



Pearson
Edexcel

Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCE
In Geography (9GE0)
Paper 2

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Summer 2023

Question Paper Log Number P72620RRA

Publications Code 9GE0_02_2306_MS

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question number	Explain one reason why some locations remain 'switched off' from globalisation (3.3c) Answer	Mark
1(a)	<p style="text-align: center;">AO1 (4 marks)</p> <p>Award 1 mark for one reason why locations are switched off from globalisation, with up to a further 3 marks for an explanation to a maximum of 4 marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • Countries which are landlocked/lack a coastline (1) therefore deterring inward investment from TNCs (1) who are seeking an import/export base (1) resulting in a lack of flows of trade/limited connections to the global trading market (1). • Countries with limited levels of education (1) result in populations who lack the skills or literacy levels (1) needed to attract inward investment from the TNCs (1) resulting in high reliance on subsistence farming which does not contribute to the development of the national economy (1). • Countries which are politically isolated/authoritarian government (1) have minimised trade/connections/communications with the outside world (1) instead focusing on 'junche'/self-sufficiency (1) resulting in limited economic and social connections to the global world (1). • Countries located in regions with unfavourable climatic conditions (1) can have limited development of transport and trade connections (1) meaning the interiors of the countries are less well connected (1) resulting in unequal access to the global market (1). <p>If more than one way is given, credit the stronger one.</p> <p>Accept any other appropriate response.</p>	(4)

Question number	Assess the positive and negative impacts of the spread of a 'westernised' global culture (3.6abc/3.8c) Answer
1(b)	<p style="text-align: center;">AO1 (3 marks)/AO2 9 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • Culture includes a range of traits including clothing, food, religion, traditions, music, arts and language • Some views of western culture include wealth creation, private enterprise, the importance of fashion, technology and trends. • The spread of culture and cultural change has been occurring over thousands of years; however, more recently countries such as the USA have brought about cultural change using soft power. • European and North American countries have brought about the emergence of a global culture through 'Westernisation'. • There are several factors that have brought about the emergence of this global culture including; TNCs, the global media and migration and tourism. <p>AO2</p> <p>Positive impacts:</p> <ul style="list-style-type: none"> • The exposure to a global culture has led to greater levels of opportunities for disadvantaged groups, with the global media turning the Paralympic Games into a celebration of those with disabilities. • The spread of a 'westernised' global culture has the potential to uproot traditional views towards women so they take an equal stance in society. As there is increased global awareness of women's rights, continued gender inequality can hurt a country's international standing. E.g. India has seen increased educational advancement of

Question number	Assess the positive and negative impacts of the spread of a 'westernised' global culture (3.6abc/3.8c) Answer
	<p>women including entry of women into all occupations.</p> <ul style="list-style-type: none"> • Increased prevalence of a global culture has led to increased acceptance and freedoms including right to express religion, sexuality and freedom of speech. <p>Negative impacts:</p> <ul style="list-style-type: none"> • Changing diets in Asia to more western diets has resulted in increasing levels of meat and fast food. This has resulted in annual meat consumption in Asia, particularly, China increasing dramatically resulting in a range of environmental factors including; increased methane emissions, deforestation of pristine environments for soya cultivation and increased imports of crops. • As a result of this western diet a number of social implications have resulted including rising obesity and diabetes in emerging countries, as well as the emergence of a consumer culture which is wasteful in terms of resources. • Cultural erosion has led to indigenous people of Amazonia and Papua New Guinea being exposed to western culture and lifestyle. As a result, cultural traits such as clothing and diet have changed, as well as the loss of young Amazonians to urban areas in search of employment. • The spread of globalisation and the resultant western culture has been partly attributed to the loss of languages. Between 1950 and 2010, 230 languages became extinct with 50-90 percentage of languages predicted to disappear in the next century. This is partly driven by the rise of 'Globish' and the dominance of the English language in internet communications, commerce, technology and education. <p>Assessment</p> <ul style="list-style-type: none"> • This is likely to include judgement whether the emergence of a global culture has been a fundamentally positive or negative event • Some candidates may consider that some countries are resisting the spread of cultural change e.g. North Korea which has resisted nearly all changes, to countries which have been more selective in their adoption of the global culture e.g. France's protection of the French language and China's use of the great firewall.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical information/ideas, making limited logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2) • Applies knowledge and understanding of geographical information/ideas to make unsupported or generic judgements about the significance of few factors, leading to an argument is unbalanced or lacks coherence. (AO2)
Level 2	5–8	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making some relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make judgements about the significance of some factors, to produce an argument that may be unbalanced or partially coherent. (AO2)
Level 3	9–12	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors throughout the response, leading to a balanced and coherent argument. (AO2)

