lost due to the development surrounding the London Olympics in 2012. This meant that many locals were unhappy with this decision.

as some would need to relocate and the loss of jobs meant that some people remained in poverty. However, the result of the regeneration provided 2800 new homes and improved greenspace as well as 10000 new jobs. This meant that the development was a success for many some locals and this improved the economy of an area thus providing more money for the local government to receive. However, the government can sometimes lose money and projects can fail.

In order to reduce the isolation of areas from large cities and connect more areas from the North of ~~the~~ England to the South, HS2 was introduced. This meant that people from Manchester would easily and quickly be able to access London. Many stakeholders were against the idea as ~~it~~ it would affect them. Environmentalists have concerns that the construction would destroy ecosystems and ~~the~~ forests and many residents were against the construction ~~the~~ as it would involve their property. However, this got cancelled due to inflation and unexpected costs reaching to £100 billion and so a lot of progress got lost. This meant that a lot of money got wasted and the track only runs from

Birmingham to London now which only ~~eff~~ gives benefits to a fewer amount of people. This shows that regeneration projects are difficult to meet the needs of all stakeholders especially if the project failed.

However, in Cornwall, there has been a lot of regeneration due to the lack of a fishing industry. This meant that areas became more deprived due to unemployment rates increasing. ~~Other~~ Projects such as the Eden project have provided 400 extra jobs. This means that people are earning more money and so have a higher disposable income leading to a better quality of life. Also, there is a large broadband project which means Cornwall can attract more businesses and so this will generate more tax. This means that the local council also benefits from the scheme and can invest further into Cornwall. Overall, though many investment strategies in Cornwall, many stakeholders have ~~been~~ benefited showing that with the right planning, ~~it can be~~ many needs of stakeholders can be accomplished.

Overall, I think in the short term, it is likely

that there will be stakeholders who feel disadvantaged (such as those displaced for the Olympics) however in the long term, it benefits most stakeholders as more jobs and services are provided for them. With the right planning and organization, I think it can be fairly easy to please the majority of stakeholders but there will ~~always~~ always be some who can't be pleased as they will lose out.



The candidate presents a case study-led response that demonstrates a sound understanding of the challenges involved in meeting the needs of all stakeholders in regeneration projects. The structure is clear and logical, with each paragraph focused on a specific example, including the London Olympic Park, HS2, and the Eden Project in Cornwall. These case studies are relevant and used to explore a range of stakeholder perspectives, such as local residents, national government, developers, and environmental groups. The response is largely descriptive, with each case study used to illustrate how different groups were affected by regeneration. There are some evaluative comments at the end of each paragraph, which show an attempt to assess the extent to which stakeholder needs were met. For example, the Olympic Park example highlights the tension between economic success and local displacement, while the Eden Project is used to show how environmental and local concerns can conflict with economic development. However, the evaluation remains partial and surface-level. The response tends to describe what happened rather than fully analyse the implications or explore the complexity of stakeholder conflict. There is limited synthesis between examples, and the argument would benefit from a clearer overarching judgement. The conclusion makes a valid point about the short-term versus long-term impacts of regeneration, but this is not fully developed or linked back to the examples in a meaningful way. To move into Level 4, the candidate would need to: Provide deeper evaluation of stakeholder perspectives, including more critical reflection on trade-offs and unintended consequences. Compare and contrast the case studies to draw broader conclusions. Develop a more decisive and synthesised conclusion that clearly addresses the question. Overall, this is a competent and well-informed response that meets the criteria for Level 3. It demonstrates good use of case studies and some evaluation, but lacks the depth and synthesis required for the top band. A mark of 12 out of 20 is appropriate.



To move into the higher mark bands, students should go beyond description by clearly weighing up how different stakeholder needs conflict or align, and by offering a more balanced argument. Stronger answers also link examples more precisely to the question, showing how specific groups benefit or lose out. Always aim to explore both sides and justify your conclusion with clear reasoning.

(c) Evaluate the view that it is difficult for regeneration projects to meet the needs of all stakeholders.

(20)

Agree

① Can impact people differently
Liverpool One.

②

Disagree.

① Make homes unaffordable
↳ Mullings.

②

Regeneration projects are those that are done in attempt to improve quality of life in an area. Players control what happens with the regeneration. Stakeholders are ^{people} those which the decisions made by players effects.

Regeneration can benefit high income and low income people simultaneously. This is because success of regeneration means different things to different people with some wanting social regeneration and others wanting economic regeneration. This means when regeneration has social and economic benefits, there are more winners. This is seen with Liverpool One, where a £1bn private sector investment created a social space where people with high incomes could enjoy jewel shops, as well as ~~those~~ benefiting low income families by providing employment opportunities. This means regeneration can have few losers when needs of low, and middle

and high income people are taken into account. Those with the disposable income can spend money in the shops, often local businesses also leading to a more circular economy and all stakeholders benefiting.

Regeneration can also keep the culture and sense of belonging, whilst providing ~~etc~~ improving the quality of life. This is shown with football clubs investing in regeneration projects. This is seen with Sunderland's foundation of Light which encourages ~~education~~ values of education through regeneration in sport. This can work with the culture of a city to stop the downward spiral of decline by increasing educational outcomes, which can mean more people in Sunderland are qualified, so which can attract inward investment in manufacturing jobs. By breaking this spiral, regeneration ~~through~~ can work with the culturally significant ~~a part~~ of a city to promote ~~regeneration~~ a better quality of life.

On the other hand it is difficult to meet all people's needs due to differences in ~~demands~~ from needs from elderly and young stakeholders. This is seen in Haworth, where there has been a 10% increase in ~~per~~ foreign tourists staying a night since 2018. This causes the slower life wanted by the elderly to not occur, and this can create conflict between

stakeholders if their needs are not met. Contrastingly, the need of young people are met as the rebranding of Hovarth has lead to greater employment opportunities. Ultimately the success means different things to different people, and those in rural areas often want a peaceful life away from the city which is lost.

Regeneration can also cause people to be forced out of their properties. This included the 450 flats torn down for the Olympics. This means the stakeholders are not always winners of regeneration, as their homes can be lost and may have to be moved to different boroughs. This significantly reduces the success of regeneration because the social inputs are lost not accounted for. Many may have had a sense of connection to a place, which would have no longer been there. Only 40% of the housing available after was 'affordable'. This means there may be success for places as the perception of a place is changed, but the stakeholders views are not thought about.

On balance, regeneration rarely meets the needs for all stakeholders. Ultimately there are some winners and some losers, as shown in Hovarth because differing socioeconomic needs depend on demographics including age. Regeneration ultimately creates winners, such as those in Sunderland who have better education, but also some losers such as those who

hous herein the Olympic village, so cannot afford
the new housing, causing people to leave a place where they
feel a strong identity to. Overall the view is correct, &
some stakeholders benefit, but not all.



The candidate presents a well-developed and evaluative response that demonstrates a strong understanding of the challenges involved in meeting the needs of all stakeholders in regeneration projects. The essay is clearly structured, with a logical progression of ideas and a consistent focus on the question throughout. The response draws on a good range of case studies, including Liverpool One, Sunderland's Foundation of Light, and Haworth, each used to explore different stakeholder perspectives. The Liverpool One example is particularly effective in showing how regeneration can benefit both high-income consumers and lower-income families through employment opportunities. The Sunderland case adds a valuable social and cultural dimension, highlighting how regeneration can support education and community identity. The Haworth example introduces the idea of generational conflict and differing stakeholder priorities, which adds nuance to the discussion. There is ongoing evaluation throughout the essay, with the candidate weighing up the extent to which regeneration projects can be inclusive. The use of geographical terminology such as "gentrification," "circular economy," and "stakeholder conflict" is appropriate and enhances the tone of the response. The candidate also shows an awareness of the subjective nature of success, noting that different groups may define success in different ways. To move further into the top of Level 4, the response could be improved by: Synthesising the examples more explicitly, drawing comparisons between them to highlight patterns or contrasts in stakeholder outcomes. Developing the conclusion to more clearly consolidate the argument and offer a final judgement. Including more critical reflection on long-term impacts or unintended consequences of regeneration, particularly in relation to displacement or sustainability. Overall, this is a confident and well-informed response that meets the criteria for Level 4. It demonstrates detailed knowledge, effective use of case studies, and a clear evaluative approach. A mark of 16 out of 20 is appropriate.



To reach the top level in a 20-mark "evaluate" question, you need to present a well-structured, balanced argument that considers a range of stakeholder perspectives and uses detailed case study evidence.

Question 4(a)i

3-mark questions, like the 4-mark questions at Q01(a) and Q02(a), require a starter reason, extended this time for two further points. They are based on a resource, and there should be a link to the resource in the answer. This does not have to be a direct quote or use data, but might be an idea or an example triggered by the resource.

This question was well answered, with most candidates able to identify a visible or implied feature in the resource (a carnival poster) and link it to the celebration of cultural diversity. Stronger responses made clear reference to the multicultural imagery, music, costumes, or food associated with the Notting Hill Carnival and explained how these elements promote inclusivity, community cohesion, or the recognition of different cultural traditions. Some candidates also referenced the historical roots of the carnival in Caribbean migration and its role in affirming identity and resisting discrimination.

The best responses had clearly identified a feature from the resource and developed a chain of reasoning that linked it to the celebration of diversity. Whilst weaker responses simply described the poster or stated that “it shows different cultures” without elaboration.

4 (a) Study Figure 3 in the Resource Booklet.

(i) Suggest **one** way this carnival helps celebrate cultural diversity in this urban area.

(3)

figure 3 shows people of both white and black ethnic groups in
~~therefore suggesting that the carnival display~~ Therefore, increasing
people's awareness of minority groups and making it the focal
point as a billboard.



