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## Mark Scheme (Results)

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Pearson Edexcel GCE  
In Geography (9GE0)  
Paper 2

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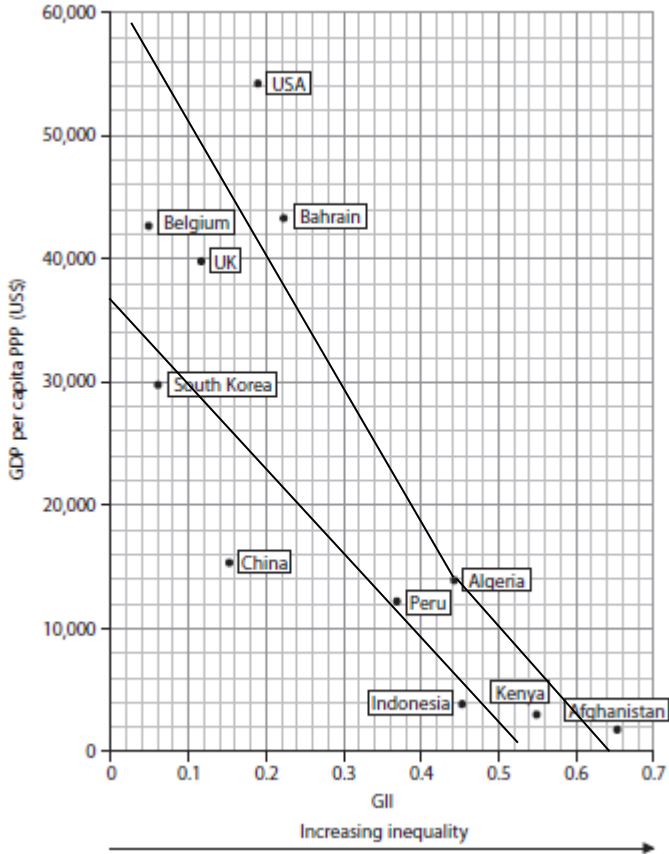
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## General Marking Guidance

- 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	Answer	Mark
<p><b>1(a)</b></p> <p><b>(i)</b></p> <p><b>(ii)</b></p> <p><b>(iii)</b></p>	<p style="text-align: center;"><b>AO3 (4 marks)</b></p> <p>Award <b>1</b> mark for each task</p> <p>China 0.15 (accept 0.14 to 0.16) (1), GDP:15000 -15500 (1)</p> <p>Accept the following:  <i>0.04-0.05 for Belgium</i>  <i>0.65-0.68 for Afghanistan</i></p> <p><i>Acceptable range from 0.60 – 0.64</i></p> <p>Accept best fit lines drawn within the range shown below:</p>  <p>Candidates do not need to take the line of best fit to the x or y axis</p>	<p><b>(4)</b></p>

Question number	Assess the extent to which improvements in gender equality lead to higher national incomes per capita.
1(b)	<p style="text-align: center;"><b>AO1 (3 marks)/AO2 9 marks)</b></p> <p><b>Marking instructions</b>  Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.  Responses that demonstrate <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks.</li> </ul> <p><b>Indicative content guidance</b>  The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Globalisation has led to dramatic increases in development for some countries</li> <li>• There is also a widening development gap at the extremities (both between and within states)</li> <li>• Economic measures contrast with social development indicators (income and GII) and improvements may go hand in hand.</li> <li>• GII is a measure of gender disparity which includes women’s labour participation, representation in government and maternal health.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Figure 2 shows, broadly, that as opportunities for women’s health and opportunities for representation (Belgium, USA, and UK) improve, so incomes increase.</li> <li>• The relationship appears as a negative one because better scores (GII) are closer to 0 (i.e. no inequality between males and females), showing that as opportunities for women increase, so do incomes for all.</li> <li>• By working to improve opportunities for women, states as a whole benefit, both at family level (children more likely to go to school) and national level (more tax revenue, fewer orphans requiring state assistance).</li> <li>• Poorest countries (Kenya and Afghanistan) are often more traditional and have low contacts globally and few opportunities for women, who are expected to stay at home and have low access to contraception and large families, high maternal mortality and low representation.</li> <li>• Exceptions: some states have a higher GII than expected, e.g. China, perhaps because of increased opportunities for women in employment in TNC or state run factories, or because communist states treat all as equal.</li> <li>• Where women’s opportunities are restricted (e.g. not allowed to take jobs outside the household), the economy may be held back (e.g. Afghanistan) but this is not</li> </ul>