Question number	Explain one reason why countries choose to join economic alliances (7.5b)	
2(a)	<p style="text-align: center;">AO1 (4 marks)</p> <p>Award 1 mark for one reason why countries join economic alliances, with up to a further 3 marks for an explanation to a maximum of 4 marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • Economic alliances can strengthen levels of interdependence (1) resulting in free-trade agreements (1) allowing for tax, tariff and quota-free trade between member countries (1) thus strengthening a country's economy (1) • Economic alliances allow greater trade between member countries (1) which can result in national economies increasing as a result of an increased influx of trade payments (1). Greater trade also means that consumers have access to a greater variety of products (1) driving the country's economy (1) • Economic alliances allow countries to access new markets (1) due to removal of trade barriers and quotas (1) therefore increasing the range of goods available for consumers (1) driving the country's economy (1) • Some economic alliances such as the EU have an integrated currency (1) resulting in economic stability when trading with the rest of the world (1) reducing the loss of monetary value during currency exchange (1) as well as reducing the need for red tape/paperwork (1) 	(4)

Question number	Assess the effectiveness of hard power in maintaining the status of superpowers 7.1bc and 7.2abc Answer	
2(b)	<p style="text-align: center;">AO1 (3 marks)/AO2 (9 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p>	

Question number	Assess the effectiveness of hard power in maintaining the status of superpowers 7.1bc and 7.2abc Answer
	<p>A01</p> <ul style="list-style-type: none"> • A superpower is a country with the ability to project its power and influence other countries using its economic, political, military and cultural strengths. • Hard power is based on military intervention, coercive diplomacy and economic sanctions and relies on tangible power resources such as armed forces or economic means. • The political scientist Joseph Nye first coined the terms hard and soft power in 1990. He argued that in the 21st Century the most successful countries are those that combine hard and soft power into smart power. <p>A02</p> <ul style="list-style-type: none"> • Historically individual superpowers such as the British Empire used hard/direct influence initially to conquer lands by force, whilst using its global navy to protect global supply routes. • This unipolar world saw direct control of countries such as India by the emigration of British military to run the Raj and symbols of imperial power used to demonstrate Britain's imperial wealth. It therefore could be argued that even at this time of hard power dominance, soft power was still prevalent. However, ultimately hard power was not sufficient for the British Empire to maintain its superpower status due to increasing demands for independence from colonised countries. • Countries such as Germany, USA and Japan began to mirror the hard power approach through increasing military spending resulting in the emergence of a multi-polar world between 1919 and 1939. However, the USA is the only country that has been successful, using hard power alongside soft power to spread the 'American Dream'. • The dominance of hard power in this era was influenced by early geo-strategic thinkers such as Halford Mackinder who argued that the Heartland stretching from Russia to China and the Himalayas to the Arctic was a geo-strategic location. This influenced the USA containment policy of positioning military bases, as well as the expansion of NATO. • As the colonial era came to the end after the end of the Second World War in 1945, the bipolar world emerged with the dominance of the USA and USSR. Both continued to lead with hard power through the proliferation of nuclear weapons. Ultimately the glasnost (openness) and perestroika (restructuring) of the USSR

Question number	Assess the effectiveness of hard power in maintaining the status of superpowers 7.1bc and 7.2abc Answer
	<p>economy led to criticism of the Soviet resulting in democratic reform movements throughout the Soviet bloc.</p> <ul style="list-style-type: none"> China is using hard power particularly its Blue Water Navy to attempt to overtake the USA as the number one superpower. It has succeeded to some extent in using hard power to become a regional superpower but lacks the wider aspects to challenge the USA currently for superpower status. <p>Assessment</p> <ul style="list-style-type: none"> Candidates may argue hard power continues to play is vital in maintaining superpower status which is why the USA continues to spend more on military than any other country. The use of hard power can get results, but it is expensive and risky, as other countries can view military action as unnecessary or illegal resulting in the aggressor losing allies and moral authority e.g. Russia’s 2014 invasion of Crimea and 2022 invasion of Ukraine. Candidate may argue that soft power has begun to play a more significant role in maintaining superpower status e.g. The USA has continued to dominate through the use of soft power through its TNCs and media. <p>Accept any other appropriate response</p>

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

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

Question number	Study Figure 1 in the Resource Booklet. Suggest one reason why some age groups are more likely to vote than others 4a.5ab Answer	Mark
3(a(i))	<p style="text-align: center;">AO1 (2 marks)/AO2 (1 mark)</p> <p>Award 1 mark for analysing the resource to identify one reason for the variations in electoral turnout and a further 2 marks for expansion up to a maximum of 3 marks. For example:</p> <ul style="list-style-type: none"> • Younger age groups may feel disillusioned by the voting process (1) as the political parties due not address their concerns/needs (1) resulting in a lower turnout/only 54.5% of voters aged under 24 (1) • Younger age don't vote as they don't see the relevance of politics today (1) as they don't feel represented by the political system/politicians (1) resulting in a lower turnout/only 54.5% of voters aged under 24 (1) • Older age groups may feel that the political parties have addressed their needs (1) resulting in a large proportion of older age groups voting/ resulting in 78.5% of people over 65 voting (1) due to policies addressing pensions, healthcare and additional support (1) • Older age groups are more likely to vote as they have historic understanding of the importance of voting (1) resulting in a large proportion of older age groups voting/ resulting in 72.8% of people aged 55-64 voting (1) in order to ensure that their needs are met/fundamental human rights are upheld (1) • Increase life expectancy has resulted in a 'baby-boom' generation (1) meaning the proportion of the adult population over 65 has increased (1) resulting in a higher relative weight of older age groups (1) <p>Accept any other appropriate response.</p> <p>Allow one mark for use of data connected to a valid reason.</p>	(3)