This response makes a clear AO2 point by identifying that the billboard features people from different ethnic backgrounds, which is a valid interpretation of the visual resource. The candidate also gains an AO1 mark by explaining that this representation helps raise awareness of minority groups. However, the explanation could be more developed to fully explore how this contributes to celebrating cultural diversity.



To secure full marks, go beyond identifying diversity in the image—explain how this representation promotes inclusion, encourages social mixing, or enhances cultural understanding. Always aim to link your observation to a broader social or cultural impact.

4 (a) Study Figure 3 in the Resource Booklet.

- (i) Suggest one way this carnival helps celebrate cultural diversity in this urban area.

street art on big building Nothing Hill

(3)

one way this carnival helps celebrate cultural diversity in this urban area is that the big advertisement on the building may attract people of many cultures and demographics. This is because the advertising demonstrates the carnival's inclusiveness of age, gender, ethnicity, background, ~~status~~ celebrating all cultures by bringing them together through a social event. Therefore, this helps celebrate cultural diversity and ~~promotes~~ encourages different ethnicity to mix and learn each others' values and traditions, making them more ~~ethnically~~ culturally rich (increasing cultural capital).



The candidate's response demonstrates a clear understanding of how the carnival promotes cultural diversity and was appropriately awarded 3 marks. There are two ways that the AO2 marks are earned through the interpretation of the visual resource: the candidate identifies that the large advertisement on the building is inclusive of various demographics—specifically referencing age, gender, ethnicity, and background—and explains that this inclusivity attracts people from many cultures. The AO1 marks are achieved through the explanation that such events allow different ethnic groups to mix, share values, and traditions, which in turn enhances cultural richness and understanding. The response is well-developed, directly linked to the resource, and clearly communicates how the carnival fosters social cohesion and celebrates diversity



Candidates should aim to interpret the visual material directly and link it to broader geographical concepts like cultural capital, inclusion, and community cohesion. Always support your observations with clear explanations of their social or cultural impact.

Question 4(a)ii

This question was well understood by many candidates, and it provided a good opportunity to explore the complexity of place perception. Stronger responses recognised that media representations — such as posters, films, or social media — may present an idealised or selective image of a place that does not align with the lived experiences of residents. These candidates often discussed how long-standing reputations (eg, crime, gentrification, inequality) can persist despite positive portrayals. Some also considered how different stakeholders (eg, tourists, long-term residents, migrants) may interpret media messages differently based on their own experiences or expectations.

Level 3 responses typically included two well-developed reasons, supported by examples or stakeholder perspectives. For instance, some candidates noted that while Notting Hill is portrayed as vibrant and diverse during the carnival, it is also associated with rising house prices and displacement of working-class communities. Mid-level responses identified valid reasons but lacked development or failed to consider multiple viewpoints. Weaker responses were generic, often stating that “people might not believe the media” without explaining why.

- (ii) Suggest why positive media representations may not always change the perceptions of urban areas, such as Notting Hill. ^{-1958 race riots} ^{-High urban inequality} Lived experience (6)

One reason why positive media representations may not always change the perceptions of urban areas is due to lived experience, particularly of older generations for Notting Hill. The ~~area~~ history of conflict and 1958 race riots may overrule any positive media representations, especially for individuals who lived during that time and witnessed the mass conflict, as they are likely to have a negative perception of the area.

Another reason is that nationalist groups such as the EDL may ~~not~~ be against the idea of cultural diversity, therefore their already negative perceptions are only likely to be ~~ex~~ exacerbated by positive media representations, ~~because~~ ^{The} ~~the~~ celebration of diversity and culture and what is seen as 'positive' by the media is likely to be seen negatively by such nationalist ~~group~~ groups.



The candidate presents a well-developed and focused response that demonstrates accurate and relevant knowledge and understanding of why positive media representations may not always change perceptions of urban areas such as Notting Hill. The response is structured around two clear and insightful themes: lived experience and personal beliefs, both of which are explored with supporting detail and linked effectively to the stimulus. A particular strength of the response is the reference to historical race riots and the presence of the English Defence League (EDL). These examples are used to illustrate how deeply embedded negative perceptions—especially those rooted in racial tension and social unrest—can persist despite attempts to rebrand or positively portray an area through media. This adds a layer of historical and socio-political context that enhances the depth of the response. The candidate also discusses how lived experience can override media portrayals, particularly for those who have witnessed or been affected by past events. This is a perceptive point, showing an understanding that perceptions are not only shaped by current media but also by personal and collective memory. The second theme, personal beliefs, is also well handled, with the candidate acknowledging that individuals may distrust media portrayals or interpret them through their own biases. Although the term “positive media representations” is not explicitly defined, it is clearly implied throughout the response, and the candidate’s focus remains relevant and well directed. The writing is coherent, and the ideas are logically developed with a clear link to the question. A mark of 6 out of 6 is appropriate.



To achieve full marks, make sure you explain why perceptions vary between different groups and link this to specific characteristics like age or income. Go beyond describing the media and focus on why it may not be enough to shift deeply held views shaped by personal experience or practical concerns.

(ii) Suggest why positive media representations may not always change the perceptions of urban areas, such as Notting Hill.

(6)

One reason is because perceptions are not always based upon the media. Aspects of a place's perception can also be based on factors such as lived experience. Therefore if a person has had a negative experience of ~~not~~ Notting Hill, they are unlikely to change their view on the area purely based upon positive media. Age also plays an important role, for example if the ~~not~~ positive media is aimed at a younger demographic, the perception of Notting Hill is not likely to change for the older generations.



The candidate presents a response that shows some understanding of why positive media representations may not always change perceptions of urban areas such as Notting Hill. The answer includes two relevant ideas : a brief mention of lived experience and a more developed point about age-related differences in how media is received. These are valid and relevant to the question, but the explanation lacks depth and development. The reference to lived experience is minimal and not fully explored. It is mentioned as a factor that might influence perception, but the candidate does not explain how or why it might override media portrayals. The second point, linking age to media focus , is clearer and more developed. The candidate suggests that older people may be less influenced by media due to their stage in life or personal preferences, which is a reasonable and relevant observation. However, the response remains quite simple in its approach. There is no reference to specific examples of media representations, and the discussion does not fully engage with the complexity of how perceptions are formed or challenged. The writing is clear and coherent, but the ideas are not sufficiently expanded to be awarded higher marks. A score of 3 out of 6 is appropriate



To move into the higher mark bands, make sure you clearly explain how and why different groups interpret places differently. Go beyond listing factors—show how lived experience or practical needs (like affordability or safety) can outweigh media influence. Use specific examples to support your points and aim to develop each idea with clear reasoning.

Question 4(b)

(b) Explain why rural places are seen as undesirable by some groups of people.

(6)

Rural areas can be seen as undesirable due to the lack of services. This is because some groups of people in particular younger people do not like being far away from amenities like restaurants, shopping centres and activities. This can make an area undesirable as it is difficult to get to these places and take a long time to get there. There is also a lack of universities in rural areas so like Ummadze meaning that there is a lot of brain drain leading to people moving away for education.

Furthermore rural areas can be undesirable to elderly people due to the lack of healthcare. This is because many rural areas only have one doctor and the hospital is a long journey away. For example in Cornwall the closest hospital is 25 miles away. This can also mean if there was an emergency it would take longer for help to arrive. This means that elderly people especially those with medical needs would find it undesirable to live in a rural area.



The candidate presents a strong and well-developed response that demonstrates accurate and relevant knowledge and understanding of why rural places may be seen as undesirable by some groups of people. The answer identifies and clearly explains the experiences of two distinct groups : young people and the elderly or those with health issues. The first point focuses on young people, who may find rural areas undesirable due to limited access to services, employment opportunities, and social activities. This is a well-established and relevant argument, and the candidate supports it with reference to the general characteristics of rural areas, such as isolation and lack of infrastructure. The second point addresses the elderly or those with health conditions, explaining how poor transport links and limited healthcare access can make rural living difficult. This is a thoughtful and appropriate observation, showing an understanding of how physical geography and service provision can impact quality of life for vulnerable groups. The response is further strengthened by the inclusion of place-specific references, such as Cornwall, which help to contextualise the points made. The writing is clear and coherent, and the ideas are logically developed with a consistent focus on the question. Overall, this is a confident and well-informed response that meets the criteria for the top of Level 3. A mark of 6 out of 6 is appropriate.



To reach full marks, identify more than one group and explain their experiences in detail. Use specific examples or place references to show how rural characteristics—like isolation, poor transport, or limited services—affect different people in different ways. Aim for clarity, depth, and relevance in your explanation.

(b) Explain why rural places are seen as undesirable by some groups of people.

(6)

One way that rural places can be seen as undesirable by some groups of people is due to young, working class people. This is because rural areas such as Cornwall is very unlikely to have high paying jobs, which therefore means that young business~~man~~ people move to urban areas such as London or Manchester for high paying jobs. This as a result makes rural places seem undesirable by some groups, compared to older retired people, who are likely to prefer these areas, as a quieter place to enjoy the rest of their life.



The candidate provides a limited response that identifies one valid reason why rural places may be seen as undesirable by some groups of people. The main idea focuses on the lack of job opportunities for young working people, which is a relevant and appropriate point. The candidate suggests that this may lead to outmigration or a preference for urban areas where employment is more accessible. However, the response is narrow in scope, with only one group (young working people) clearly identified and no further development of other perspectives. While Cornwall is mentioned, it is not used to support the argument in a meaningful way—there is no detail or explanation of how Cornwall exemplifies the issue discussed. There is limited knowledge and understanding shown, and the explanation lacks depth. The response does not explore other potential reasons for rural undesirability, such as access to services, transport, housing affordability, or social isolation. The writing is clear, but the content is too brief and underdeveloped to move beyond Level 1. A score of 2 out of 6 is appropriate.



