

Paper 2 Mark scheme

Question number	Answer	Mark
1(a)	<p style="text-align: center;">AO1 (4 marks)</p> <p>Award 1 mark for identifying a reason why the scale of economic migration has increased, and a further 3 marks for expansion up to a maximum of 4 marks.</p> <p>For example:</p> <ul style="list-style-type: none"> Improved (cheaper/quicker) transport links (1) Linked to new TNC airlines based on IT such as easyJet (1) so more can afford to travel further (1) and can return home for visits to maintain contact with family (1) so more people can afford to travel further/more frequently, e.g. Bangladeshi migrants to UAE by plane, or Polish migrants by coach/ plane/ car to UK(1) New ICT/communications (1) leads to more awareness of opportunities (1) and remittances can be sent home by electronic banking(1) and family stay in touch by Skype (1) <p>Accept any other appropriate response.</p>	(4)

Question number	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"> Globalisation includes widening and deepening of global interconnections These include use of internet, global connections, and migration Globalisation has created winners and losers for different groups of people, within and between countries Gini coefficient measures distribution of wealth within a country KOF index measures global links based on economic, social and political measures <p>AO2</p>

Question number	Answer
	<ul style="list-style-type: none"> • Netherlands is identified as the most globalised country on the KOF index, showing that a majority of the population, on average, are highly connected globally • This is likely to involve companies trading globally, membership of international organisations like EU, UN, NATO, foreign holidays, food, travel for business, study abroad, use of the internet, Skype, social media and many other aspects • However, data shows that there are age differences in use of the internet with only 75% of those aged 55+ using the internet compared to 100% of 16-24 year olds, thus there is a marked reduction in level of globalisation in the older age groups • This is likely to decrease over time, as each cohort will take their skills with them as they age • Differences between rural and urban access to global connections are suggested, as there are more people with migrant background in urban areas than rural- (because of job availability, enclaves that provide support early in the migration cycle and religious/cultural support) Therefore there are likely to be more global connections in urban areas (remittances/ travel/ internet exchanges) than rural areas. Accept role of SAWS in local areas of UK (Seasonal Agricultural Workers Scheme) • Although the Netherlands has a very low score on the Gini index (and therefore incomes are more evenly distributed than the EU average) there are still large numbers below the poverty line (14%) • So it possible this group has lower global connections as they cannot afford to travel/buy expensive foreign goods/be employed in a global business. • However, these could also be recent migrants who use cheap internet links to send money home or Skype • So final a conclusion could be that for many in the country, level of globalisation does vary (for economic and social reasons) but in the longer term this is likely to change as migrants integrate and grow in wealth, and spatial distribution and the older "pre-internet" generation passes away

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	Answer	Mark
2(a) (i)	<p style="text-align: center;">AO1 (2 marks)</p> <p style="text-align: center;">Date</p> <ul style="list-style-type: none"> • No tolerance on the horizontal axis (Date) • 2mm tolerance on the vertical axis (Billions US\$ GDP (PPP) at current value) <p>Award one mark for each correctly positioned point.</p>	(2)

Question number	Answer	Mark
2(a) (ii)	<p style="text-align: center;">AO1 (2 marks)</p> <p>Calculate the percentage increase in total GDP from 2000 to 2015 = \$ (1) for working: $\frac{2015 \text{ figure} - 2000 \text{ figure}}{2000 \text{ figure}} \times 100$ $\frac{18000 - 3200}{3200} \times 100$</p> <p>Accept $\frac{3200 - 18000}{3200} \times 100$</p> <p>and (1) for correct answer = 462.5%</p>	(2)