<p>Question number</p>	<p>Voter turnout is one measure of political engagement. Suggest why levels of deprivation may affect political engagement in these towns. (4A.5bc)</p> <p>Answer</p>
<p>3(a)(ii)</p>	<p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited.</p> <p>Specific knowledge about Lewes or Middlesbrough is not required.</p> <p>Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • Deprivation is where people lack a wide range of resources, not just income. It includes health, education, crime, housing and services and living environment. • The Index of Multiple Deprivation (IMD) is a relative measure of deprivation. It consists of 7 domains of deprivation including income, employment, education, skills and training, health and disability, crime, barriers to housing and services and living environment. • An individual or group can be considered to be politically engaged if they have positively engaged with the political system. It can take the forms of voting, non-violent protest and activism aimed at reform. <p>AO2</p> <ul style="list-style-type: none"> • Political engagement of individuals living in poorer more deprived neighbours is lower than those living in more affluent neighbourhoods. Evidenced by Middlesbrough’s low voter turnout and higher level of deprivation compared to Lewes. • When living in more deprived neighbourhoods, poorer individuals are more likely to be affected by their neighbours as social ties and social monitoring is more effective, therefore they are influenced not to vote if their neighbours choose not to. • Areas with high levels of unskilled workers and the long-term unemployed are more politically disengaged as they may feel their vote

	<p>is unlikely to make much of a difference to the election result or impact their own daily lives.</p> <ul style="list-style-type: none"> • Deprived areas are more likely to feel alienated by mainstream politics and see political elites as out of touch, focused on working in the interests of the rich and powerful. • In extremely deprived areas an individual can feel unable to exert influence over the most basic elements of their life – housing, education, food – so voting becomes meaningless. • However, this is not always the case. Some areas with high deprivation have high political engagement because they want to see change and therefore voter turnout can be high in these locations. <p>Accept any other appropriate response.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • Demonstrates isolated or generic elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding to geographical information inconsistently. Connections/relationships between stimulus material and the question may be irrelevant. (AO2)
Level 2	3–4	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding to geographical information to find some relevant connections/relationships between stimulus material and the question. (AO2)
Level 3	5–6	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between stimulus material and the question. (AO2)

Question number	Answer
3(b)	<p style="text-align: center;">AO1 (6 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> • A function is the role a place plays for its community and surroundings. These vary from place to place reflecting the different economic, demographic and social processes that have affected places over time. • Areas may be associated with one particular or dominant function, such as mining, steel, leisure and tourism, or a market. • The advent of the post-production era saw rural locations which had been dominated by primary production, and urban locations which were dominated by manufacturing change their economic function. Globalisation and the increased reliance of imports meant that many of these industries were outsourced to cheaper locations. • The landscape of these economic functions have changed because of the internet and changing consumer habits. Retail has seen a shift to online shopping, resulting in regeneration projects aimed to 'de-clone' land uses in order to make areas distinctive. • Increased affluence has seen the rise of increased leisure and tourism functions, so many houses and buildings have been converted to accommodate B&Bs or second homes. • Increasing technology has resulted in motor vehicles facilitating urban sprawl and counter-urbanisation. This meant that traditional rural locations have been more accessible and seen changes in their economic function. <p>If not linked to the chosen places, the answer is unlikely to go out of level 2.</p> <p>Accept any other appropriate response</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)
Level 2	3–4	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)
Level 3	5–6	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Question number	Evaluate the success of rebranding and regeneration strategies in increasing the attractiveness of rural areas. (4A.9c/4A.10abc/4A.12abc) Answer
3(c)	<p style="text-align: center;">AO1 (5 marks)/AO2 (15 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. • Level 4 AO1 performance: 4–5 marks. <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited.</p> <p>Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • Rural locations which were once dominated by primary economic activity declined due to the onset of deindustrialisation. They are perceived as areas with low-paid, seasonal employment and unattractive to younger populations. • Rural regeneration schemes have tended to focus on rebranding and reimagining these post-production areas, aiming to increase the attractiveness to national and international tourists and visitors, improving services for locals, and diversifying income. • Success can be measured through a number of indicators such as high levels of employment, in-migration and quality of life and low levels of deprivation. • Perception is a key part of lived experience and affects how people engage with a location. It varies between individuals and groups of people and depends upon factors including age, social class, ethnicity and overall quality of life. <p>AO2</p> <ul style="list-style-type: none"> • Some rural areas have reimagined through the use of logos and slogans to attract potential visitors and investors. Wild Scotland taps into Scotland’s landscape and wildlife, whilst Visit Malton markets itself as a food town and Yorkshire’s Food Capital. • Areas located in the accessible rural i.e. within 15-30 minutes’ drive to cities have had more success through farm diversification or specialised products. Resulting in increased income for areas such as Northumberland which have tapped into the urban consumer desire for organically produced meat and vegetables. • In more remote rural areas the need is to attract visitors and get them to stay. Areas