To move beyond Level 1, aim to include more than one group and develop your points with specific examples. This response identifies a valid reason—lack of job opportunities for young people—but remains narrow in scope. To improve, consider how other groups (eg elderly, ethnic minorities, low-income families) might also find rural areas undesirable due to issues like poor transport, limited services, or housing costs. Use place-specific detail to support your points and show a broader understanding of rural inequalities.

Question 4(c)

Candidates are required to write two 20-mark essays in this paper. The skills required for these extended writing questions are varied and many candidates found these challenging. The command word in these questions is 'evaluate' and answers needed to find logical connections and relationships, produce a full and coherent interpretation supported by evidence from their geographical knowledge and understanding, and then present a balanced argument with a substantiated conclusion. The mark scheme differentiates between 4 levels of performance with many candidates struggling to achieve the top marks at Level 3, and few reaching Level 4.

This question was generally well answered, with many candidates demonstrating a strong understanding of the complexities involved in managing demographic and cultural change in both urban and rural contexts. Stronger responses recognised that “change” in this context refers not only to physical regeneration but also to shifts in population structure, cultural identity, and social dynamics. These candidates identified a range of stakeholders — including long-term residents, recent migrants, local authorities, community groups, and businesses — and evaluated how their needs may conflict or align during periods of change.

Level 4 responses were characterised by sustained evaluation, clear structure, and well-integrated examples. These candidates often explored tensions between preserving cultural identity and promoting economic development, or between welcoming diversity and maintaining social cohesion. For example, some discussed the gentrification of Notting Hill, where the influx of affluent residents and rising property prices have displaced long-standing Caribbean communities, despite the area's positive media portrayal during the annual carnival. Others examined Brick Lane, where the Bangladeshi community has faced pressures from tourism, rebranding, and rising rents, leading to debates over cultural erasure and the commodification of diversity.

Candidates who focused on rural areas also performed well when they addressed demographic change, such as the arrival of Eastern European migrants in rural Lincolnshire. These responses evaluated how local services, schools, and housing markets have been affected, and how perceptions of identity and belonging have shifted. Some also considered the challenges of managing change in areas like Hebden Bridge, where LGBTQ+ inclusivity and creative rebranding have attracted new residents but raised concerns about affordability and the loss of traditional rural character.

The best responses did not simply list stakeholder views but evaluated the extent to which change could be managed inclusively. They considered the role of local governance, community consultation, and planning policy in either mitigating or exacerbating tensions. Some also reflected on the scale of change — noting that small-scale, bottom-up initiatives may be more responsive to stakeholder needs than large-scale, top-down interventions.

Mid-level responses tended to focus on one or two stakeholder groups or case studies, often describing the change process without evaluating its effectiveness. These responses sometimes conflated regeneration with demographic change or failed to distinguish between urban and rural contexts. Weaker responses were descriptive, lacked structure, or focused on generalised statements about change being “good” or “bad” without reference to specific stakeholder needs.

For: Land use changes, HS2, etc and -s, Oxford, housing individuals suffer SPATIAL VS TEMPORAL
 (c) Evaluate the view that it is difficult to manage change in places to meet the needs of all stakeholders. (20)
 Against: Stratford - Overall possible improvements
 Slough - Air South overall possible

It is often deemed as impossible to meet the needs of all stakeholders whilst managing change within places. Although this may be true and not every single need is likely to be met, all stakeholders can see benefits from land-use changes.

For example, regeneration in Stratford via the 2012 London Olympics led to widespread ~~the~~ benefits. Originally, one of the most deprived areas in London, the ~~in million~~ £13 million worth of investment into transport links such as HS1 and the Jubilee Line, as well as the development of Westfield shopping centre (now one of the biggest in Europe) in preparation for the Olympics led to lots of investment into the area. As a result, the area was gentrified into one of the richer ~~the~~ London ~~the~~ areas, benefitting businesses who gained more customers, individuals who became employed and the council who saw an increase in tax revenue. This shows that needs can be met while managing change, on a wide ^{but still local} scale and in the long term. However, some stakeholders such as long-standing residents were forced out of their homes ~~by~~ as gentrification almost doubled the average property value, therefore not all stakeholders had their needs met.

Similarly, changes on a national scale are even ~~harder~~ more difficult

to manage while attempting to meet all needs. For example, the development of HS2 was considered revolutionary for reducing the north-south divide, and brought benefits to northern cities such as Leeds and Manchester by providing more connectivity, and therefore a larger consumer base for their businesses. Despite this, the project going unfinished led to lots of unhappy tax-payers as their money was considered 'wasted'. Furthermore, families displaced by HS2 development in towns like Long Eaton did not have their needs met, and were instead left disadvantaged. As a result, it is seen as harder to please all stakeholders on national projects compared to local.

On the other hand, management to social issues such as community tensions is much more likely to meet the needs of all stakeholders, as the needs are likely to be centred around the resolution of the conflict. For example, Aik Saath in Slough was a community project aimed at resolving and reducing gang ~~ver~~ violence between ethnic enclaves of Hindu, Muslim and Sikh individuals. Through construction of 'The Curve' - a cultural learning centre and community outreach projects, Aik Saath drastically reduced tensions and conflict between young people, benefitting stakeholders such as law enforcement ~~through~~ and the individuals themselves (through reduced gang violence). However, such managed change seems to be effective in the short term, but will only truly meet the

needs of all stakeholders if it lasts in the long term.

Management of change can be difficult in areas where the issue is not simply solvable, so the benefits are restricted. For example, population growth in Oxford resulted in a housing crisis, which peaked at houses costing 17x the average annual salary. In response, the government invested in the construction of new homes to match demand and reduce house prices. Despite this attempt, ~~house~~ housing developments were limited by surrounding greenbelt land, progress was slow and only $\approx 30\%$ of houses built were 'affordable' homes. As a result, although some demand was met and ~~the~~ house prices reduced slightly, they were still unaffordable for one of the largest stakeholders - the people of Oxford. This ~~is~~ proved that managing change in places can be very difficult while attempting to meet all needs.

~~In~~ In conclusion, it seems that regional projects are easier to manage while meeting most stakeholder needs, and especially social issue management leads to the most needs met. However, ~~if~~ social issues are hard to manage long-term and often change over time, national projects have a much wider set of stakeholders and therefore

meeting every single stakeholder need is very difficult, although possibly obtainable through several different projects.



The candidate presents a well-structured and confident response that demonstrates accurate and relevant knowledge and understanding of the challenges involved in managing change in places to meet the needs of all stakeholders. While the introduction is brief and functional rather than insightful, it sets up the discussion effectively. The response explores four distinct examples of change, each linked to a different geographical context and stakeholder group: Stratford – The regeneration of a deprived area is discussed with good supporting detail. The candidate effectively contrasts the benefits for the council and local businesses with the displacement and dissatisfaction of some local residents. HS2 – Used to illustrate how large-scale infrastructure projects can be more difficult to manage due to the scale of investment and the number of stakeholders involved (eg taxpayers, local residents). This section is well-argued and shows a clear understanding of national-scale change. Slough (Aik Saath) – A strong example of how social change, particularly around community cohesion and youth engagement, can be more successfully managed. The candidate identifies the police and local community as key stakeholders and explains how their collaboration has led to positive outcomes. Oxford – The discussion of population growth and housing pressure is relevant and adds further depth. The candidate links this to the challenges of balancing development with affordability and local needs. Throughout the response, the candidate demonstrates a clear awareness of stakeholder perspectives, and there is ongoing evaluation of how successfully change has been managed in each case. The section on short-term versus long-term success is particularly perceptive, showing an ability to reflect on the sustainability of regeneration efforts. The conclusion is thoughtful and well-developed, drawing together the examples and offering a clear judgement on the extent to which change can be managed effectively. Overall, this is a confident and well-informed response that meets the criteria for Level 4. It demonstrates detailed knowledge, effective use of case studies, and a clear evaluative approach. A mark of 20 out of 20 is appropriate.



Candidates are encouraged with the large tariff questions to take the time to formulate a plan before they commence writing. This will enable them to consider what pertinent knowledge they should include to address the question as well as to consider the selection of supporting evidence.

(c) Evaluate the view that it is difficult to manage change in places to meet the needs of all stakeholders.

(20)

With globalisation on the rise, change in places will continue to occur but managing these changes with stakeholders such as governments, TNC's and NGO's in mind can be more difficult.

One reason, for this, is because ~~there~~ ^{there} are 'winners' and 'losers' with every decision so it is ~~never~~ very difficult to meet the needs of all stakeholders. For example, governments like the UK and Australia have a strict points based system to limit the number of migrants coming in. After Brexit, the points system was put in place, now migrants must match the required needs of the UK's work force before entering. Although this helps keep national identity for local NGO's and ~~in~~ local residents, migration workers are ~~to~~ crucial to the economy as migrant workers work long hours for low wage, so in this case, the government can be considered a 'loser' as ~~the~~ the points system limits the economic growth of the UK. With that being said, the UK's points system does, however, avoid any further strain on its resources like NHS and housing as this can negatively change

places and wouldn't help but rather cause more problems for stakeholders involved, so it can ~~an example~~ be deemed as quite successful in meeting ^{the} demands of stakeholders.

~~With that being said~~ Another example of not all stakeholders needs were met ~~is~~ on a more regional scale, is Kernick, home to the Lame District. Tourism plays a major role in the economy so the local government decided to make the most of this and open the Lame District to globalisation with shops opening up with cheaper meat being imported from Portugal to attract more tourists. This meant local farmers and shops had to relocate as they couldn't compete with the cheaper prices. In this scenario the governments needs were met as tourism helps to boost an economy and bring in FDI, however the locals were forced out of their hometown and were forced to take their business elsewhere.