<b>Question number</b>	Assess the extent to which improvements in gender equality lead to higher national incomes per capita.
	<p>shown by all examples. For example Bahrain's income is high despite lower GII, due to earnings from banking, tourism and retail.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Higher education levels can lead to increased migration for women. Highly skilled women can improve their incomes in wealthier countries and as such may not be reflected in the data shown in the figure.</li> <li>• The gender pay gap exists in most countries and women tend to predominate in low-pay sectors or occupations. This has led to the idea of a glass-ceiling resulting in lower opportunities for women.</li> <li>• Despite having High GNI per capita some countries still have low GII. The GNI may be due to other reasons such as oil e.g. Bahrain, which results in a negative correlation.</li> </ul>

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

Question number	Explain <b>one</b> effect on key resources, such as oil, from rising middle-class consumption in emerging superpowers.	
2(a) (i)	<p style="text-align: center;"><b>AO1 (4 marks)</b></p> <ul style="list-style-type: none"> <li>• Increased spending on goods and services leading to increased demand (1) resulting in more extraction so reserves deplete (1), leading to conflict (1) and expansion of territorial control in places like the Arctic (1)</li> <li>• More cars so more fossil fuels needed (1) so more competition for scarce resources (1) so prices rise (1) so new resources exploited (1).</li> <li>• Rising wealth has led to greater disposable incomes (1) so more can afford appliances (1) which require greater energy use (1) resulting in increased demand therefore rising prices (1).</li> <li>• A growing middle class is prompting increased competition for resources such as freshwater (1) resulting in water-poor nations turning to desalinating seawater (1) an energy-intensive process, with the energy often supplied by coal (1) resulting in increased greenhouse gas emissions (1).</li> <li>• The increased global demand for oil has led to rising oil prices (1). This has led to nations searching for new resources (1) and in some cases an increased shift towards more renewable energy supplies (1) or non-conventional supplies.</li> <li>• As populations become more middle class so spending on goods and services increases, leading to a growth in demand on key resource use (1) therefore suppliers will search more widely for resources (1) potentially bringing them into conflict with other nations (1) e.g. search by Chinese TNCs for secure low cost supplies in Africa, which can be seen as neo-colonialism (1).</li> <li>• So availability decreases/price rises/search for new supplies extends e.g. use of electricity in India grows (1), so more coal needed to supply domestic demand (1), and villages are forced to sell their land/moved elsewhere (1) and public opinion changes for ethical/environmental reasons (1).</li> </ul> <p>Accept any other appropriate response. Allow (1) for an example with a detail/extension point</p>	<b>(4)</b>



<b>Question number</b>	Assess the role of TNCs in developing the economic importance of superpowers.
2(b)	<p style="text-align: center;"><b>AO1 (3 marks)/AO2 (9 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks.</li> </ul> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Economic influence has become more important since the Cold War Era, resulting in the rising importance of certain Asian countries (China or India) on the global stage. This increases the geopolitical influence of the region but also creates economic and political tensions, such as China becoming a threat to the USA.</li> <li>• TNCs (public and state-led) are dominant economic forces in the global economy and economic and cultural globalisation in terms of technology (patents) and trade patterns.</li> <li>• TNC decisions may contribute to economic problems, e.g. unemployment, economic restructuring which present ongoing challenges to USA and EU.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• TNCs dominate economic production and incomes for their host states and employees as well as their states of origin, however in western economies, their decisions and actions are largely independent of government.</li> <li>• State-led TNCs (Gazprom, Aramco) act as an arm of their governments and can be used to exert power. Huawei employees are accused of spying for Chinese government.</li> <li>• To maintain global influence, high incomes are required (e.g. military dominance, for USA in underwriting NATO, also aid).</li> <li>• Resource needs for economic development are high leading to imports of food, energy, goods and therefore terms of trade issues and influence given to states and their TNCs that hold the resources (e.g. Russian energy).</li> <li>• Challenges of economic change from USA as industrial powerhouse to dependence on imports and Rustbelt decline has had lasting political fallout.</li> </ul>

