



GCE A LEVEL MARKING SCHEME

SUMMER 2025

**A LEVEL
GEOGRAPHY – COMPONENT 2
A110U20-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

GCE A LEVEL GEOGRAPHY

COMPONENT 2: GLOBAL SYSTEMS AND GLOBAL GOVERNANCE

SUMMER 2025 MARK SCHEME

Guidance for Examiners

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, as opposed to adopting an approach of penalising him / her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

The mark scheme for this component includes both point-based mark schemes and banded mark schemes.

Point-based mark schemes

For questions that are objective or points-based the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision should be made. Each creditworthy response should be in red ink. Annotations must reflect the mark awarded for the question. The targeted assessment objective (AO) is also indicated.

Banded mark schemes

For questions with mark bands the mark scheme is in two parts.

The first part is advice on the indicative content that suggests the range of concepts, processes, scales and environments that may be included in the learner's answers. These can be used to assess the quality of the learner's response. This is followed by an assessment grid advising on bands and the associated marks that should be given in responses that demonstrate the qualities needed in the three AOs; AO1, AO2 and AO3, relevant to this component. The targeted AO(s) are also indicated, for example AO2.1c.

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

Banded mark schemes Stage 1 – Deciding on the band

Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded

Where the specialised concepts are integral to knowledge and understanding, they are underlined in the indicative content.

The mark scheme reflects the layout of the examination paper. Mark questions 1, 2 and, either 3 or 4 in Section A. Mark questions 5, 6 and, either 7 or 8 in Section B. Mark one question in Section C.

Be prepared to reward answers that give **valid and creditworthy** responses, especially if these do not fully reflect the 'indicative content' of the mark scheme.

Section A: Global Systems – Water and Carbon Cycles

1. (a) (i) Use Figure 1 to estimate the percentage of all global coal resources that is in Australia.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3	Total
Award 1 mark for the correct answer					1	1
Correct answer is 14 (credit 13.5 -14.5)						

1. (a) (ii) Use Figure 1 to analyse variations in the rate at which different countries are using their own coal resources.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3	Total
					4	4

Indicative content

AO3 content includes analysing the data in **Figure 1**, which shows variations in the size of selected global coal/carbon stores and their annual usage. Candidates can analyse the rate of production per year. Additionally, they can analyse the rate at which each country is using its own coal store.

- China has one of the smaller stores shown but the highest annual rate of production.
- Russia has second-largest store combined with lowest rate of annual production.
- At current rates, China will use up its own reserves long before anybody else.
- China produces 4 billion tonnes of coal each year, which is around 1/35 of its resources, which are 140 billion tonnes.
- All the other countries use a smaller fraction of their coal each year than China, for example the US is using about 1/500 of its resources each year; India uses less than 1% of its store / year.
- Russia has enough coal to last more than 300 years at its current annual rate of production.

Marking guidance

At the top of Band 2, answers will synthesise (make links between) the two sets of data provided (the rate of use per year and the country's coal store size). The best answers might estimate the percentage of resources that are being produced / used each year by different countries, or might estimate the length of time it may take to use / mine all the coal in selected countries.

In Band 1, answers are likely to provide basic statements of production data.

Award the marks as follows:

Band	Marks	
2	3-4	Developed, clear analysis of variations in the rate of use. Makes wide use of the available data.
1	1-2	Partial analysis of coal use by different countries. Makes partial use of the available data.
	0	Response not creditworthy or not attempted.

1. (a) (iii) Suggest how fossil fuel use by the countries in Figure 1 may affect the size of other global carbon stores.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3	Total
			5			5

Indicative content

Likely AO2 applied knowledge and understanding content should focus on effects of fossil fuel use on different carbon stores, including the fossil fuels themselves. Credit logical connections established between, for example, the loss of forest (a carbon store) due to fossil fuel extraction by industries.

- Different major carbon stores include the atmosphere, land/crust, biomass, soils and the oceans.
- Fossil fuel use (coal, oil, gas) decreases the amount of carbon stored in rocks/the land/Earth's crust. This has accelerated over time, as countries have industrialised including China and India.
- Burning of fossil fuels has increased carbon storage in Earth's atmosphere. Carbon dioxide levels have risen from around 280 ppm to over 400 ppm, and some of this increase in carbon storage is a result of fossil fuel use, especially in the US and China.
- Increased carbon in the atmosphere has led in turn to increased carbon storage in the oceans because of absorption and other transfer processes.
- Forest may need to be cleared in some countries, such as Russia, to gain access to fossil fuels resulting in decreased biomass storage of carbon and soil erosion, another carbon store.