With that being said, Cornwall's 'Eden Project' is the antithesis of the Lame District as it was able to successfully meet the needs of all stakeholders involved. As Cornwall rely heavily on tourism (much

Like the Lake District, the Eden project was a successful project to bring in tourism

all year around. Not only did it create over 1000 new jobs, for locals, it also brought in 6 million visitors in the first ~~for~~ 4 years and they ~~try to~~ aim to locally source almost all their food, benefitting the local farmers greatly. With the great surge in tourism, this does mean that there is increase in traffic and pollution, however ~~to~~ it's reported that locals have said "the project has benefitted Cornwall greatly", so overall was a great success.

The Eden project is a rare occurrence, however, because as mentioned previously every action has a 'winner' or 'loser', which is why it is difficult to factor in the needs of all stakeholders when managing change.



The candidate presents a response that shows a reasonable understanding of the challenges involved in managing change in places to meet the needs of all stakeholders. The answer begins with a brief but relevant introduction that links change to globalisation and identifies some stakeholders, such as business owners and local residents. This sets the scene for the discussion, although the explanation of stakeholder roles remains limited. The response focuses primarily on migration into the UK and the UK's migration policy, which is a valid angle but narrows the scope of the answer. The candidate attempts to explore how migration can lead to tensions between different groups, such as business owners and new residents, and how this can affect perceptions of change. These points are relevant but are not fully developed or clearly linked to specific examples of managed change. The paragraph on Keswick is vague and lacks clarity. It does not convincingly support the argument or clearly relate to stakeholder needs or the management of change. The reference to the Eden Project is more promising, as it introduces a real-world example of regeneration. However, the candidate struggles to link this example to the idea of managing change or to identify stakeholders beyond "local people". As a result, the analysis remains descriptive rather than evaluative. There are some valid points made about the short-term versus long-term impacts of change in the conclusion, which shows an attempt to engage with the evaluative aspect of the question. However, this is only partially developed and not clearly tied back to the examples used. To move into Level 3, the candidate would need to: Provide clearer and more detailed examples of managed change. Identify and explain the perspectives of a wider range of stakeholders. Develop a more evaluative approach, weighing up the extent to which change can be managed successfully. Overall, this is a competent Level 2 response. It shows some understanding of the topic and attempts to engage with the question, but lacks the depth, clarity, and evaluation required for a higher level. A mark of 8 out of 20 is appropriate.



To move into a higher level, make sure you clearly identify a range of stakeholders and explain how their needs may conflict or align. Use specific, well-developed examples of managed change (eg regeneration projects, planning decisions) and evaluate how successfully these changes meet stakeholder needs. Aim to weigh up different perspectives and consider both short- and long-term impacts to strengthen your argument.

Question 5(a)

This question was generally accessible, and most candidates were able to identify at least one reason why military intervention might be necessary. Stronger responses linked intervention to the protection of civilians in cases of genocide, ethnic cleansing, or state failure, often referencing the UN's Responsibility to Protect (R2P) doctrine. Examples such as NATO's intervention in Libya (2011), the UN peacekeeping mission in Bosnia (1995), or the failure to intervene in Rwanda (1994) were used effectively to illustrate how military action can be justified to prevent mass atrocities and uphold human rights.

Some responses tended to describe military intervention in general terms, often stating that it "helps people" or "stops war" without specifying how this relates to human wellbeing. Some candidates mentioned the role of the UN or peacekeeping forces but did not explain the link to wellbeing outcomes such as safety, access to aid, or the restoration of basic services. Weaker responses confused military intervention with other forms of aid or failed to define what is meant by "human wellbeing."

- 5 (a) Explain why military intervention may be seen as essential to ensure human wellbeing.

(4)

Direct military intervention could be seen as essential to protect human wellbeing as it directly targets threats to human rights through the use of soldiers and weapons which means that threats like terrorist organisations are wiped out and so preventing further loss of life as no more attacks by that group can be planned or carried out meaning that more lives are saved. Additionally, humanitarian leaders might be displaced by military intervention which may increase quality of life as democracy and freedom can be implemented but it should be noted that these are Western concepts and so may not be viable in places like the Middle East.



This response to Question 5(a) achieved full marks because it clearly and concisely addressed four distinct reasons why military intervention may be seen as essential for ensuring human wellbeing. Firstly, it identified the role of intervention in targeting threats to human life, such as terrorist organisations, which directly links to the protection of civilians. Secondly, it explained how military action can lead to the displacement of authoritarian leaders, thereby removing oppressive regimes. Thirdly, the response noted that such interventions can pave the way for increased democracy and freedom, aligning with humanitarian goals. Finally, it critically acknowledged that these values—democracy and freedom—are often rooted in Western ideologies, suggesting that their imposition may not always be universally appropriate. This final point added a layer of evaluative insight, demonstrating a nuanced understanding of the topic.



This answer is a great example of how to combine factual knowledge with critical awareness. The final point about Western concepts shows evaluative thinking, which, while not required for 4-mark AO1 questions, adds depth and nuance.

Question 5(b)

Most candidates were able to identify at least one reason for the uneven progress of the Millennium Development Goals (MDGs). Stronger responses used the resource effectively, identifying that countries like Uganda failed to meet environmental targets, while others like Indonesia made progress in education and health. These candidates then explained the underlying reasons, such as governance challenges, conflict, lack of infrastructure, or environmental degradation. Some also noted that the MDGs were not legally binding and relied on voluntary compliance, which limited their effectiveness.

Level 3 responses combined interpretation of the resource with wider knowledge of development challenges. For example, candidates explained how climate change, deforestation, or population growth might hinder progress in specific areas. Mid-level responses tended to describe the data without analysis or offered generic reasons such as “lack of money” or “corruption” without linking them to the goals or countries shown. Weaker responses ignored the resource entirely or misunderstood the purpose of the MDGs.

(b) Study Figure 4 in the Resource Booklet.

Suggest why the Millennium Development Goals (MDGs) had a mixed record of success.

(6)

The 7 millennium development goals (MDGs) can be seen to have a mixed record of success in figure 4. This may be due to a countries level of development e.g. Uganda is a developing nation undergoing industrialisation Therefore pollution levels will be higher, they cannot afford renewables yet. It may be due to a countries culture e.g. in Indonesia and Bangladesh it is less common to educate women as men then earn higher incomes therefore explaining why education targets may not be met. However there may have also been aid given by other countries that target one specific area e.g. education, showing the success in Bangladesh + Indonesia. The millennium development goals are also not legally binding therefore it may explain why a country has not yet achieved them.



The response demonstrates a basic understanding of why the Millennium Development Goals (MDGs) had a mixed record of success, with some valid reasoning and reference to the resource material. The candidate referred to Figure 4 and identified that countries like Uganda may have struggled due to their level of development, such as being unable to afford renewable energy, which was a valid point linked to environmental targets. They also acknowledged that aid targeted at specific goals may explain progress in some areas. Additionally, the candidate noted that the MDGs were not legally binding, which could account for inconsistent commitment across countries. However, while these points were relevant, they were not fully developed or supported with specific examples from the figure or wider knowledge. The response lacked depth, which limited it to the middle of Level 2. With more detailed explanation and clearer links to specific MDG goals or country outcomes, the answer could have reached Level 3.



To move from Level 2 to Level 3 in 6-mark questions, it's important to go beyond listing ideas and begin to develop them with explanation and evidence. This response showed a good starting point by referencing Figure 4 and identifying valid reasons for mixed MDG success—such as levels of development, and the non-binding nature of the goals. However, to reach a higher level, each point needs to be explored in more depth.

(b) Study Figure 4 in the Resource Booklet.

Suggest why the Millennium Development Goals (MDGs) had a mixed record of success.

(6)

The MDGs were set by the UN as an aim to improve global development, however there is varying success due to ~~the~~ many factors, such as the ~~development~~ ^{government}.

Figure 4 shows that ~~Ban~~ Uganda has failed to reach the environment target. This may be due to Uganda being ~~poor~~ industrialising as a poor developing country in order to gain income. They have not all the targets for poverty, however this comes at the expense of the environment. Most of the time, ~~for~~ developing countries may use unsustainable methods ^{for products} of meeting demand, such as deforestation. This can negatively impact the environment, causing an increase in greenhouse gas emissions.

However, Bangladesh and Indonesia have managed to achieve all the targets for education. This may be due to UNESCO aiming to improve gender inequality in LICs, resulting in more girls ~~receiving~~ receiving education and attending school.



The candidate demonstrated a clear understanding of why the Millennium Development Goals (MDGs) had a mixed record of success, particularly through a focused case study of Uganda. The candidate effectively explained how Uganda made progress in reducing poverty due to economic growth and investment in infrastructure and agriculture, while also highlighting the country's struggles with health-related goals due to high rates of disease and limited healthcare access. These points were well developed and supported with reasoning, showing a good grasp of the uneven nature of MDG outcomes. However, the response was limited in scope, as it focused almost exclusively on Uganda. Nonetheless, the depth of explanation and clarity of reasoning placed the response firmly in Level 3, justifying the 5-mark award.



When answering 6-mark explain or suggest questions, aim to balance depth with breadth. This response scored well because it explored Uganda's progress in detail, showing clear understanding of both successes (eg poverty reduction) and challenges (eg health-related MDGs). However, to reach the top of Level 3 or full marks, it's important to broaden the scope —either by comparing with another country or by discussing a wider range of MDG goals.

Question 5(c)

The 8-mark essay questions have similar marking criteria to 6-mark essay questions. A 'broad range' of geographical ideas is required, which should be 'detailed and fully developed'. This would mean at least two ideas or themes. Exemplification is almost essential though not specified.

Most candidates were able to access Level 2 by identifying the limitations of using economic indicators alone by explaining that while GDP or income per capita can indicate economic strength, they do not capture quality of life, access to education, or health outcomes. Strong candidates often referenced composite indices such as the Human Development Index (HDI), the Multidimensional Poverty Index (MPI), or the Gender Inequality Index (GII) to support their arguments.