Question number	Assess the role of TNCs in developing the economic importance of superpowers.
	<ul style="list-style-type: none"> <li>• Counterfeiting has become an increasing problem facing TNCs resulting in profits decline and therefore less taxes are being paid to nations. TNCs have looked to increase their profits through the use of tax havens to reduce corporation tax payments, meaning countries receive less taxes as a result.</li> <li>• However, superpowers often have cultural power through brands so earnings are high e.g. via Disney, Coca Cola, Microsoft, Amazon.</li> <li>• Enormous influence of spending power of Chinese middle class provides growth for TNC market for decades to come, and potentially for India in future.</li> <li>• TNCs can help develop infrastructure e.g. airports, port systems and import/export frameworks which can facilitate trade which may benefit other TNCs or the country as a whole through tourism for example.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Likely to argue that TNCs are a key factor but IGOs also are used by superpowers, and also control of raw materials needed elsewhere (Russia), and sanctions to block trade (China/USA).</li> <li>• Candidates may argue that the relationship between TNCs and superpowers is a symbiotic arrangement, in the fact that they mutually reinforce each other.</li> <li>• Government decisions play a key role in developing their economic importance e.g. the UK leaving the EU has resulted in TNCs choosing to relocate their European headquarters from London due to concerns over leaving the Single EU market and customs union. In addition, decisions to join trade blocs can allow TNCs to extend a superpower's economic importance into new areas with limited restrictions.</li> </ul> <p>Accept any other appropriate response</p>

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

Question number	Suggest <b>one</b> reason why the unemployment rates for Hartlepool have varied.	Mark
3(a)(i)	<p style="text-align: center;"><b>AO1 (2 marks)/AO2 (1 mark)</b></p> <p>Award <b>1</b> mark for analysing the resource to identify one reason for the change in unemployment rates and a further <b>2</b> marks for expansion up to a maximum of <b>3</b> marks. For example:</p> <ul style="list-style-type: none"> <li>• Unemployment rates have risen because businesses have closed due to competition from abroad (1) so those employed in the supply chain also lose their jobs (1) and workers lack the skills needed for any new businesses that start (1).</li> <li>• Falling unemployment as qualifications obtained through school are increased (1) so local people find employment in the new businesses (1) and money circulates within the local economy (1).</li> <li>• The financial crisis in 2008 led to both national and localised rising unemployment rates (1) as the recession led to businesses closing down (1) resulting in workers struggling to find employment in other sectors due to high competition (1).</li> <li>• Increased migration resulting in higher competition for jobs (1) so local people struggle to gain employment (1) and lack appropriate skills for other roles (1).</li> </ul> <p>Specific knowledge about Hartlepool is not required. Accept any other appropriate response.</p>	<b>(3)</b>

<b>Question number</b>	Suggest possible reasons that Hartlepool's unemployment rates are likely to remain higher than those of England.
3(a)(ii)	<p style="text-align: center;"><b>AO1 (3 marks)/AO2 (3 marks)</b></p> <p><b>Marking instructions</b> Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b> The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Specific knowledge about Hartlepool is not required. Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Over time places have changed their functions as industrial change affects communities.</li> <li>• Reasons for change include economic change, historical development and planning.</li> <li>• Levels of deprivation may remain high where change is experienced.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• The lasting effects of industrial decline can cause deprivation, which affects subsequent generations and lowers aspirations.</li> <li>• Other parts of England have grown more rapidly and seen more job creation than former shipbuilding and steelworks areas.</li> <li>• North-east is isolated from economic development in London/Europe so Hartlepool has not benefited much from growth elsewhere.</li> <li>• Although coastal, urban out-migration for retirement/second homes is less likely to be attracted to former shipbuilding areas which may have environmental degradation.</li> </ul> <p>Accept any other appropriate response.</p>

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

<b>Question number</b>	Explain how international and global influences have shaped the social characteristics of your local place.
<b>3(b)</b>	<p style="text-align: center;"><b>AO1 (6 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• International/global influences that have shaped chosen places could be economic or social, and involve government/trade bloc/ international organisation factors as well as migration, communication changes, ageing population and other influences.</li> <li>• Social characteristics include educational levels, life expectancy, health, migration (urban/rural and international), ethnicity, culture, deprivation and others.</li> <li>• Increased education/skill levels encouraged by government policy/ provision of free training/investment in schools/colleges means retraining is possible, changing social characteristics.</li> <li>• Large numbers of migrants from a particular religion/group may live there so places of worship, food shops, restaurants, cultural centres meet the needs of local people.</li> <li>• Factories have moved overseas due global shift in services/ manufacturing leaving high rates of unemployment and deprivation.</li> </ul> <p>Allow idea that international/global influences overlap and do not expect them to be differentiated.</p> <p>If no example named, the answer is unlikely to go out of level 2.</p> <p>Accept any other appropriate response</p>