Question number	Evaluate the success of rebranding and regeneration strategies in increasing the attractiveness of rural areas. (4A.9c/4A.10abc/4A.12abc) Answer
	<p>with historic literacy associations such as Brontë Country have encouraged visitors to the traditional rural 'idyll' found in these famous works. Here the demand is not to change the perception but to maintain the image portrayed in the literary works.</p> <ul style="list-style-type: none"> • Other areas such as Northumberland have used their heritage to encourage increased tourism, through the celebration of its industrial past, as well as the coastal castles and popular culture of Harry Potter filming locations. • Regeneration in some rural areas tends to focus on infrastructure projects and construction of business parks to diversify the economy, reducing the dependency on low-income agriculture or seasonal work in tourism. • Rurally isolated areas such as Cornwall have rebranded through a range of initiatives including the use of Flagship projects such as The Eden Project, as well as attempting to stop the loss of the younger demographic through the development of a knowledge based economy, the success of which can be debated. <p>Evaluation</p> <ul style="list-style-type: none"> • Candidate evaluation will be determined by how success and attractiveness can be measured. • Government policies such as conservation through protection of National Parks can limit the extent and success of regeneration projects due to the strict planning regulations that limit residential and commercial schemes. • Some rural areas have not attempted to change the perception of their area, instead using it as a selling point to attract visitors and income. However, this does not necessarily lead to sustained long-term income. • Some candidates may note that many rural areas have seen an influx of people as a result of the rise in the work from home culture, initially driven by the Covid pandemic. <p>Accept any other appropriate response.</p> <p>Please note: credit should be given to candidates who include examples from small towns in rural locations e.g. Great Yarmouth and peripheral locations.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–5	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical ideas, making limited and rarely logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited coherence and support from evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)
Level 2	6–10	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical ideas in order to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)
Level 3	11–15	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1) • Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical ideas in order to produce a partial but coherent interpretation that is supported by some evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)
Level 4	16–20	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)

Question number	Study Figure 2a in the Resource Booklet. Suggest one reason why ethnic diversity may affect the percentage who vote.4B.10c Answer	Mark
4(a)(i)	<p style="text-align: center;">AO1 (2 marks)/AO2 (1 mark)</p> <p>Award 1 mark for analysing the resource to identify one reason for the variations in electoral turnout and a further 2 marks for expansion up to a maximum of 3 marks. For example:</p> <ul style="list-style-type: none"> • People from minority ethnic groups may have experienced racism (1) resulting in a lower turnout in areas such as Middlesbrough with higher level of ethnicity (17.6% non-white) (1) due to them feeling a lack of trust in their local communities (1) • Areas with high levels of ethnicity may not feel represented in politics (1) resulting in a lower turnout to vote with only 56.1% in Middlesbrough (1) as the policies may be aimed at the dominant white British voters (1) • People from minority ethnic groups may have become marginalised due to them choosing to live in ethnic enclaves (1) resulting in a lower turnout to vote with only 56.1% in Middlesbrough (1) as they may not see the relevance of politics as their own cultural and religious systems are more important (1) <p>Accept any other appropriate response.</p>	(3)

Question number	Suggest why greater ethnic diversity can help create more varied living spaces.4B.2b/4B.8b Answer
4(a)(ii)	<p style="text-align: center;">AO1 (3 marks)/AO2 (3 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Specific knowledge about the places is not required. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • High levels of ethnicity can be found in areas with ethnic clustering through the formation of enclaves • There are a variety of ethnicity indicators including places of worship, restaurants, clothes shops, cultural festivals and ceremonies • As levels of ethnicity increases the demand for services and the built infrastructure to

match the growing population also rises e.g. Southall which contains the largest Asian community in London.