Level 3 responses provided well-developed explanations and used examples to illustrate the need for a multidimensional approach. For instance, some candidates contrasted Qatar (high GDP, low gender equality) with Cuba (low GDP, high literacy and healthcare) to show how economic data alone can be misleading.

Mid-level responses tended to list economic and social indicators without fully explaining their relevance or how they complement each other. These candidates often mentioned GDP and literacy rates or life expectancy but did not explain why both are needed to assess development comprehensively. Some responses lacked examples or failed to link indicators to real-world outcomes.

Weaker responses focused solely on economic growth or confused development with wealth, assuming that a high GDP automatically means a high standard of living. These candidates often equated development with income and did not consider social dimensions such as access to healthcare, education, or equality. A few responses misunderstood the question entirely, discussing how to improve development rather than how to measure it.

KOF Bolivia-GL
(c) Explain why the measurement of human development should include both economic and social variables.

(8)

One reason to disagree is through the example of Bolivia's 'good living' scheme. For example, while Bolivia faced economic insecurities, the president ^{challenged policies} argued that that focus on economic growth, arguing it doesn't help improvement for everyone. Instead, promotion of harmony between people and the environment meant natural resources were protected. He further argued that by focusing on social variables such as harmony between people and the environment, human development will be more successful than use of GDP.

However, one reason to agree is that by focusing measurement using the KOF index, economic, social, political and environmental ~~vs~~ globalisation are all able to be considered. This index proves that more globalisation increases development in a country due to access to infrastructure and technology, including advancing human development.*

However, while other measurements such as the happy planet index ignore economic factors, ^{instead focusing on life expectancy, well being and ecological footprint} critics argue that economic factors are most important to measure human development.

* by using both social and economic variables.



The response showed some understanding of the need to include both economic and social variables when measuring human development, but it lacked focus and depth. The candidate began by discussing social factors such as happiness and wellbeing, referencing the Happy Planet Index, which was a valid and relevant example. However, the explanation was underdeveloped, with little detail on how this index captures aspects of social development. The response then shifted toward a discussion of globalisation and the KOF Index, which, while related to development, was not directly relevant to the question and distracted from the focus on economic and social indicators. Although the candidate attempted to present a counter-argument by suggesting that economic indicators alone might not be sufficient, they struggled to link this back to the question. The economic aspect of the question was particularly weak, with no clear explanation of how indicators like GDP or GNI contribute to measuring development. As a result, the response met the criteria for Level 2, showing some relevant ideas but lacking the clarity, structure, and development needed for a higher mark.



When answering an 8-mark explain question, it's important to stay focused on the specific wording of the question. This response began with a valid point about social wellbeing and referenced the Happy Planet Index, which was relevant, but the explanation lacked depth. The answer then drifted into a discussion of globalisation and the KOF Index, which, while related to development, was not directly relevant to the question about why both economic and social variables are needed to measure human development.

(c) Explain why the measurement of human development should include both economic and social variables.

(8)

Measurement of human development should include economic and social factors because it shows a better, more accurate picture of the true representation of a place's development.

Economic factors can be misleading when considering development, this is because they do not show disparity. HDI uses GDP per capita which does not show income inequality as the GDP per capita only shows the mean, ~~which~~ which, especially in developing countries is less accurate because most of the GDP will be going to the top 15% of ~~people~~ people whilst the rest struggle to buy food for themselves.

Social variables can help attain a better picture of what the people in the country experience, for example the HDI considers satisfaction of those in the country, which shows the true picture of developed the place is as those suffering are unlikely to lie or be inaccurate about it.

Also, success factors like doctors per 1000 or life expectancy can help to provide a better picture of what the healthcare is like in terms of quality and accessibility, which is a large factor in development.



The response was awarded 6 marks because it presented a clear and balanced explanation of why both economic and social variables are needed to measure human development. The candidate made valid points about the limitations of relying solely on economic indicators such as GDP and GNI, noting that these do not reflect quality of life or how wealth is distributed. They also discussed the importance of social indicators like life expectancy, education, and access to healthcare, recognising that these provide a fuller picture of wellbeing. The response showed a good understanding of the purpose of composite indicators like the Human Development Index (HDI), which combine both economic and social measures. However, while the arguments were well reasoned and the indicators clearly understood, the response lacked specific examples or case studies to support the points made. This limited the depth of the response and kept the answer at the lower end of Level 3. With the inclusion of real-world examples—such as contrasting countries with similar GDPs but different life expectancies—the response could have achieved a higher mark within the level.



To reach the top of Level 3 or full marks in an 8-mark explain question, it's important to combine clear reasoning with specific supporting examples. This response did well by explaining why both economic and social variables are needed to measure human development, referencing indicators such as GDP, GNI, life expectancy, and education. However, to move beyond 6 marks, the response needed to include real-world examples—for instance, comparing countries with similar GDPs but different social outcomes, or referencing how HDI rankings differ from GDP rankings.

Question 5(d)

This question was generally well answered, with many candidates demonstrating a strong understanding of the nature of human rights and the global variation in their protection. Stronger responses began by defining human rights and recognising that they encompass a wide range of civil, political, economic, social, and cultural rights. These candidates structured their responses around a clear argument, using a range of contemporary and historical examples to evaluate the extent to which human rights are under threat globally.

Level 4 responses were characterised by sustained evaluation, a balanced structure, and well-integrated case studies. These candidates often explored different types of rights (eg, freedom of speech, gender equality, freedom of religion, reproductive rights) and assessed the extent to which they are being upheld or violated in different regions. Common examples included:

- The repression of Uyghur Muslims in China, including mass surveillance, detention camps, and restrictions on religious freedom.
- The rollback of women's rights in Afghanistan under Taliban rule, particularly in relation to education and employment.
- The restriction of reproductive rights in the USA following the overturning of *Roe v. Wade*.
- The persecution of LGBTQ+ individuals in countries such as Uganda, Russia, or parts of the Middle East.
- The erosion of press freedom and civil liberties in authoritarian regimes such as Belarus or North Korea.

Stronger responses also included counterarguments, noting that in some countries, human rights are being strengthened or protected through legal reform, activism, or international pressure. For example, some candidates referenced South Africa's progressive constitution, the legalisation of same-sex marriage in Taiwan, or the role of the European Court of Human Rights in upholding civil liberties across Europe. These responses demonstrated a nuanced understanding that while rights are under threat in many places, there are also examples of progress and resilience.

Mid-level responses tended to list examples of rights violations without evaluating the extent or significance of the threat. These responses often lacked balance, focusing exclusively on negative examples without considering counter arguments. Some candidates focused too heavily on one region or issue, limiting the breadth of their argument. Others described human rights abuses without linking them to specific rights or explaining why they matter.

Weaker responses were descriptive, lacked structure, or confused human rights with general development issues. Some candidates wrote broadly about poverty, war, or inequality without referencing specific rights or legal frameworks. A few responses misunderstood the question entirely, interpreting it as a discussion of crime or conflict rather than rights.

(d) Evaluate the view that human rights are under threat in many countries.

(20)

It could be argued that yes human rights are under threat in many countries this could be due to many things one of them being different views between countries.

The universal declaration of human rights (UDHR) plays a big part in human rights globally, however it is not a legally binding document and not every country signed it meaning they don't follow it. This can lead to a lack of human rights as they don't understand what they are and how we should all be treated. This puts them under threat due to lack of understanding and therefore making it so people have no rights like access to education and sanitation. The countries who haven't signed the UDHR feel and enjoy the fact they can treat people how they want. In the future this is only going to get worse if human rights aren't known or explained.

Another reason human rights are under conflict is due to countries having their own regulations and laws for example Sharia

law protects hardly any rights of people and if anything gives them no human rights and they receive harm if its broken as its so binding and so strict. Sharia law is an attempt at protecting the rights of people.

Another reason they are at threat is because countries of lower income are where sweat shops are located where they have to work in horrible conditions and yet still get paid very little this is down to the exploitation of workers.

Overall we can see that human rights are at threat due to many different reasons and factors but are being improved in other areas due to things like Human Rights Act 2009 which ensures human rights are kept to a high standard and are also maintained.



The response was awarded 6 marks because it showed some understanding of the reasons why human rights may be under threat, but the explanation lacked clarity, development, and coherence. The candidate began with a valid point about the Universal Declaration of Human Rights (UDHR), correctly identifying that it is not legally binding and that not all countries have signed it. This is a relevant and accurate observation, and it forms the strongest part of the response. However, the explanation that followed was vague and imprecise—for example, the candidate claimed that countries that haven't signed the UDHR “don't understand what [human rights] are,” which oversimplifies the issue and lacks nuance. The response also attempted to discuss the role of national laws, referencing Sharia law, but this was poorly expressed. The candidate stated that Sharia law “gives them no human rights” and that people “receive harm if [it] is broken,” without explaining how this relates to international human rights standards or acknowledging the complexity of legal systems. While the response attempted to present multiple reasons and even hinted at a future trajectory for human rights, the ideas were disjointed and lacked the depth and structure needed for a higher-level mark. Overall, the response met the criteria for low Level 2 by showing some relevant knowledge but struggled to develop arguments clearly or support them with accurate, well-explained examples.



This response shows some understanding of why human rights are under threat, but to improve, focus on clarity and accuracy. The point about the UDHR not being legally binding is valid, but vague statements like “countries don't understand human rights” or “Sharia law gives no rights” weaken the argument. Instead, use precise, well-explained examples and avoid generalisations. Aim to link each point clearly back to the question and explain how it shows human rights are under threat.

(d) Evaluate the view that human rights are under threat in many countries.

(20)

Human rights are 30 universal rights set out by the UN in the Universal Declaration of Human Rights (UDHR) that each human has, but there are many abuses globally.