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



Question number	Evaluate the view that successful regeneration always includes changing the perception of an area.
3(c)	<p style="text-align: center;"><b>AO1 (5 marks)/AO2 (15 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks.</li> <li>• Level 4 AO1 performance: 4–5 marks.</li> </ul> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited.</p> <p>Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Changing public perception, for example through rebranding attempts to represent areas as more attractive.</li> <li>• Success of regeneration can be assessed by different measures.</li> <li>• Stakeholders (urban or rural) use different criteria for judging success.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• The concept of success is a multi-faceted idea which varies dependent upon the stakeholders' definitions of success.</li> <li>• Urban planners seeking regeneration might want a complete regentrification scheme, but prices/new designs make locals feel pushed out and ignored.</li> <li>• Perceptions of success vary with stakeholders, so what some see as dangerous or rundown might have shops and family links local people value.</li> <li>• Regeneration involves attracting new investment/ visitors/ building and may require altering negative perceptions e.g. of rundown shopping centre.</li> <li>• The success of reimagining may be exaggerated through the role of the media and film/tv/celebrities. These may help tourism but may be superficial and result in negative externalities (e.g. overcrowding) which may undermine successful regeneration.</li> <li>• Evaluation depends on examples chosen and the perceptions considered. Some stakeholders will have positive perceptions of the area before it was regenerated, and resent changes made (e.g. Cross Rail has allowed city workers to 'invade' Newham).</li> <li>• It may conclude that successful regeneration includes more than superficial changes</li> </ul>

<b>Question number</b>	Evaluate the view that successful regeneration always includes changing the perception of an area.
	to appearance/names, requiring lasting employment and educational improvements and often new infrastructure or decontamination. Accept any other appropriate response.

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

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

Question number	Suggest <b>one</b> reason why the population structure of Northumberland and Newcastle-upon-Tyne differ.	Mark
4(a)(i)	<p style="text-align: center;"><b>AO1 (2 marks)/AO2 (1 mark)</b></p> <p>Award <b>1</b> mark for analysing the resource to identify one reason for the differences in population pyramids and a further <b>2</b> marks for expansion up to a maximum of <b>3</b> marks. For example:</p> <ul style="list-style-type: none"> <li>• Internal migration has led to key differences in the population pyramids (1) with young people migrating to Newcastle for education opportunities at the University (1) and older residents migrating to the rural areas for retirement/quiet lifestyle (1).</li> <li>• Higher % older people in Northumberland than Newcastle (top of pyramid much slimmer for Newcastle) as it is a rural area and people have moved there (1) for a quiet/safe lifestyle or retirement (1) and young have moved away for employment/ education/ social opportunities. (1)</li> <li>• Higher % in age category 18-35 in Newcastle as students move there for education/work from surrounding areas/elsewhere in country (1) and remain there for employment (1) and money circulates within local economy creating further attraction for other working age people (1).</li> </ul> <p>Accept any other appropriate response.</p>	<b>(3)</b>

<b>Question number</b>	Suggest reasons for the different levels of cultural diversity between Newcastle-upon-Tyne and Northumberland.
4(a)(ii)	<p style="text-align: center;"><b>AO1 (3 marks)/AO2 (3 marks)</b></p> <p><b>Marking instructions</b> Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b> The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Specific knowledge about the places is not required. Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• International and internal migration is changing the cultural characteristics of places.</li> <li>• There is variation in population characteristics (age, gender and ethnicity), both in and between settlements.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• The vast majority of international migrants will end up in urban areas due to the variety of job opportunities available, leading to greater cultural diversity.</li> <li>• More migrants both internal and international in Newcastle, bringing their own culture and expectations of life style, e.g. students.</li> <li>• New shops, places of worship, eating places to reflect this.</li> <li>• Wider range of cultural diversity in urban areas as population density enables this as more spending will take place, sustaining the shops.</li> <li>• Social clustering occurs as people feel safer within their language/culture/religious group.</li> <li>• Fewer opportunities for employment in rural areas, so clusters are fewer and smaller and so attract fewer extra migrants.</li> <li>• Ageing population in rural areas resulting in less services aimed at the economically active migrants.</li> </ul> <p>Accept any other appropriate response.</p>