	<p>Acceptable range for figures 2000: 3100-3300</p> <p>Acceptable range for figures 2105: 17000-19000</p> <p>Accept correct answer based on own figures, if these are within the acceptable range</p>	
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Question number	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> <p>AO1</p> <ul style="list-style-type: none"> • Emerging powers can be defined by their characteristics (economic, cultural, demographic and access to natural resources) • There is a range of mechanisms for the maintenance of power, from hard to soft power, which vary in effectiveness, and have also changed over time • A number of emerging countries are considered increasingly important to global economic and political systems • Hard power includes a range of direct and indirect mechanisms (political, economic, neo-colonial and military) • Soft power includes cultural influences (arts, media, food) and has been an important part of western superpower influence. The extent to which this will be important for emerging powers could be discussed <p>AO2</p> <ul style="list-style-type: none"> • Rise of emerging countries such as China, India and Brazil and oil-rich Arab nations has been different to the experience of earlier patterns seen in the UK or USA. • Wealth of physical resources (oil- UAE, timber and land - Brazil) and human capital (low cost labour in India/China) have provided the impetus for emergence to economic power rather than military dominance. • Traditional “hard” power in terms of military numbers and spending is seen in China (largest standing army and growing regional projection of power via blue water navy and land reclamation, e.g. Spratley Islands) but this is less obvious in other emerging powers • Investment by China and oil-rich nations in the west gives economic influence (e.g. ownership of property/retail/sport in the UK) or potential funding of Hinkley Point C nuclear power plant) • Rise of state-owned TNCs (e.g. Chinese National Bank and Sinopec) has provided finance (although Brazil has become ensnared by corruption allegations in Petrobras) • Joint projects with western TNCs have encouraged further investment, e.g. Foxconn and Apple, a Taiwanese TNC with a US TNC, employing Chinese labour

Question number	Answer
	<ul style="list-style-type: none"> • These helped provide the economic funding for investment and status, e.g. land grabs in Ethiopia by Saudi Arabia • China has growing influence globally as a member of some International Organisations (e.g. permanent member of UN Security Council) but for other countries this is limited. BRICS group provides opportunity for discussion but limited influence beyond the group although this may evolve • China in particular has used wealth to buy in resources (e.g. oil, metal ore, land for food production) required to sustain further growth • Soft power has been crucial to UK and USA dominance in the 20th century but current patterns are less obvious as Chinese culture although popular (Europeanised food, ancient art, tourism) do not have similar global spread at present (lack of globally known brands/TNCs) • Lack of freedom of expression in China can be seen as stifling the development of film/music/media beyond the country's borders. Also lack of a world-known language restricts influence • Indian films are globally far more significant (Bollywood the largest producer of films globally) and these have a global following beyond merely the Indian diaspora • India is challenging western dominance in space (e.g. first to put a satellite in orbit around Mars) which projects image of scientific excellence and skill • Each emerging power has a contrasting set of attributes and some do not seek to project power beyond their region at present • Future patterns are uncertain, but China is certainly showing influence beyond its immediate region via hard power mechanisms but seems unlikely to challenge US dominance of culture

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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

Level	Mark	Descriptor
		<p>understanding, which is mostly relevant and may include some inaccuracies. (AO1)</p> <ul style="list-style-type: none"> • 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	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 a change in function and a further 2 marks for expansion up to a maximum of 3 marks. For example:</p> <ul style="list-style-type: none"> The function has changed from industrial land use (brewery) with a manufacturing base and employment (1) which involved import of raw materials, processing and export of the finished product using local road and possibly rail networks (1) to retail and leisure attracting visitors in the daytime and evening (1) Jobs in the brewery were likely to be mainly full time, permanent skilled and well-paid work for men (1) in contrast to present jobs, which are mainly temporary, part-time minimum wage jobs for young people and women(1) which may have led to unemployment and/or out migration of the workforce (1) <p>Accept any other appropriate response.</p>	(3)

Question number	Answer
3(a)(ii)	<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. Relevant points may include:</p> <p>Note answer will depend on changes identified in 3(a)(i)</p> <p>AO1</p> <ul style="list-style-type: none"> Change in function could be explained by physical factors such as space/access/resource availability or due to competition from more efficient businesses elsewhere or lack of investment by owners More profit to be made by investment in leisure industry linked to increased disposable incomes, growing greying population with pensions to spend and tourism Local council may have facilitated change by encouraging change of use via zoning, planning permission, training programmes or advertising <p>AO2</p> <ul style="list-style-type: none"> Site is small and congested, leading possibly to difficulty in access for large lorries, links to national road network, cramped brown field site hard to modernise New development shows a range of activities including cinema, shops and restaurants, which create jobs, and attract visitors year round (winter ice rink), and housing (provides funding for further