Human rights to good health and not being tortured are widely under threat. Torture is used in over 150 countries, such as in Guantanamo Bay, Cuba where the USA are being accused for waterboarding. This shows human rights are hugely at threat because majority of countries still use torture, rather than fair, impartial trials they have the right to. However, torture are simply allegations and there is little evidence that governments do choose torture over fair trials. Therefore human rights to not be tortured are widely at risk in most countries.

On the contrary, human rights are not at risk due to the Geneva Conventions that give rights to prisoners and civilians in times of conflict. It was renewed in 1949 and has been signed by all 196 countries. This protects human rights of all being allowed access to treatment and medical care when injured and forbids targeting of civilians and innocents. Since it has been signed by all countries, human rights should not be at threat because all should follow these rules. However, there are few enforcements of these rules, as well as poor repercussions when they

are broken. Since in the Israel - Palestine conflict many Civilians have been targeted but no repercussions or end to the conflict. Therefore human rights are under threat due to the lack of enforcement of rules set out to protect them.

Human rights are under threat due to stagnant economic development and growth so countries cannot afford to prioritise their people and provide them with basic human necessities. For example, in Haiti only 55% of the population have access to clean water and sanitation which is due to poor infrastructure so their rights to water and good health suffer. However, aid programs such as the World Food Programme improve human rights by providing food assistance so they are less under threat. However, budget cuts to the World Food Programme mean 25% of Haitians will not receive food assistance anymore. Therefore human rights are becoming increasingly under threat due to removal of aid and nations not being able to protect themselves.

On the other hand, human rights are not at risk due to preventive and resolving measures taken when they are abused. For example, when the Bosnian Serbs killed 8,000 Muslims 1995 - 1999, there was a direct military intervention that ended this genocide and saved human rights. However, intervention only happened when Srebrenica - a UN Safe Zone with 600 UN peacekeepers - was targeted. Therefore human rights are under

threat because they are only protected when the human rights of others - such as Pelekeepers - are endangered.

In conclusion, human rights are at threat in most countries because declarations like the UDHR are not laws so they are non-binding and are only as powerful as the value they are given. Since more than 150 countries still carry out torture, this shows the UDHR and Geneva Conventions are not upheld by those that signed it. This question is complex because there are many variations in human rights globally, and usually they are kept secret. In the future as conflicts continue and become increasingly difficult to solve, human rights will be increasingly threatened.



This response was awarded full marks because it presented a well-structured, balanced, and substantiated evaluation of the view that human rights are under threat in many countries. The candidate began by clearly defining human rights as the 30 universal rights set out in the UDHR and immediately established the argument by citing widespread use of torture in over 150 countries, including the example of Guantanamo Bay and allegations of waterboarding by the USA. This was a strong, specific example that directly supported the argument. The response then introduced a counterpoint, referencing the Geneva Conventions and their global ratification as a mechanism for protecting rights during conflict. However, the candidate perceptively noted the lack of enforcement and consequences for violations, which brought the argument back to the idea that rights remain under threat despite international agreements. The evaluation continued with further examples, including UN peacekeeping in Bosnia and food aid in Haiti, which were used to show both the potential for protection and the limitations of international intervention. Although the second paragraph was slightly less clear, the overall structure remained coherent, and the argument was consistently developed. The conclusion was well reasoned, acknowledging the complexity of the issue and the likelihood that threats to human rights will persist as global conflicts evolve. The use of plausible facts and continuous evaluation throughout made this a strong Level 4 response.



This is a strong example of how to structure a 20-mark essay with clarity, balance, and evaluation. The candidate used a wide range of well-chosen examples—such as UN peacekeeping in Bosnia and food aid in Haiti—to support their points, and consistently linked these to specific human rights. To reach the top of Level 4, combine accurate knowledge with real-world evidence, and evaluate throughout. Don't just list examples—explain how they show rights are protected or under threat. A clear conclusion that weighs up the argument is essential. Remember, perfection isn't required, but coherence, relevance, and continuous evaluation are.

Question 6(a)

Candidates showed a wide range of marks on this question with some able to identify that economic sanctions are used to pressure governments or regimes that violate human rights. Stronger responses explained how sanctions can restrict access to international trade, financial systems, or resources, thereby limiting a regime's ability to continue oppressive practices. Examples such as sanctions against Russia following the invasion of Ukraine, or against Iran for its treatment of women and political dissidents, were used effectively to illustrate this point.

Best responses clearly linked sanctions to the defence of specific rights — such as freedom of speech, freedom of religion, or the right to life — and explained how sanctions can act as a deterrent or a tool for international accountability. Weaker responses tended to describe what sanctions are or how they “punish” countries, without linking this clearly to the protection of human rights. Some candidates mentioned sanctions in general terms but failed to explain how they might lead to behavioural change or protect vulnerable populations.

6 (a) Explain why economic sanctions may be seen as essential to defend human rights.

(4)

Economic sanctions can be used as a tool against human rights abuses as they put international pressure on rights abusers and may destabilise their economy causing internal struggles, this was done in 2022 to Russia by many western nations and has damaged Russia's economy following their invasion of Ukraine - this has meant that war efforts are weakened for Russia, stopping rights abuses.



This response was awarded 3 marks because it included three valid and clearly expressed points about why economic sanctions may be seen as essential to defend human rights. The candidate first explained that sanctions apply international pressure on countries committing human rights abuses, which is a relevant and accurate point. They then stated that sanctions can destabilise a country's economy, which may lead to internal struggles and weaken the government's position. Finally, they argued that this economic weakening can reduce a country's ability to sustain a war effort, using Russia's invasion of Ukraine as an example. These three points were clearly linked to the question and showed a sound understanding of how sanctions can be used as a non-military tool to influence state behaviour. However, the response did not include a fourth distinct point, which is why it was capped at 3 marks. To achieve full marks, the candidate could have added a final idea, such as how sanctions can incentivise governments to improve their human rights records in order to rejoin the global economy.



To secure full marks in a 4-mark explain question, aim to include four distinct, well-developed points. Always aim to build a complete chain of reasoning and, where possible, support your points with real-world examples.

- 6 (a) Explain why economic sanctions may be seen as essential to defend human rights.

(4)

Economic sanctions may be seen as essential to defend human rights as it imposes ~~a~~ a sort of punishment on a nation that may be infringing human rights severely by making it difficult for them to trade ^{with countries and} ~~and~~ foster economic growth. This would put these countries at a disadvantage ^{as they would be able to invest in important sectors like their military perhaps} and possibly incentivise them to improve their human rights in order for the sanctions to be lifted ~~as it may impact~~ their so that they can participate in the global economy again. This would ~~improve~~ successfully defend human rights as the country ~~would~~ would be aware that their ~~condition~~ state of human rights is easily punishable, and would not want to stay that way.



This response to Question 6(a) was awarded full marks because it clearly explained four distinct reasons why economic sanctions may be seen as essential to defend human rights. The candidate began by stating that sanctions act as a form of punishment, which is a valid point as they are often used to apply pressure on governments violating human rights. They then explained that sanctions can make it difficult for a country to trade, which can disrupt its economy and limit its ability to function normally. The response also noted that sanctions can prevent countries from investing, further isolating them from the global economy. Finally, the candidate concluded that in order for sanctions to be lifted, countries often need to improve their human rights records to rejoin international trade and diplomacy. Each point was clearly expressed and directly relevant to the question, demonstrating a strong understanding of how sanctions function as a non-military tool for defending human rights.



This response is a great example of how to structure a 4-mark explain question. Each sentence introduces a clear, distinct point—sanctions as punishment, trade restrictions, blocked investment, and the incentive to improve human rights to rejoin the global economy. To achieve full marks, aim to make four separate, relevant points, each clearly linked to the question. Keep explanations concise but purposeful, and avoid repeating the same idea in different words.

Question 6(b)

This question was favoured by many candidates, with most demonstrating a sound understanding of the political, economic, and demographic factors that influence migration policy. Stronger responses used the resource effectively, identifying that countries like Sweden have made it easier to migrate due to labour shortages and ageing populations, while others like the UK and USA have introduced more restrictive policies in response to political pressures or concerns about national identity. These candidates explained how migration policy is shaped by both push and pull factors, as well as domestic political agendas.

Level 3 responses combined interpretation of the resource with wider knowledge, such as the impact of Brexit on UK migration policy or the role of populist politics in the USA. Some candidates also referenced Japan's reluctance to accept large-scale immigration despite demographic pressures, or Sweden's liberal stance on humanitarian migration. Mid-level responses tended to describe the figure or list reasons (eg, "they need more workers" or "they want to protect their borders") without deeper explanation. Weaker responses ignored the resource or made vague assertions about migration being "good" or "bad" without linking to policy change.

Study Figure 5 in the Resource Booklet.

(b) Suggest why there are changes in government policies controlling migration across national borders.

(6)

Countries that once ^{were more} welcomed welcoming to migration (such as United Kingdom and USA) as shown in figure 5 have to make ^{government} policies to make overtime to make it harder to migrate to, because too much of an influx may result in overpopulation or lack of jobs available for migrants or local people, therefore policies have to change to lower numbers of migrants. Whereas NEE's (Newly Emerging Economies) such as Sweden or Brazil (as shown in figure 5) are as a result more welcoming so make it easier to migrate to because they haven't had that influx over a long period of time and with being an NEE could have more benefits from migrants, such as a workforce.



This response was awarded 3 marks because it demonstrated some understanding of why government migration policies change, but with limited accuracy and development. The candidate correctly identified that countries like the UK and USA have made migration more difficult due to concerns about overpopulation and job competition, which are valid and relevant reasons. They also suggested that countries such as Brazil and Sweden have become more welcoming to migrants, arguing that these nations may benefit from migration due to economic needs, such as workforce shortages. However, the response inaccurately described Sweden as a Newly Emerging Economy (NEE), which is factually incorrect and weakens the argument. While the candidate attempted to use Figure 5 to support their points, the explanation lacked depth and clarity, and the examples were not fully developed. The response showed partial understanding and some relevant ideas, but the inaccuracies and lack of detail kept it within the middle of Level 2.