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

<b>Question number</b>	Explain how regional and national influences have shaped the demographic characteristics of your local place.
<b>4(b)</b>	<p style="text-align: center;"><b>AO1 (6 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Regional and national influences that have shaped chosen places could be economic or social, and involve national/local government planning policies and other factors such as migration, communication changes, ageing population and other influences.</li> <li>• Demographic characteristics include gender, age distribution and diversity. Also allow educational levels, life expectancy, health, migration (urban/rural and international), and others.</li> <li>• Large numbers of migrants from a particular religion/group may live there so places of worship, food shops, restaurants, cultural centres meet the needs of local people.</li> <li>• Factories have moved overseas due global shift in services/ manufacturing leaving high rates of unemployment so out-migration of younger people may have led to an ageing population.</li> </ul> <p>Allow idea that regional/national influences overlap and do not expect them to be differentiated. National influences may well be determined by global trends.</p> <p>If no example named, the answer is unlikely to go out of level 2.</p> <p>Accept any other appropriate response.</p>

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



<b>Question number</b>	Evaluate why stakeholders in diverse communities use different criteria for measuring the success of managing change.
4(c)	<p style="text-align: center;"><b>AO1 (5 marks)/AO2 (15 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks.</li> <li>• Level 4 AO1 performance: 4–5 marks.</li> </ul> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited.</p> <p>Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Urban and rural place are seen differently by different groups of people because of their lived experience of places and their perceptions of them.</li> <li>• Changes to diverse places can lead to cultural and demographic issues.</li> <li>• Different stakeholders have different criteria for assessing the success of managing change in diverse urban and rural communities</li> <li>• Changes that have taken place can be judged using a range of economic, social, demographic and environmental variables in changing urban and rural areas.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Demographic change may involve growth in number of students, or older people, creating opportunities e.g. local businesses gain customers, spending and employees.</li> <li>• Problems needing management could involve planning permission for building/conversion of student flats, noise, or else demand for more disabled spaces or housing with lifts/ wet rooms. Also outmigration of young people.</li> <li>• Other problems might include: overcrowded schools and doctors surgeries, racism and isolation of different groups, low pay if wages are kept low.</li> <li>• Successful management might include: blocking permission in areas where there is no public transport, late night provision of police outside night clubs, support for mental health/drugs, providing enough beds in local hospital, improving local schools to equip young people with skills,</li> <li>• Cultural change may involve wider diversity as successive groups of migrants move to an area, creating opportunities e.g. local businesses gain customers, spending, employees, schools gain pupils.</li> <li>• Long-term residents may seek continuity and recent in-migrants may seek change. Measurement of success may include number of friends/ distance to travel for worship/customers at a local shop/engagement through voting/ environmental</li> </ul>

<b>Question number</b>	Evaluate why stakeholders in diverse communities use different criteria for measuring the success of managing change.
	<p>quality.</p> <ul style="list-style-type: none"> <li>Projects like Aik Saath are working to promote understanding, and might measure success through attendance at events.</li> </ul> <p><b>Evaluation might include:</b></p> <ul style="list-style-type: none"> <li>Stakeholders use different criteria because their perceptions of issues and priorities for management do not match.</li> <li>Stakeholders may have access to different methods for measuring change. Local governments are likely to use statistical or economic measurements. Community groups might measure success through a decline in incidents.</li> <li>An outcome perceived as a success by one stakeholder using one set of criteria may be seen as a failure by another stakeholder using their own criteria.</li> </ul> <p>Accept any other appropriate response.</p>

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

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

Question number	Explain how the Geneva Convention attempts to protect human rights.	Mark
5(a)	<p style="text-align: center;"><b>AO1 (4 marks)</b></p> <p>Award <b>1</b> mark for an explanation of how the Convention attempts to protect human rights. Award <b>1</b> mark for an extension point or example with a detail. For example:</p> <ul style="list-style-type: none"> <li>• Geneva Convention of 1949 (and earlier versions) set out modern humanitarian law, stating how soldiers and civilians should be treated in wartime. (1) It has been ratified by 196 countries, making it one of the most widely supported agreements (1). It includes basic rights for prisoners in wartime (1) and says all wounded people should be cared for, whether from the enemy or not (1).</li> <li>• Most current armed conflicts are internal, where torture and hostage taking may occur, which are banned by the Geneva Convention (1). An international court judges those charged with offences (1). Peacekeeping forces are used to enforce the Convention (1) and this was successful in Liberia where UN peacekeepers left after 15 years and after peaceful elections of President Wah in 2018.(1)</li> </ul> <p>Accept any other appropriate response. Allow 1 mark for valid exemplification with a detail.</p>	