AO2

- Areas with high level of ethnicity can lead to the construction of places of worship to reflect the religions of the local population e.g. Abu Bakr Mosque found in Cambridge or Gurdwara Sri Sikh temple in London.
- Variations in ethnicity can lead to changes in the food within an area. This can be reflected both in the food stores e.g. grocery/supermarkets or through restaurants e.g. Dawat Pakistani restaurant in London.
- Cultural traditions can mean that festivals become embedded into the local customs of area e.g. Vaisakhi Sikh procession travels through Leicester city centre.
- The built environment may change to reflect a more diverse ethnicity through changes to street infrastructure e.g. Havelock Road in Southall was renamed Guru Nanak Road, after the founder of the Sikh faith in 2020.
- The High Street of Lewes has a traditional town appearance with a variety of independent and chain stores, this reflects the demands of the 97% white population in the town.
- Linthorpe Road in Middlesbrough, shows the presence of a halal meat market reflecting the increasing demand from the Muslim population for meat in line with religious teachings.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • Demonstrates isolated or generic elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding to geographical information inconsistently. Connections/relationships between stimulus material and the question may be irrelevant. (AO2)
Level 2	3–4	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding to geographical information to find some relevant connections/relationships between stimulus material and the question. (AO2)
Level 3	5–6	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between stimulus material and the question. (AO2)

Question number	Explain why your two chosen places have contrasting levels of cultural diversity. 4B.2b/4B.3a Answer
4(b)	<p style="text-align: center;">AO1 (6 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> • Some urban areas show evidence of ethnic clustering due to the desire for cultures to locate themselves in familiar built environments with religious and cultural services. This results in higher levels of chain migration to these mainly urban areas. • Ethnic mix is diluted outside of cities as migrants employed in agriculture tend to prefer to live in urban areas and are transported out for work. • Privatisation of industries led to high levels of unemployment due to the reduction in manufacturing in key cities particularly in the North. This resulted in mass internal migration from the North to hubs in the economic core which led to reduced cultural diversity. • The accessibility of a place can determine the level of cultural diversity, meaning rural locations often have reduced levels due to the lack of infrastructure connections. • Government planning policies to attract international migrants led to inward migration from Pakistan and India in the 1960s and China and Australia in the 1980s. • The UK being part of the EU allowed freedom of movement stimulating international migration of economic migrants, altering the cultural diversity of places such as Peterborough and Luton. • Government policies such as Brexit has led to many EU migrants returning home due to the increased restrictions resulting in declining levels of cultural diversity in some regions. <p>Accept any other appropriate response.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)
Level 2	3–4	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)
Level 3	5–6	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Question number	Evaluate the success of different strategies in improving the image and reality of rural places. (4B.10abc/4B.12abc) Answer
4(c)	<p style="text-align: center;">AO1 (5 marks)/AO2 (15 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. • Level 4 AO1 performance: 4–5 marks. <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited.</p> <p>Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • Rural locations are often perceived as idyllic with a traditional, problem free close-knit community, low crime levels and a clean environment. However, others view rural locations as remote, with high transport costs and limited social opportunities. • The type of rural area will also determine the perception of it, for example, there will be differences in the perception of commuter belt areas, accessible rural and remote rural locations. • Perception is a key part of lived experience and affects how people engage with a location. It varies between individuals and groups of people and depends upon factors including age, social class, ethnicity and overall quality of life. • Success can be measured through a number of indicators such as income and employment, measures of deprivation and demographic changes. • Management strategies range from national grants from the EU, regional Aid and implementation of broadband, through to local government grants and tax discounts to contribute to the local economy <p>AO2</p> <ul style="list-style-type: none"> • Rurally isolated areas such as Cornwall have a range of issues such as an ageing population, seasonal employment, remote and few transport links which impact on the quality of life of the residents. There is a need to reimage Cornwall away from its traditional agricultural employment, in order to attract young, qualified people. • The dependency on agriculture, leisure and tourism means that rural communities earn

Question number	Evaluate the success of different strategies in improving the image and reality of rural places. (4B.10abc/4B.12abc) Answer
	<p>less per head than urban populations. There is a need to diversify the rural economy and create new business through Enterprise Zones established by the government through regional aid. These provided council business tax discounts, combined with county-wide superfast broadband to entice business from surrounding urban areas.</p> <ul style="list-style-type: none"> • The issue of affordable houses remains an ongoing problem particularly with the increased ownership of second homes. This drives young people out to urban and suburban areas. Some argue this has been facilitated by the governments tax breaks on council taxes and business rates, resulting in rural prices increasing by 14% in 2021. • Relative to urban areas, rural locations tend to have poorer access to education, healthcare and retailing. In Cornwall, strategies to increase the available range of university courses and develop a knowledge base economy have been implemented to variable success. • In 2020 with the end of the EU programmes providing grants to rural businesses, there is a need for the national government to replace these with a dedicated rural business support programme. To date these have been replaced with the UK Shared Prosperity Fund from April 2022, but the efficacy of this support is too early to judge. <p>Evaluation might include:</p> <ul style="list-style-type: none"> • Candidates could consider that national funding has been limited since EU funding support stopped and that national government are still tending to prioritise urban areas resulting in limited changes to the perception and reality of rural areas. • Candidates may argue that some regions like Cornwall have become more attractive for the very reasons they were initially perceived as negatively for. With the onset of working from home, rural locations like Cornwall have become ideal locations for families to move to, as they are no longer tied to urban office-based environments. <p>Accept any other appropriate response.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–5	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical ideas, making limited and rarely logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited coherence and support from evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)
Level 2	6–10	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical ideas in order to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)
Level 3	11–15	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1) • Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical ideas in order to produce a partial but coherent interpretation that is supported by some evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)
Level 4	16–20	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)