This response shows some understanding of why migration policies change, with valid points about the UK limiting migration due to job competition and overpopulation. However, accuracy matters—Sweden is not an NEE, and this weakens the argument. To improve, ensure that examples are factually correct and that each point is clearly explained and linked to the question. Use the resource material carefully and aim to develop at least two contrasting examples in more detail to move into Level 3.

Question 6(c)

The 8-mark essays have a similar marking criterion to 6-mark essays. A '*broad range*' of geographical ideas is required, which should be '*detailed and fully developed*'. This would usually mean at least two ideas or themes. Exemplification is a useful route for many candidates, though not essential.

This question proved challenging for many candidates, particularly in relation to the concept of capital market deregulation. Stronger responses explained that globalisation has led to increased financial flows, prompting governments to remove restrictions on the movement of capital to attract foreign investment. These candidates often referenced the "Big Bang" financial reforms in London (1986) or the role of neoliberal economic policies in promoting deregulation. They also explained how TNCs and wealthy individuals use tax havens (eg, Cayman Islands, Luxembourg, Ireland) to minimise tax liabilities, linking this to the globalisation of finance and the pursuit of competitive advantage.

Level 3 responses provided clear explanations of both deregulation and tax havens, supported by examples and linked to globalisation processes such as FDI, TNC expansion, and financial liberalisation. Some candidates also referenced the role of international institutions (eg, IMF, World Bank) in promoting deregulation through structural adjustment programmes. Mid-level responses tended to focus on one aspect (usually tax havens) and described them without linking to globalisation. Some candidates confused deregulation with trade liberalisation or assumed that tax havens are illegal. Weaker responses were vague, lacked terminology, or described globalisation in general terms without addressing the question.

(c) Explain how globalisation has encouraged the deregulation of capital markets and the emergence of tax havens.

(8)

Globalisation has encouraged the spread of people, goods and services around the world, and tax havens have therefore emerged from the idea that ~~production costs~~^{profit margins} can be increased through the offshoring of business headquarters in order to pay less corporation taxes, and therefore become more profitable, for example in Ireland, where the corporation tax is 12.5% compared to ~~over~~ the USA's 20% tax on corporations, and therefore ~~Google's~~ Google's HQ is at a place less heavily taxed. This can be an issue as the profits tax does not enter into the economy that the company distributes services and products in, reducing any kind of multiplier effect within the host country. However it is legal, and encouraged through the spread of Globalisation and the world becoming inter-connected.



The candidate begins by explaining how globalisation has encouraged the emergence of tax havens, focusing on the idea that companies can increase their profit margins by relocating their headquarters to countries with lower corporation tax. They use Ireland as a key example, noting that its 12.5% corporate tax rate is significantly lower than the 20% rate in the USA. This, they argue, has led companies like Google to base their operations in Ireland to reduce tax liabilities. The candidate correctly identifies this as a legal and strategic move enabled by globalisation, which has made the world more interconnected and allowed businesses to operate across borders with greater ease. However, while the candidate demonstrates a sound understanding of tax havens and their link to globalisation, they do not address the concept of deregulation. There is no mention of how globalisation has led to the removal of government controls on capital markets, nor any reference to key historical examples such as the UK's financial deregulation in the 1980s. As a result, the response lacks the depth and breadth required for a higher-level mark. The answer is coherent and relevant, but it only partially answers the question. It focuses heavily on tax havens and profit shifting, without exploring the broader financial context of deregulated capital flows that underpin this behaviour. This limits the response to Level 2, where the candidate shows mostly relevant knowledge but does not fully develop the range of ideas expected.



To access higher marks in questions like 6(c), candidates must go beyond describing tax havens. While using examples like Ireland is valid, responses must also explain how globalisation has led to the deregulation of capital markets—for example, through policies that remove restrictions on financial flows.

(c) Explain how globalisation has encouraged the deregulation of capital markets and the emergence of tax havens.

(8)

Globalisation has led to a free-market capitalist society being promoted. This society believes in neoliberal policies, which state that government intervention can inhibit market growth and that as overall wealth increases, trickle down will occur. This ideology led to the deregulation of capital markets in ~~1986~~ 1986 in the UK as Margaret Thatcher removed the red tape. This increased competition for ~~be~~ between banks and allowed foreign banks to invest in the UK. By doing this stocks and shares became more profitable, more investment was given to UK projects and foreign banks grew in wealth. Globalisation also meant that tax havens have appeared as TNCs ~~expand their profits~~ ~~try to~~ try to benefit from reduced taxes to increase their profits, whilst the countries serving as tax havens operate as so to attract FDI by TNCs, to aid in the development of the country. By having ~~the~~ more 'lax' laws and regulatory (less strict) more TNCs will be attracted to the area and thus

Countries will do this so that TNCs will invest in them, hopefully generating more FDI than direct income from taxes, which if imposed could force TNCs to relocate, leaving the country with even less money in the first place.



The candidate demonstrates a strong understanding of how globalisation has encouraged the deregulation of capital markets. They clearly explain the concept of deregulation, referencing the UK's financial reforms under Margaret Thatcher in the 1980s, which removed restrictions on capital flows and allowed foreign banks to invest more freely. This is well contextualised within the broader framework of globalisation, which the candidate links to the promotion of free-market capitalism and neoliberal policies. They also discuss how deregulation has made capital markets more competitive and attractive to international investors, contributing to economic growth. The candidate then moves on to explain how globalisation has led to the emergence of tax havens, noting that transnational corporations (TNCs) seek out jurisdictions with low or no corporate tax to maximise profits. They correctly identify that these tax havens attract foreign direct investment by offering more favourable tax conditions. However, while the explanation of tax havens is valid, it lacks a specific example to support the point—such as naming a well-known tax haven like the Cayman Islands, Bermuda, or Ireland. Including such an example would have strengthened the response and potentially pushed it into Level 3. Overall, the answer is coherent, well-structured, and shows a clear grasp of the key concepts. It meets the criteria for Level 3 (6 marks) because it demonstrates accurate and relevant geographical knowledge and understanding, particularly in relation to deregulation. The absence of a concrete example for tax havens is the main limitation.



To secure higher marks, ensure that both parts of the question are fully addressed. This response explains deregulation well, using the UK as a strong example, but the explanation of tax havens would be more convincing with a named example. Always aim to support abstract concepts with specific case studies or real-world examples to demonstrate applied understanding.

Question 6(d)

This question proved to be one of the more challenging evaluative essays on the paper, with a wide range of responses and a clear differentiation between levels. Stronger candidates began by defining both key terms — “nationalism” and “contested borders” — and recognised that while nationalism can be a driver of border disputes, it is not the only cause. These responses were structured around a clear argument, supported by a range of contemporary and historical examples, and included sustained evaluation throughout.

Level 4 responses demonstrated a nuanced understanding of nationalism as a political ideology that promotes the interests of a particular nation, often in opposition to external influence or perceived threats to sovereignty. These candidates explored how nationalist movements can lead to the assertion of territorial claims, secessionist demands, or the rejection of international norms. Examples included:

- Russia’s annexation of Crimea and involvement in eastern Ukraine, driven by a nationalist agenda to protect ethnic Russians and restore perceived historical territory.
- China’s claim over Taiwan and the South China Sea, where nationalism is used to justify territorial expansion and reinforce sovereignty.
- India and Pakistan’s ongoing dispute over Kashmir, rooted in religious nationalism and post-colonial partition.
- Catalonia’s independence movement in Spain, where regional nationalism has led to demands for secession and constitutional crisis.
- Scottish nationalism and the push for a second independence referendum, reflecting tensions within the UK over identity and governance.

Stronger responses also considered counterarguments, noting that not all contested borders are driven by nationalism. Some disputes arise from resource competition (eg, South China Sea oil reserves), colonial legacies (eg, Israel–Palestine), or ethnic and religious divisions (eg, Sudan/South Sudan). These candidates evaluated the extent to which nationalism is a primary cause, often concluding that while it is a significant factor, it interacts with other geopolitical, economic, and historical forces.

Some of the best responses also explored the idea that nationalism is not always aggressive or expansionist. For example, they discussed how civic nationalism (eg, in Scotland or Quebec) can be expressed through democratic means and peaceful negotiation, rather than violent conflict. Others reflected on the rise of populist nationalism in Europe and the USA, noting that while it may influence migration policy or internal cohesion, it does not necessarily lead to contested borders.

Mid-level responses tended to list examples of border disputes without evaluating the role of nationalism or considering alternative causes. These responses often lacked balance, focusing exclusively on one region or conflict. Some candidates described nationalism in vague terms (eg, “pride in your country”) without linking it to territorial claims or contested sovereignty. Others confused contested borders with controlled or militarised borders, such as the US–Mexico border, which is not contested in terms of sovereignty.

Weaker responses were descriptive, lacked structure, or misunderstood the question entirely. Some candidates wrote about migration, border security, or Brexit without addressing the issue of contested borders. Others conflated nationalism with racism or xenophobia, missing the geopolitical dimension of the question.

(d) Evaluate the view that growing nationalism has increased the number of borders that are contested.

(20)

Nationalism and nationalist movements will continue to increase the amount of contested borders globally, with issues being seen between Israel and Palestine, with Jews and Arabs contesting the right to the land as well as the conflict on the Russian/Ukrainian border, with the disbandment of the Soviet Union and Ukrainian independence, however Russia still believes they have the right to expand their borders as seen in 2014 with the annexation of Crimea and more recent conflicts in the area. These are ~~both~~ both examples of contested borders which have resulted in conflicts.