<b>Question number</b>	Explain why some regions have experienced more rapid rates of increase in life expectancy than others.
5(b)	<p style="text-align: center;"><b>AO1 (3 marks)/AO2 (3 marks)</b></p> <p><b>Marking instructions</b> Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b> The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• There are considerable variations in rates of increase in life expectancy in the developing world. These are explained by differential access to basic needs such as food, water supply and sanitation, and which impact particularly on rates of infant and maternal mortality.</li> <li>• Variations in life expectancy in the developed world are largely a function of differences in lifestyles, levels of deprivation and the availability, cost and effectiveness of medical care.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• The developed regions shown here (Europe/central Asia and North America) have smaller rates of increase as life expectancy has already reached a high level, as the majority of people already have access to clean water and medical care.</li> <li>• Further large increases in rates in developed regions are only possible if the pockets of deprivation are tackled to address inequality. For example poor diets, excess alcohol, smoking and lack of exercise mean life expectancy for residents remains low.</li> <li>• Much of Asia shows &gt;50% increase, linked to wider availability of sanitation and clean water, vaccination programmes and health education.</li> <li>• Africa remains behind the rest of the world, despite its rapid rate of increase, held back by AIDS/HIV in 1980s/90s and persistent poverty e.g.in slum/rural areas.</li> </ul> <p>Accept any other appropriate response.</p>

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

<b>Question number</b>	Explain why some International Governmental Organisations (IGOs) have promoted neo-liberal market and trade policies for economic development.
5(c)	<p style="text-align: center;"><b>AO1 (8 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• International organisations such as the World Bank, IMF and WTO promote neo-liberal attitudes to trade through adoption of free trade, privatisation and deregulation of financial markets.</li> <li>• Trade blocs such as the EU have encouraged free trade amongst member states, whilst maintaining tariffs and subsidies on external products and services.</li> <li>• Neoliberal policies include: privatisation of state-run services such as railway/post office/water, removal of government restrictions ('red-tape'), deregulation to allow movement of capital and goods, free trade, devaluation of currency, and for TNCs to operate freely, and investment by companies from overseas (e.g. EDF building Hinkley Point).</li> <li>• These encourage global trade as businesses can set up more freely and move money and goods with reduced taxes and tariffs.</li> <li>• In theory, economic progress, infrastructure improvements and profit will allow trickle down benefits for people and tax revenues for governments.</li> <li>• Many developing countries have debts to WB or IMF they cannot afford to repay, however, especially if they rely on commodity prices which may fall.</li> <li>• Governments have different approaches. Many value progress in social development (e.g. education and health), supported by the UN MDG/SDG approach (e.g. Vietnam, Peru), which the WB claims to support.</li> <li>• More recently Highly Indebted Poor Countries (HIPC) schemes to reduce debt payments, and WB loans have focused on schemes to improve environmental protection, health, education and human rights, as well as encouraging economic development.</li> <li>• TNCs also support neo-liberal policies as they allow business to take place with little government interference.</li> </ul> <p>Accept any other appropriate response.</p>

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	0	No rewardable material.
<b>Level 1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)</li> </ul>
<b>Level 2</b>	<b>3-5</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)</li> </ul>
<b>Level 3</b>	<b>6-8</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)</li> </ul>



Question number	Evaluate the extent to which military interventions are effective in reducing human right abuses.
5(d)	<p style="text-align: center;"><b>AO1 (5 marks)/AO2 (15 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks.</li> <li>• Level 4 AO1 performance: 4–5 marks.</li> </ul> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Military action is one geopolitical intervention to address human rights abuses.</li> <li>• Indirect and direct military action usually have geopolitical aims and may claim to improve opportunities for development, but there are often costs (loss of sovereignty and human rights).</li> <li>• Other actions include suspension of aid or trade agreements.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• The effectiveness of military interventions depends upon the baseline used to measure success against.</li> <li>• States which experience interventions often resent them as their national sovereignty is compromised.</li> <li>• Interventions may be seen as neo-colonial meddling and interfering and thus unwelcome.</li> <li>• Responsibility to Protect (R2P) was agreed (2005) by all UN member states to prevent genocide, war crimes, ethnic cleansing and crimes against humanity within their borders. The international community has the responsibility to intervene if a state fails to protect its own people.</li> <li>• Military action can often be prolonged (e.g. Syria) with devastating consequences for wellbeing and economic or social survival</li> <li>• On the other hand, lack of military action has allowed genocide to continue unchallenged (e.g. Bosnia, Rwanda), allowing war crimes to occur.</li> <li>• Short term impacts may provide some support for at risk/marginalised people but the long term impacts are rarely evident due to poor government planning and capacity.</li> </ul>

	<p>Evaluation is likely to weigh the examples chosen and recognise that there is no single approach that can be applied in all circumstances.</p>
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- Accept any other appropriate response.