	<p>development)</p> <ul style="list-style-type: none"> Investment in modern architecture and public spaces (fountains/seats/trees) creates attractive “destination” to draw in visitors who stay and spend money Regeneration and reimagining of a derelict site may create new opportunities within the wider town and in-migration
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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> <p>AO1</p> <ul style="list-style-type: none"> • Range of media exist that can be used/manipulated by different players to convey their opinions • Examples include local (or national) newspapers/radio or television stations, social media (Facebook/Twitter/TripAdvisor), advertising by investors, colleges and schools, census and job centre information, council websites and many others • Each have their own agenda and funding and will project these to the public or their own supporters • Council and investors in the project are likely to present the economic and social benefits to the community/area and under-estimate environmental costs or loss of "identity" of a place • Local people may feel their voice is ignored and resort to "comments" on news websites or letters to local papers • Locals' opinions may vary considerably depending on their social/ economic characteristics (e.g. age, gender, ethnicity, employment status, length of residence in area) and whether they feel "empowered" or listened to • Use of statistical data may be one sided and manipulate ideas to stress benefits • A more rounded picture may be obtained by a combination of media and interviews with key players to attempt to evaluate whether regeneration is necessary and what it should involve-

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	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	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. 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>Answers should focus on either urban or rural areas. If both are attempted, both should be marked and the best credited.</p> <p>Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • National governments invest in infrastructure (high speed rail, airport or motorway development) which helps maintain growth and stimulate accessibility, particularly encouraging urban regeneration as it encourages further investment from other partners, although rural areas may not benefit equally • Further investment may be in partnership with local governments, charities, land-owners and developers • Governments make laws and set policies (e.g. concerning house building, buy to let rules, apprenticeships, schools forced to become academies, use of renewable energy) and make grants that affect economic and environmental regeneration in both urban and rural areas • National government makes decisions over international migration and foreign investment but local government strategies often focus on local need and retain the right to give planning permission for development • Decision making may be influenced by local interest groups such as the Chamber of Commerce and local preservation societies or volunteer groups (both urban and rural) <p>AO2</p> <ul style="list-style-type: none"> • Both levels of government share aims to make an urban/rural area more attractive to inward investors, and create both economic and environmental regeneration • National governments see the broader picture and may have greater funding available and have the power to drive through projects that may have been discussed for years at a local level (e.g. Weymouth Relief Road finally built in lead up to the Olympics with central government money and decision making after 40 years discussion at local level) • Local councils may be swayed by local public opinion (expressed through voting or in local media or in public interest groups) which may influence their decisions

Question number	Answer
	<ul style="list-style-type: none"> • But they have knowledge and support of the local Chamber of Commerce and volunteer groups to work together, e.g. Street Pastors help improve night-time economy all over the UK, or community-run BID (Business Improvement District) schemes • Cuts in national government funding for local authorities have severely reduced their options, but other funding streams may become available (e.g. Transport for London received government grants for 23% of the costs to update the tube, National Lottery funding for a range of projects, e.g. £10m for Dorchester Museum in 2015) • National governments impact on regeneration indirectly, for example in seeking to welcome asylum seekers and refugees, the German government has had massive impacts on large cities in terms of land value and potential or otherwise for growth and regeneration • National government decisions to welcome migrants to the UK in past years has resulted in range of communities in cities who have provided the impetus for regeneration, e.g. Chinatown London or Manchester • Local government is likely to be viewed as successful on a small scale but lacking in finance or legal power to make major changes, which are in the hands of the national decision-makers • Note however that local government of large cities operates almost as a mini state (e.g. Mayor of London's office) and can command the political drive to make major changes, e.g. transport network • Accept rebranding as a subset of regeneration <p>Depends on chosen example(s) but candidates are likely to use their own local place or contrasting area.</p>

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	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

Level	Mark	Descriptor
		<p>connections/relationships. (AO2)</p> <ul style="list-style-type: none"> • 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
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 a reason why the West Dorset 60-65 age group is the largest and a further 2 marks for expansion up to a maximum 3 marks. For example:</p> <ul style="list-style-type: none"> • Retirement migration to the south coast (1) for milder weather than further north in the UK (1) cleaner air than cities (1) relaxed lifestyle away from busy roads (1) may contribute to longer life expectancy (1) • In 2011 they would be the result of the post-war “baby boom” so were a larger cohort in the first place (1) and NHS provision of free healthcare for all (1) has meant that more are living longer (1) <p>Allow error of +/-2% on data</p> <p>Accept any other appropriate response.</p>	(3)

Question number	Answer
4(a) (ii)	<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. Credit accurate reference to the data. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • Population structure varies according to placement in the rural-urban continuum • Historical development and physical factors (coastal location and warmer temperatures than much of the UK) have made this an attractive location for age selective in-migration • Population structure is the result of differences in fertility and mortality rates as well as internal and international migration <p>AO2</p> <ul style="list-style-type: none"> • Young people often move away for university, work or social opportunities resulting in low % the in 23-35 age group in West Dorset even though this is one of the largest cohorts nationally • This creates an “echo” with fewer children born (0-5 years) • However, many move back to raise their own families by the coast (so growth in number 40+) • Retired people appear to move to the coast. This may be for views, lifestyle, perceived quieter community and milder climate, and perception of cheaper property prices outside large cities, or downsizing, so many may be able to afford a suitable property. • Developers have targeted the older market by building numerous 2