Question number	Answer	Mark
5(ai)	A03 (4 marks)	(2+2)
5(aii)	i) $659.9/8 (1) = 82.48 = 82.5$ to 1DP (1) ii) $12,318 - 1,305 (1) = 11,013 (1)$	

Question number	Suggest why life expectancy varies for these developed countries. 8A.2b Answer
5(aiii)	<p style="text-align: center;">A01 (3 marks)/A02 (3 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>A01</p> <ul style="list-style-type: none"> Life expectancy in the developed world varies between 77.0 in the United states to 89.2 in Singapore. However, the USA life expectancy can be seen as an outlier when compared to the other developed countries shown. Variations in life expectancy can be linked to wider determinants such as an ageing population, occupation, education, income and housing. Lifestyle factors such as smoking, diet, alcohol and drug misuse, as well as preventative healthcare e.g. immunisations and healthcare spending. <p>A02</p> <ul style="list-style-type: none"> Countries such as the USA and the UK tend to adopt diets with higher in meat protein, fat and sugar. This can lead to issues in terms of cancer, heart disease and skeletal/joint problems. Whereas countries such as Norway and Singapore have diets based on local and seasonal ingredients. Countries such as the UK provide free healthcare for all (NHS) which increases life expectancy, whereas in the USA expensive private healthcare policies mean that some people are unable to access the healthcare they need. Inactive lifestyles, combined with poor diet has led to increased levels of obesity and other related issues such as heart disease, which lowers life expectancy. This is particular prevalent in the USA, when compared with Scandinavian countries who

	<p>regularly cycle to work.</p> <ul style="list-style-type: none"> • Some countries have higher levels of deprivation resulting in lack of access to healthier diets due to the associated costs. • The USA could have a higher percentage of elderly resulting in a lower average life expectancy due to a lack of younger age ranges bringing up the average age span. <p>Accept any other appropriate response.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • Demonstrates isolated or generic elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding to geographical information inconsistently. Connections/relationships between stimulus material and the question may be irrelevant. (AO2)
Level 2	3–4	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding to geographical information to find some relevant connections/relationships between stimulus material and the question. (AO2)
Level 3	5–6	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between stimulus material and the question. (AO2)

Question number	Explain why a range of variables is needed to measure the success of development aid. (8A.10abc) Answer
5(b)	<p style="text-align: center;">AO1 (8 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> • Development aid includes money, technical aid or physical supplies provided by one country to another, often involving IGOs such as the UN and/or NGOs. It can be given in the form of bilateral aid or multilateral aid. • Development aid aims to improve quality of aid by meeting basic needs (food, clean water, education and healthcare). • Sources of aid include World Bank, International Monetary Fund, the International Monetary Fund, national governments, charitable gifts are hazards and Non-governmental Organisations. • The success of development aid can be measured through a range of indicators such as improvements in life expectancy, provision of healthcare and literacy rates. • The success of development aid depends upon the conditions attached i.e. improving human rights, education of women/girls and/or strengthening the rights of minority groups. • Success of development aid can be difficult to judge as it can take years for the impact of the intervention to be felt in current conflict situations e.g. improving education, healthcare, government and economic systems. • Western governments often see the promotion of democracy and freedom of expression as a successful outcome of interventions. However, western countries have been criticised for forcing their own economic and political model on developing and emerging countries. • The judgement of improving economic wealth and incomes is often seen as more important than improving all aspects of quality of life. • Measuring the success of development aid is increasingly important due to the volume of money that is involved. • Countries/IGOs need to ensure that there is money is well spent especially given the economic challenges facing some developed countries and the push back on agreeing

	to the UN target of 0.7% of a countries GDP to aid. Accept any other appropriate response.
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)
Level 2	3–5	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)
Level 3	6–8	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Question number	Evaluate the view that Intergovernmental Organisations (IGOs) have been largely unsuccessful in improving human development. (8A.3abc/8A.8abc) Answer
5(c)	<p style="text-align: center;">AO1 (5 marks)/AO2 (15 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. • Level 4 AO1 performance: 4–5 marks. <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • The post-war period since 1945 saw the emergence of intergovernmental organisations (IGOs) focused on improving the global economic system and tackling environmental issues. • Three key IGOs were established and have influenced world trade and thus the economic development of countries; the World Bank, the International Monetary Fund (IMF) and the World Trade Organisation (WTO) • Human development includes a range of dimensions ranging from a long and healthy life, education, income levels, inequalities, poverty and human security. <p>AO2</p> <ul style="list-style-type: none"> • The establishment of the IMF, World Bank and WTO at the end of WW2 have been important throughout the 21st Century in maintaining the dominance of 'Western' capitalism through a combination of global economic management and free-trade policies. Arguably it has allowed the USA to gain a disproportionate influence over the principles that underpin the global economic system. • The World Bank has focused on achieving the universal primary education and promoting gender equality through its Global Partnership for Education (GPE). The GPE has invested over \$35 million in early childhood education for all children, and aims to develop a sound educational system for children through developing early reading and numeracy skills. • The IMF established a Poverty reduction programmes with countries required to develop medium-term development plans in order to receive aid, loans and debt relief. • The IMF and WTO lending and rulings have helped many countries to develop economically e.g. Mexico, Indonesia, Nigeria and Turkey have benefitted from large loans in the past.