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

Question number	Explain why the emergence of new nation states is often accompanied by conflict.	Mark
6(a)	<p style="text-align: center;"><b>AO1 (4 marks)</b></p> <p>Award <b>1</b> mark for each reason why conflict often accompanies the emergence of new states. Award <b>1</b> mark for an example with a detail or an extension point.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• In former colonies, the new governments lacked the political power and resources to reach the entire population (1) meaning it was more difficult to overcome colonial-era inequalities (1) This made nation building more difficult (1) as large segments of the population remained politically marginalised (1).</li> <li>• Borders drawn by colonial powers were arbitrarily drawn or drawn to prioritise European interests (1) this meant people from different ethnic groups were placed together in new nation states (1) leading to clashes over who controlled the new state (1) and which ethnic group was favoured (1).</li> <li>• Reluctance by colonial powers to relinquish valuable offshore assets meant conflict occurred post 1945. (1) The Empire supplied Great Britain with valuable resources such as tin, oil and rubber (1) resulting in conflicts over resources as new nation states attempted to reclaim territory and resources (1). These resources were vital for the economic recovery of the UK, so the UK government were more likely to want to maintain ownership (1).</li> <li>• Religious/ethnic divides in more recent years have resulted in conflict between groups (1) For example in South Sudan, where conflict occurred against the Republic of Sudan (Christian vs Muslim) but also between groups in the South (Christian vs Christian) resulting in thousands of deaths. (1) This was facilitated by the British government during colonial rule through missionary activities (1) resulting in a Muslim population (20% of the population) suffering from poor levels of education and poverty (1)</li> <li>• Conflict could be political between contrasting political parties (1) For example, the increasing pressure for a referendum in Scotland, and then ongoing reluctance to accept the decision, (1) leads to increasing despondency between Scottish voters and the UK government (1) especially post the Brexit referendum when Scotland voted 62% remain (1)</li> </ul> <p>Allow one mark for a detail about an example Accept any other appropriate response.</p>	(4)

<b>Question number</b>	Suggest reasons for the differences in the foreign-born population (international migrants) in the countries shown.
<b>6(b)</b>	<p style="text-align: center;"><b>AO1 (3 marks)/AO2 (3 marks)</b></p> <p><b>Marking instructions</b> Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b> The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Most migrants move for work or to re-join family members.</li> <li>• Displacement of refugees due to conflict and poverty in their regions of origin leads to migrants moving nearby or further afield depending on links/ language/ aspiration.</li> <li>• The movement of labour is unrestricted within some global regions (EU) to ensure efficient allocation of human resources.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Largest number of migrants is in USA, which also has the largest total population. It therefore has more opportunities for migrants, and large numbers of family join existing migrants.</li> <li>• Places with wealth and large demand for labour, but small populations have large numbers of migrants (UAE, Canada, Australia) particularly in the energy, tourism and construction industries.</li> <li>• Many migrants travel relatively short distances, seeking safety, opportunities or to rejoin family (e.g. Mexico to USA).</li> <li>• Former colonial links allow people to travel further afield (UK, also Australia and Canada), but restrictions make this difficult. Families seek still reunite however (e.g. large numbers of south Asian migrants in UK).</li> <li>• Following the Second World War the reconstruction of the British economy required a large influx of immigrant labour. This meant Commonwealth workers could come to the UK 'mother country' and were given free entry under the British Nationality Act.</li> <li>• EU countries (Germany/Spain/UK in 2015) allow migration between member states, which could be for economic or social reasons; therefore numbers are large (e.g. eastern Europe to wealthier states, or northern Europe to Spain).</li> <li>• Countries such as Australia have strict migration policies, reducing the foreign-born population size.</li> <li>• Not all countries count migrants as part of their national population e.g. Singapore</li> </ul>