	<p>bedroom apartments and retirement complexes (e.g. McCarthy and Stone) particularly in rural and semi-rural locations</p> <ul style="list-style-type: none"> • England and Wales show a more marked tapering for older age bands, due to lower life expectancy than Dorset, perhaps because of living conditions, type of work, life-style and diet
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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	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> <p>AO1</p> <ul style="list-style-type: none"> • Range of media exists that can be used/manipulated by different players to convey their ideas about image of a place • Examples include local (or national) newspapers/radio or television stations, social media (Facebook/Twitter/TripAdvisor), advertising by investors, colleges and schools, census and job centre information, council websites and many others • Individuals will be influenced differently by these media (or not at all) dependent on age, wealth, choice, culture and many other factors • Each media type has its own agenda and funding and will project these to the public or their own supporters • Local people may feel their voice is ignored and resort to "comments" on news websites or letters to local papers • Locals' opinions may vary considerably depending on their social/ economic characteristics (e.g. age, gender, ethnicity, employment status, length of residence in area) and whether they feel "empowered" or listened to • Use of statistical data may be one sided and manipulate ideas to create an image of place, either positive or negative

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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	Mark	Descriptor
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	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. 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"> • International and global influences have shaped places, including past and present connections, in both urban and rural areas, in terms of trade, movement of people • Internal movement of people within the UK has created uneven demographic and cultural patterns in both urban and rural areas • Significant migration flows from former colonies have shaped culture and society, particularly in urban but also in rural areas • Experiences and perceptions of spaces change over generations as communities have evolved economically and culturally • Cultural tensions can result between long-term residents and recent in-migrants, in both urban and rural areas <p>AO2</p> <ul style="list-style-type: none"> • Global influences shape urban areas in terms of the ethnic diversity of each area. UK has encouraged migration during the 20th and early 21st century to fill job gaps and during EU enlargement • Cultural tension involves a lack of trust between groups of people. Groups may have differences in their way of life (culture) based on their ethnicity, religion or income. • Global income levels and economic opportunities influence migration • War and terrorism (e.g. Iraq, Syria, Afghanistan) have led to asylum seekers and illegal migrants seeing the UK as a safe haven • Migrants tend to cluster in enclaves with distinctive language/religious identities, particularly for first generation migrants (e.g. Slough: Indian and Pakistani backgrounds), which may occur in rural or urban areas and which can result in cultural tension • Varying economic wealth may result in contrasting levels of cultural tension in urban/rural communities across the UK, for example through second homes or retirement to rural areas • Within communities, tensions may occur as younger generations seek to integrate within UK society via education, choosing own partners, or choice of clothing leading to clashes with more traditional views of

Question number	Answer
	<p>elders</p> <ul style="list-style-type: none"> • Alternatively, younger people may seek to re-establish links with their family's culture (e.g. through religious allegiance) • This may result in cultural tensions including hostility from other groups who are feeling threatened as churches or cinemas turn into mosques and schools have children with a wide range of mother tongues • On the other hand, communities are enriched by volunteers from minority communities running community groups for the elderly, or those displaced by flooding (e.g. Sikh group in Sowerby Bridge 2016) challenging preconceived ideas of long-term residents and reducing cultural tension • National decisions about encouraging and restricting migration will affect future patterns and ongoing tensions • Global influences result in a diverse population in the UK, which may then result in tensions in some communities, however these may be much less negative elsewhere

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

Level	Mark	Descriptor
		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(a)	<p style="text-align: center;">AO1 (4 marks)</p> <p>Award 1 mark for identifying why the level of protection for human rights varies, a further 3 marks for expansion up to a maximum of 4 marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • Countries may not be able to afford to implement all human rights at once (1) and implementation through the legal system is slow (1). Historically many countries have focused first on access to water, health care, right to vote, or right to free speech (1) before rights for disabled, LGBT for example(1) • Priorities vary between countries as some argue economic needs are more important (1) so protest against the government is not allowed (1) as it would undermine its authority (1) and lead to uprisings in the country(1) • Some Arab countries (Saudi Arabia) have argued that the UDHR follows western/Jewish/Christian interpretations (1) and is against Sharia law (1) for example all have to be Muslims (1) so freedom of religious expression is not possible and women cannot be equal (1) <p>Accept any other appropriate response.</p>	(4)