However, since 1970s the rules and conditions attached to this lending has become rougher with the introduction of structural adjustment programmes and the Heavily Indebted Poor Countries (HIPC) initiative.

- The WTO relative failure to deliver on its promise of free trade has led the world to create regional groupings in the form of trading blocs. The growth of these, predominately driven by the concept of comparative advantage and economies of scale have been the guiding principles for the 21st Century.
- The creation of the Millennium Development Goals (2000-2015) and subsequent Sustainable Development Goals (2015-2030) enabled governments to work towards combatting global development issues such as extreme hunger and poverty, achieving universal primary education and promoting gender equality.
- The success of these goals is variable, but notable improvements in child mortality halving between 1990 and 2015, supported by the increased spread of measles vaccinations.
- On the other hand, whilst the MDGs tried to maintain a focus on ensuring environmental sustainability, forest and marine resources continue to be exploited causing environmental degradation.

Evaluation is likely to suggest that governments and IGOs have had some significant success in improving global human development, but the success has tended to focus on economic or social components rather than the full breadth of 'development'.

Accept any other appropriate response.

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

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

Question number	Answer	Mark
	A03 (4 marks)	(2+2)
6(ai)	i) $51/8 (1) = 6.37 = 6.4$ to 1 DP (1)	
6(aii)	ii) $106,455 - 20,036 (1) = 86,419 (1)$	

Question number	Answer
6(iii)	<p>Suggest why the percentage of the population living overseas varies for these countries 8B.3c</p> <p style="text-align: center;">A01 (3 marks)/A02 (3 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>A01</p> <ul style="list-style-type: none"> • Variations in the levels of population living overseas depend upon the quality of life, economic status and level of national identity within the source nations. • Globalisation has led to changes in the pattern of demand for labour and has encouraged international migration between countries. • Migration can occur due to a range of reasons including moving for employment, join family members and conflict and poverty. <p>A02</p> <ul style="list-style-type: none"> • Countries could suffer an economic downturn/recession resulting in high unemployment, causing people to emigrate in search of employment e.g. Ireland • Countries with larger populations such as Japan and the United states have fewer nationals living abroad. • Countries with the lowest GDP per capita such as Mexico have high levels of their population living abroad, perhaps they have emigrated to neighbouring countries in seek of a better quality of life, further exacerbating the economic situation in their home nation creating a viscous cycle. • Countries with high levels of national identity such as Japan have a low level of their population living abroad as they remain within their countries borders. • Countries such as Switzerland and Netherlands are located in the EU or single market

	<p>facilitating freedom of movement, meaning people are facilitated in moving throughout the EU for work.</p> <p>Accept any other appropriate response.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • Demonstrates isolated or generic elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding to geographical information inconsistently. Connections/relationships between stimulus material and the question may be irrelevant. (AO2)
Level 2	3–4	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding to geographical information to find some relevant connections/relationships between stimulus material and the question. (AO2)
Level 3	5–6	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between stimulus material and the question. (AO2)

Question number	Explain how successful Intergovernmental Organisations (IGOs) are in managing the environmental challenges facing oceans. Answer
6(b)	<p style="text-align: center;">AO1 (8 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> • IGOs are comprised of sovereign states or other organisations through formal treaties for handing and serving the common interests and are governed by international laws. • Oceans are vital for the economies of ocean nations and contribute economic value, employment, transport and a source of renewable energy. This range of uses creates competing demands and gives rise of conflicts between sectors and users. • Global organisations have developed laws for managing the oceans to ensure sustainable use of resources e.g. UNCLOS adopted in 1982. This lays down a clear mandate over the world’s oceans and seas establishing rules to govern all uses of the oceans and their resources. • UNCLOS established the concept of Exclusive Economic Zones (EEZs) outlining that a country has sole access to all resources within 200 nautical miles of its borders. However, in areas such as the South China Sea where overlapping EEZs have led to increased tensions over sovereign waters. • In the Southern Ocean over-fishing and whaling are major threats to the region. Illegal, unregulated and unreported fishing in the Southern Ocean threatens fish stocks and the seabirds and marine mammals that depend upon them. Early exploitation of this region meant that species were hunted to near extinction and no steps introduced to reduce or stop the exploitation until very late on, almost too late. <p>Accept any other appropriate response.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)
Level 2	3–5	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)