	<p>includes permanent not temporary migrants and Qatar not counting them.</p> <p>Allow reasonable explanations for the numbers shown: do not expect knowledge about all these places.</p> <p>Accept any other appropriate response.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Demonstrates isolated or generic elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Applies knowledge and understanding to geographical information inconsistently. Connections/relationships between stimulus material and the question may be irrelevant. (AO2)</li> </ul>
<b>Level 2</b>	<b>3-4</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Applies knowledge and understanding to geographical information to find some relevant connections/relationships between stimulus material and the question. (AO2)</li> </ul>
<b>Level 3</b>	<b>5-6</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between stimulus material and the question. (AO2)</li> </ul>

<b>Question number</b>	Explain why the opinions of governments and NGOs about the growth of tax havens may differ.
6(c)	<p style="text-align: center;"><b>AO1 (8 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Globalisation encourages the growth of countries that have low- tax regimes, but states have reacted differently to this.</li> <li>• Deregulation of capital markets has enabled growth of tax havens and other low- tax environments.</li> <li>• TNCs may use havens/low- tax financial centres to increase profits (pay lower taxes than if registered in another country (e.g. Google, Starbucks).</li> <li>• TNCs are highly important institutions which nations cannot afford to alienate, therefore are unlikely to take action to tackle tax havens.</li> <li>• Tax havens may provide homes for wealthy expatriates with benefits for them and their employees, who do pay tax and spend locally.</li> <li>• Most countries and IGOs have accepted the emergence of tax havens although many NGOS have raised objections.</li> <li>• Growing inequalities have been recognised as a major threat to the sustainability of the global economic system as taxes paid are minimal</li> <li>• Some countries have promoted alternative models (e.g. Bolivia and Ecuador).</li> <li>• Some organisations including NGOs have resisted this deregulation and globalisation and attempted to retain or regain control.</li> </ul> <p>Accept any other appropriate response.</p>

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	0	No rewardable material.
<b>Level 1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)</li> </ul>
<b>Level 2</b>	<b>3-5</b>	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)</li> <li>• Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)</li> </ul>
<b>Level 3</b>	<b>6-8</b>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)</li> </ul>



Question number	Evaluate the extent to which the rise of nationalism can prevent globalisation.
6(d)	<p style="text-align: center;"><b>AO1 (5 marks)/AO2 (15 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Responses that demonstrate <b>only</b> AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> <li>• Level 1 AO1 performance: 1 mark</li> <li>• Level 2 AO1 performance: 2 marks</li> <li>• Level 3 AO1 performance: 3 marks.</li> <li>• Level 4 AO1 performance: 4-5 marks.</li> </ul> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Globalisation is increasing in depth and breadth through trade, migration, flows of capital and goods and the role of TNCS.</li> <li>• International organisations including IMF, WB, WTO and UN established after WWII have been important establishing trade and global cooperation in flows of capital, aid, human rights and environmental treaties.</li> <li>• Regional groupings (trade blocs) have been established and increased political/financial unity has been achieved in the EU.</li> <li>• Nationalism remains a powerful force, reinforced through education, sport, tourism and politics.</li> <li>• Identity and loyalty are tied to national character and landscapes.</li> <li>• Strong nationalist movements seek to create smaller independent states.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Rise in nationalism is seeking to 'take back control' from global or regional organisations (USA, UK).</li> <li>• Independence referenda have taken place in Scotland and Catalonia, and separatist movements exist in most European states, showing that loyalty to a local place, religion or language group is considerable. Clashes have occurred all over the world, and some have become violent.</li> <li>• Many states have movements which celebrate their history and culture, though this can be seen as superficial or 'fossilised' (Morris dancing) for tourists.</li> <li>• Many people are nevertheless highly globalised in terms of their shopping, use of media and choice of food, as many rely on Amazon and Netflix and imported food.</li> <li>• But the power of TNCs and current production methods make this increasing</li> </ul>

Question number	Evaluate the extent to which the rise of nationalism can prevent globalisation.
	<p>complex (E.g. JLR, EDF).</p> <ul style="list-style-type: none"><li>• 'Reshoring' of industry is being attempted, but global production chains make this a challenging process.</li><li>• National government responses to Covid19 have led to increase resurgence in protecting national borders.</li><li>• Protecting national interests have increased i.e. America First as a foreign policy stance in the US that emphasises isolationism, has been revived by President Trump's administration.</li></ul> <p>Conclusion may weigh the extent to which further globalisation is inevitable for most, even though many states are seeking a stronger national identity.</p> <p>Accept any other appropriate response.</p>

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