Question number	Answer
5(b)	<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. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • Development aid takes many forms (disaster relief, sustainable projects with women, loans from the IMF) • It aims to improve social welfare and human rights • It is argued that it promotes dependency on continued aid • Encourages corruption and massive administration costs and waste <p>AO2</p> <ul style="list-style-type: none"> • Much aid can be positive with benefits, including training, healthcare or education, going to support minority groups and disadvantaged groups (women) or following a disaster it provides basic human needs • However, much money can “leak” away (on administration, consultants and corruption) and does not reach the intended recipient (people of the country) • It may return to donor countries via highly paid NGO officials or UK

	<p>government civil servants</p> <ul style="list-style-type: none"> It prolongs western influence over developing countries rather than encouraging grass roots development or infrastructure investment by the national government
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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
5(c)	<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"> • In many western countries equality for women has been enshrined in law since the 1970s • Historical, religious, economic and cultural realities around the world influence current situations and rate of change • However, equality in opportunity is still unachieved with differences in economic success (lifetime wages) and social welfare (victims of crime) • Key reasons include ongoing access to power and decision making or limited availability of childcare • In Arab countries the position of women is not accepted as equal due to Sharia law, yet education is increasingly available (e.g. Oman) • Elsewhere (Rwanda, Bolivia, Cuba) equality of opportunity for women has resulted in participation in all sectors of society including growing government representation • In Bangladesh increased education of girls has resulted in later marriage and falls in birth rate and maternal mortality

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	Answer
5(d)	<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. 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"> • Geopolitical intervention to defend human rights takes many forms, including military aid and indirect and direct military action • Military intervention is often justified in terms of human rights of minority groups (e.g. Iraq Kurds) but has been used to support countries with questionable human rights records • Military action may be driven by global strategic interests (Russian intervention in Syria, US and UK intervention in Kuwait) with attempts at justification in terms of human rights/welfare • Success can be measured in terms of short-term gains but result in long-term costs • Lack of action has consequences too, including human wellbeing or human rights abuses, and action without a plan for rebuilding can result in devastating consequences <p>AO2</p> <ul style="list-style-type: none"> • Military action without further action is unlikely to be sufficient to lead to a change in human rights or welfare. • Military action can destabilise whole regions without any apparent gains in rights or welfare (Iraq, Libya). • Initial gains in improving human rights may seem positive (Iraq/Libya) but over time lack of government stability can result in further loss of human rights and limited progress in development • Interventions may have contrasting short-term and long-term consequences (military interventions in Iraq, Libya) which have led to a reduction in human rights for most • Lack of action in Rwanda (1994) resulted in mass deaths and retribution and has taken years for recovery with ongoing social and economic development consequences • Development of human welfare without military security is difficult if not impossible, but Rwanda has seen some improvement, e.g. in political opportunity for women • Military intervention has improved human welfare through soldiers helping with mine clearance (Kenya) or other development aid projects

	<p>but elsewhere soldiers have been responsible for rape and violence</p> <ul style="list-style-type: none"> Intervention providing human welfare projects (e.g. in Afghanistan) can be completely undermined by a breakdown in security, resulting in further losses in human rights/development
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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 information/ideas, making limited and rarely logical connections/relationships between stimulus material and the question. (AO2) Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2) Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)
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 between stimulus material and the question. (AO2) Applies knowledge and understanding of geographical information/ideas to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2) Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)
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 between stimulus material and the question. (AO2) Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is supported by some evidence. (AO2) Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)

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 between stimulus material and the question. (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)
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Question number	Answer
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Question number	Answer	Mark
6(a)	<p style="text-align: center;">AO1 (4 marks)</p> <p>Marking instructions Award 1 mark for why national identity is a complex idea for many countries, and further 3 marks for expansion up to a maximum of 4 marks. For example:</p> <ul style="list-style-type: none"> • Living in a globalised world with cheap travel (1) means that many countries are multinational ethnically (1) due to economic or social migration (1) so loyalties divided between host and source country(1) • Religious commitment (1) may mean that individuals have different loyalties to others in the community (1) but share language and culture (e.g. Hindus celebrating Christmas in UK) (1) however this can alter for second and third generation children of migrants (1) • Borders of country especially those created by colonialism may cut across language/religion (1) so individuals may share identity with those on the opposite side of the national border (1) such as Fulani people who share language and culture across numerous north African countries (1) which can lead to clashes with people from other communities within the nation (1) 	(4)
6(b)	<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. 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> <p>AO1</p> <ul style="list-style-type: none"> • Global environmental issues concerning the atmosphere and biosphere are being tackled by IGOs 	