Level	Mark	Descriptor
		<ul style="list-style-type: none"> Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)
Level 3	6–8	<ul style="list-style-type: none"> Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Question number	Answer
6(c)	<p>Evaluate the view that the loss of national sovereignty is inevitable in a globalised world. (8B.10abc/8B.11abc)</p> <p style="text-align: center;">AO1 (5 marks)/AO2 (15 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> Level 1 AO1 performance: 1 mark Level 2 AO1 performance: 2 marks Level 3 AO1 performance: 3 marks. Level 4 AO1 performance: 4–5 marks. <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> Globalisation is increasing in depth and breadth through trade, migration, flows of capital and goods and the role of TNCS. Sovereignty refers to the capacity of the state to act independently and autonomously on the world stage. Globalisation has led to deeper levels of interdependence and interconnectedness that mean that state borders are increasingly porous and that sovereignty is eroded. The emergence of transnational corporations and non-governmental organisations, the creation of international judicial bodies such as the ICC all appear to have eroded the significance of state sovereignty. The focus on nationalism in order to retain sovereignty has led to national identity being contested in countries which have multinational populations due to history or migration flows. These contrasting ethnic groups can lead to changes in national identity and cultural cohesion.

Question number	Evaluate the view that the loss of national sovereignty is inevitable in a globalised world. (8B.10abc/8B.11abc) Answer
	<p>AO2</p> <ul style="list-style-type: none"> • Globalisation entails the increasing volume of flows within and across borders of people, ideas, goods, money, and much else, thus challenging one of sovereignty's basic principles: the ability to control what crosses borders in either direction. • As people become global consumers of goods and information, the cross-border flow of information, people and goods makes it difficult for people's national identity to retain their unique significance and distinguish themselves from others. • TNCs are producing and selling goods to customers all over the world. Critics argue that countries are being homogenised into a global era where all consumer goods are the same. This results in cultural characteristics being lost through the spread of McDonaldisation for example and identities being eliminated. • However, despite TNCs such as McDonalds achieving global domination, they have been forced to recognise that products and services need to be tailored more to ethnic and cultural preferences as consumers have the right to choose what they buy. • Some argue that globalisation reinforces national feelings and identity as members of nations whose national identity has been reshaped by waves of immigrants are more likely to reflect on their national identity, reinforcing its meaning. • As a result of political globalisation, institutions of global governance have been established which limit the sovereignty of their member states. These include the International Criminal Court and the European Court of Human Rights. • The IMF and World Bank are Western-based institutions and are seen to promote and protect western capitalist interests, particularly those of the USA. Both institutions have made loans contingent upon the borrowing country implementing certain policies. This undermines the concept of state sovereignty by which nations should be free to implement their own policies and programmes without outside coercion. • The impact of global capital flows and financial investment also means that in order to attract investment, nation-states have a strong inducement to engage in free-market capitalism. This therefore puts limits on the economic choices that governments can make. • Governments agree to accept the rulings of the World Trade Organization because on balance they benefit from an international trading order, even if a particular decision requires that they alter a practice that is their sovereign right to carry out. • Regional organisations, in particular the European Union, possess supranational institutions to which member states can be held accountable. For example, established

Question number	Evaluate the view that the loss of national sovereignty is inevitable in a globalised world. (8B.10abc/8B.11abc) Answer
	<p>the principle that as a member of the European Union, EU law takes precedence over British law.</p> <ul style="list-style-type: none"> • Necessity may also lead to reducing or even eliminating sovereignty when a government, whether from a lack of capacity or policy, is unable to provide for the basic needs of its citizens. • Some countries are localising their identities and refusing to give up their sovereignty by consuming premium local products in order to celebrate the uniqueness of their identity. This can also be seen on a national scale through the rise of nationalism strategies such as the protection of language in films in France and the Iranian government approach to the influx of western products such as Barbie. <p>Evaluation</p> <ul style="list-style-type: none"> • Some may argue that in a globalised world economy, governments have no alternative but to adopt neoliberal economic policies of privatisation and deregulation. • Some may argue that states must be prepared to give up some sovereignty to world bodies if the international system is to function. • Candidates may argue that homogenisation of national identity and complete loss of sovereignty as a result of globalisation is unlikely due to the strong opposition found in certain countries. • Candidates may suggest that globalisation has to some extent reduced the barriers between nations but in doing so has made countries and people more aware of their cultural differences and ideologies, thereby reinforcing national identity. <p>Accept any other appropriate response.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–5	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical ideas, making limited and rarely logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited coherence and support from evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)
Level 2	6–10	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical ideas in order to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)
Level 3	11–15	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1) • Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical ideas in order to produce a partial but coherent interpretation that is supported by some evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)
Level 4	16–20	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)