The conflict in Israel and Palestine was caused by the British administering land and dividing the area between the Jewish and Arab population in 1918. This has led to many conflicts over who is the true owner and has the rights to this land, with contested borders being frequently challenged by the movement of Israeli populations into the designated area of Palestine, further escalating tensions between the two groups. Growing nationalist movements have led to the two groups becoming increasingly divided, however military and terror groups operations as seen in the Six Day War and the recent occupation and assault on the West Bank is further fueling this divide and the contested borders. The reason that this conflict is so

great is due to the vastly opposing views of the two sides, with each having established very different identities and cultures.

Another contested border which has seen conflict is the Russia/Ukraine border. ~~and the~~ Russia and Ukraine are separate nation states, established through the collapse of the Soviet Union, with each nation establishing different cultures, languages and traditions etc. A highly contested area of which the Russians have exerted hard military power to control is within Crimea, where there is more of a divide between a Pro-Russian and Pro-Ukrainian population.

Crimea is also home to a key strategic ~~maritime~~ part of Sevastopol, within which the Russians operate out of the Black Sea. This conflict on the border in 2014 was following local elections, in which the population voted between Crimea remaining as Ukrainian or returning to Russian ownership, however this was declared as an illegal and illegitimate vote by the UN. Following this, ~~the~~ unmarked soldiers or the 'Little Green Men' were deployed within Crimea, allowing Russia to essentially establish their control of the region. This border has been contested since then and more recently, a large scale land invasion into the Crimea region under President Putin has allowed Russia to attempt to re-annex Crimea, however this situation is yet to be resolved and will likely continue to be contested.

on the other hand, examples of nationalist movements which have not resulted in contested borders is in Spain, where the Catalan people are seeking independence. This population of 7.5m contribute over 20% to the Spanish economy, despite being disproportionately sized compared to the rest of Spain. This area has already established control over some level of governance, such as education, policing etc, however is still ~~the~~ under control by the Spanish government. This nationalist movement has been caused by the desire for independence as the Catalan people believe they contribute more to the Spanish economy than they benefit. This is an example of where nationalist movements can occur, but are yet to create a contested border.

As growing nationalism and a rise in nationalist movements occur, inevitably, the number of contested borders will rise. In the case of Russia/Ukraine and Israel/Palestine, this has led to conflict, however this is not always necessary as shown by nationalist movements within Spain. The severe nature of the conflicts described are as a result of long standing disputes, which are unlikely to be resolved easily.



The candidate presents a well-developed argument exploring how growing nationalism has contributed to an increase in contested borders. They begin by identifying key examples where nationalism has clearly played a role in border disputes, such as the long-standing conflict between Israel and Palestine and the Russia-Ukraine war. These examples are well explained, with the candidate showing a strong understanding of the historical and cultural roots of each conflict. In particular, they highlight how differing national identities and claims to land have intensified tensions and led to violent confrontations. The response also includes a thoughtful counter-argument using the Catalonia-Spain case. Here, the candidate explains how Catalan nationalism has not resulted in a contested border in the traditional sense, as the movement has largely remained peaceful and political rather than militarised. This is used effectively to evaluate the main argument, showing that nationalism does not always lead to border conflict. The candidate further strengthens their response by noting that not all contested borders are driven by nationalism. They reference colonial legacies and resource disputes, such as those in the Middle East, where borders drawn by colonial powers have led to ethnic and religious tensions. This adds depth and balance to the argument, although the response would benefit from developing this point further with a second clear counter-example. One area for improvement is the implicit assumption that contested borders are always associated with military conflict. While the candidate does acknowledge the Catalan example, they could have more explicitly stated that border disputes can also be political, economic, or symbolic in nature. Overall, the response demonstrates a very good understanding of the topic, with a wide range of relevant examples, clear links to the question, and some effective evaluation. The conclusion is clear but could be more developed to fully reflect the complexity of the issue.



When evaluating contested borders, remember that not all disputes involve military conflict. Peaceful political movements, like Catalonia's, also count. To strengthen your evaluation, include more than one counter-example and clearly explain how different types of nationalism (cultural, political, economic) can lead to different outcomes.

- (d) Evaluate the view that growing nationalism has increased the number of borders that are contested.

Taiwan-China
Ukraine-Russia
Iraq-Syria
South-China Sea

(20)

Contested borders are borders or areas which more than one country or recognised group ~~claim~~ claims ~~that~~ ownership of. ~~It could be agreed that~~ I would agree that growing nationalism certainly has increased the no. of ~~contested~~ contested borders; ~~and~~ Growing nationalism could be said to be the main cause of this increase as many countries + groups with a strong sense of nationalism are characterised by a ~~very~~ ^{deep} sense of loyalty to ~~what~~ ^{their} identity as. An example would be the 2022 invasion of Ukraine by Russia, following the annexation of Crimea in 2014. Russia lays claim to Ukraine as it was formerly a ~~part~~ ^{part} of the Soviet Union (SU) and as well as this many Ukrainians identify as Russian as well as speaking the language, particularly in the East of Ukraine as it is geographically close to Russia. This sense of growing nationalism from Ukraine has likely aided the invasion ~~from~~ Russia as they may believe that according to historical geography that it belongs to Russia. However, it could be agreed that ~~there are~~ other reasons such as the want for resources, such as oil + gas. ~~Then~~ The South-China Sea is not only suspected to contain large amounts of oil + gas but is also one of the world's most heavily used maritime routes. However many countries claim to own it, such as China, Brunei, Vietnam. China claims that according to old maps

that showed the '9-dash line', which drew the area as part of China, & it is rightly ~~there~~ there. Other countries claim that anywhere 200 nautical miles off their shores ~~and~~ belong to them, causing some as this often overlaps. This idea of nationalism is not always the case as often disputes are caused by economic reasons, such as the possibility of oil & gas extraction.

In support of the ^{statement} ~~statement~~, the China-Taiwan controlled border is another example of how increasing nationalism has caused increased controlled borders. In 1949, 2 million Chinese nationalists fled to the land now known as Taiwan. Some believe they should stay separate & that the Taiwanese gov. should be recognised by the IGO's like UN + NATO, while others argue that Taiwan belongs to China + others vice versa.

* (next pages, new paragraph.)

In conclusion, growing nationalism is often the reason for increase in the no. of ~~controlled~~ ^{controlled} borders, however it may be a mix of with economic reasoning as well as differences in political opinion. Perhaps the informal IGO's would be a great help in settling the disputes. Also, political conflicts can often be a cause.

* In Iraq + Syria there is also a contested border, along the ~~Sykes~~ Sykes line, drawn by the British + France during the reign of the British empire. These lines/borders drawn across the Middle-East have created many tensions due to the forming of ethnic groups and religious groups, such as Sunni + Shia Muslims. ~~the~~ All these tensions over who controls what land has led to the takeover in some regions of the Daesh (IS), causing severe conflict. Much of the tension in the Middle-East ~~is due~~ due to contested borders is the result of not only political moves but the separation of groups, similar to the creation of ~~the~~ South Sudan, due to the British splitting Sudan in a way that most Muslims were in the north + non-Muslims in the south, causing inequalities + eventually ~~then~~ political tensions.
(Conclusion on previous page, at bottom).



This candidate presents a wide-ranging and well-structured response that explores the relationship between growing nationalism and contested borders. They begin by asserting that nationalism—defined as a strong sense of identity and loyalty to a nation—has contributed to an increase in border disputes. This is supported by a series of detailed case studies, including the Russia-Ukraine conflict, the South China Sea, Taiwan-China tensions, Sudan, and Iraq/Syria. The Russia-Ukraine example is particularly well-developed, with the candidate explaining how historical ties and linguistic similarities have been used by Russia to justify its claim over Ukrainian territory. They argue that nationalism, rooted in a shared Soviet past, has played a key role in escalating the conflict. Similarly, the South China Sea dispute is framed as being driven not only by nationalism but also by economic interests, such as access to oil and trade routes. This introduces a valuable evaluative point: that not all contested borders are purely about national identity—economic motivations also play a significant role. The Taiwan-China example is mentioned but lacks depth. The candidate describes the situation but does not fully explain the underlying nationalist tensions or why the border is contested, making this part more descriptive than analytical. The inclusion of Sudan and Iraq/Syria adds breadth, though again, the explanation of how nationalism specifically contributes to these disputes could be clearer. Evaluation is present throughout, particularly in the recognition that nationalism is not the sole cause of contested borders. The candidate acknowledges that economic potential and historical colonial boundaries also contribute to tensions. This nuanced approach strengthens the response, although the analysis is sometimes led more by the case studies than by a sustained argument about nationalism itself. The conclusion is brief and lacks the strength expected at the top level. It reiterates the main point but does not fully synthesise the argument or reflect on the broader implications of the evidence presented.



To reach the top of Level 4, ensure that case studies are not just detailed but also clearly linked back to the question. Avoid letting examples dominate the response—use them to support a sustained argument. A strong conclusion should revisit the evaluation and offer a clear judgement on the extent to which nationalism is responsible for contested borders.

Paper Summary

Based on the information from this report, candidates are offered the following advice:

- Candidates at times were over-reliant on descriptive writing, especially in 20-mark essays.
- There was at times confusion between similar concepts (eg, globalisation vs. westernisation, regeneration vs. reimagining).
- Candidates should look to review stakeholder analysis in questions requiring consideration of multiple perspectives.
- Use a wide range of case studies and examples, ensuring they are applied analytically
- Candidates struggled in interpreting data and applying statistical techniques

Centres may consider the need for a greater amount of teaching time to be spent upon a number of key areas which underperformed in this exam series.

These include;

- The contested nature of superpower influence and spheres of influence (7.7).
- Stakeholder perspectives on regeneration success (4A.11–4A.12)
- The contested nature of regeneration and rebranding strategies (4A.5, 4A.9)
- The deregulation of capital markets and the emergence of tax havens (8B.6)
- The complexity of measuring human development beyond GDP (8A.1).
- Use of indices (eg, Gini coefficient, HDI, KOF index).

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:
<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