	<ul style="list-style-type: none"> Responsibilities and management vary and monitoring is contested Levels of success are varied <p>AO2</p> <ul style="list-style-type: none"> Success of the Montreal Protocol is marked (98%), perhaps because aims were clear and alternatives to CFCs were available. The Ozone Hole received enormous publicity from the media and pressure from affected countries (Australia) was sustained and convincing CITES has a much less clear agenda with thousands of threatened species and multiple reasons for their loss. Strategies for protection are again varied and benefits less measurable. Countries have other priorities or can't afford to implement decisions The UN Law of the Sea is perhaps the most ambitious strategy with uses of the oceans so numerous (food source, shipping, waste disposal, carbon sink) and multiple countries having coastlines, so success is going to be much more difficult to assess and manage
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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
6(c)	<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"> • Causes of migration are varied (economic, refugees displaced by conflict or poverty or climate change) • Consequences of migration have been numerous and approach to labour movement over international borders varies between countries • Different migrant groups are being welcomed and shunned or even deported from the same country or region at the same time • Much of the EU has welcomed free movement from member countries in the past (cheap labour, skill shortages met, increased fertility rates, supply of ideas and initiatives) • More recently fears about overcrowding and drop in wages/jobs has led to restrictions (EU) • Officially migration is very restricted across some international borders (USA/Mexico) yet covertly welcomed as employment of illegal migrants helps sustain the economy • The current (Doha) round of negotiations has stalled, with objections from the developing world and emerging countries to the dominance of the developed world in the decision-making process over many matters, including labour movement • For many critics the developed world acts in its own interests in the management of the global economy, welcoming certain migrants at certain times, then placing restrictions when it deems this necessary

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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	Mark	Descriptor
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(d)	<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. 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 encourages the growth of countries that have low- tax regimes • Organisations such as TNCs may use havens/low- tax financial centres to increase profits as they pay lower taxes than if they were registered in another country (e.g. Google, Starbucks) and tax havens may provide homes for wealthy expatriates • Most countries and IGOs have accepted the emergence of tax havens although many NGOs have raised objections, but growing inequalities have been recognised as a major threat to the sustainability of the global economic system • Some countries have promoted alternative models (Bolivia and Ecuador are identified as possible case studies in the specification) • Globalisation has led to deregulation of capital markets, but countries have reacted differently to this • Deregulation of capital markets has enabled growth of tax havens and other low- tax environments • Some organisations including NGOs and countries have resisted this deregulation and globalisation and attempted to retain or regain control <p>AO2</p> <ul style="list-style-type: none"> • Countries lose out from deregulation if corporations are able to pay less tax through legal tax avoidance strategies (e.g. Google, Starbucks) • As much as £13.5tn may be invested in tax havens globally, which means some countries may be losing out on taxes to invest in social programmes and infrastructure, but benefits to individuals may be

Question number	Answer
	<p>enormous</p> <ul style="list-style-type: none"> • Isle of Man has low income tax and corporate tax, and other advantages, making it an attractive proposition for TNCs and individuals • Isle of Man has benefited from fast GDP growth through investment • TNCs have larger revenues than many countries and are powerful global players. • However, countries and individuals benefit through employment creation, so, for example, Facebook employs 850 people in the UK, even though as it is registered in Ireland it pays little UK tax itself (individuals do pay income tax) • Tax havens are alleged to have allowed dictators to hide money stolen from their country's economy (e.g. Equatorial Guinea) so individuals do not benefit • Countries and individuals also benefit through investment in infrastructure (transport and IT networks) by these companies • Globalisation has encouraged individuals to migrate internally and globally but levels of international migration experienced are markedly different (compare Singapore - high with South Korea - low) • Therefore the costs and benefits are multiple and not clear for organisations, countries or individuals and evaluation of these will depend on the chosen examples

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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 between stimulus material and the question. (AO2)

Level	Mark	Descriptor
		<ul style="list-style-type: none"> • 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 between stimulus material and the question. (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 between stimulus material and the question. (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)