Credit any other valid points.

Marking guidance

In Band 3, answers that score well may focus the explanation on two or more stores (not just the atmosphere and the fossil fuels themselves). They may show understanding of different types of carbon storage and may use supporting data (ppm) and accurate terminology. At 4 marks, a candidate may focus mainly on one store e.g. the atmosphere (showing developed understanding) with a brief mention of another store e.g. biomass.

Near the lower end, answers will show limited knowledge and understanding of major carbon stores (may only make generalised statements about climate change and carbon emissions).

Award the marks as follows:

Band	Marks	
3	4-5	Developed suggestions of how two or more carbon stores are affected. Applies developed knowledge and understanding of global carbon cycle stores, processes and connections.
2	2-3	Partial suggestions of how one or two carbon stores are affected. Applies partial / partially accurate knowledge and understanding of global carbon cycle stores, processes and connections.
1	1	Limited suggestion of how one carbon store is affected. Limited or no applied knowledge and understanding of global carbon cycle stores, processes and connections.
	0	Response not creditworthy or not attempted.

2. (a) Use Figure 2 to compare the patterns of long-term average precipitation and actual precipitation.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3	Total
					5	5

Indicative content

AO3 content includes analysing the data in **Figure 2**, which shows precipitation from January to July 2022, along with the long-term average figure for each month.

- The two patterns are very different overall. There is much greater variation in the 2022 pattern compared with the average pattern.
- In 2022 every month is lower than the average monthly figure except for February.
- The positive anomaly in February 2022 is a large one - of around 30 mm.
- The two months when recorded precipitation is much lower than the normal average are January and July. The gap is greatest in January at 62 mm. In 2022 precipitation rises to a maximum of 97 mm in February eventually falling to a minimum of 15 mm in July. In comparison, the average maximum is normally January at 83 mm and the average minimum in April at 56 mm.
- Overall, less precipitation falls between January and July 2022 than in an average year even when high rainfall in February is taken into account. There is a total deficit of around 150 mm.

Marking guidance

In Band 3, answers will provide a well-focused comparison of the patterns e.g. clear statement that 2022 precipitation is below long-term average in every month bar one; February is a significant anomaly to this pattern.

In Band 2, answers may make extensive use of data without providing a comparison other than statements of monthly differences.

Award the marks as follows:

Band	Marks	
3	4-5	Developed, clear and well-focused comparison of the patterns. Selective manipulation of data to support the analysis.
2	2-3	Partial comparison of the patterns. Use of data to support the partial analysis.
1	1	Limited or no comparison of the patterns. Limited or no use of data.
	0	Response not creditworthy or not attempted.

2. (b) Outline why seasonal and longer-term variations occur in the amount of precipitation a drainage basin receives.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3	Total
	5					5

Indicative content

Likely AO1 content includes outlining of the following:

- Wetter winters and drier summers are normal for the UK and some other parts of the world.
- Greater occurrence of frontal rainfall in winter, when warm and cold air meet and the former rises above the latter, resulting in condensation and rainfall. The movement of weather fronts is linked with greater contrasts in air temperature along the Polar front in winter.
- Seasonal variations in rainfall may be more extreme in areas of high relief and along western coasts of the UK where orographic enhancement of frontal or convective rainfall also occurs.
- Rainfall naturally varies from year to year because of large scale weather patterns in the atmosphere such as ENSO and the North Atlantic Oscillation.
- Climate change predictions suggest more extreme rainfall during winter months and lower rainfall in the summer - there is evidence this is already happening.
- This is a result of an increase in the size of the atmospheric carbon store due to greenhouse gas emissions.
- Natural climate change over varying times scales means precipitation has varied in the past over decades, centuries or millennia.

Credit any other valid points. Credit answers that focus on or include climates outside the UK, such as temperate grassland and tropical rainforest areas. Credit outlining of El Niño/ENSO leading to changes in seasonal rainfall or causing longer-term cyclical changes (1-2 years).

Marking guidance

At the top end, answers that score highly will provide more detailed outlining using appropriate carbon and water cycle processes, terminology and concepts, and will address both time scales in a reasonably balanced way.

Near the lower end, answers will lack specific processes, terminology or concepts. One time scale may be omitted entirely.

Award the marks as follows:

Band	Marks	
3	4-5	Developed outlining of why seasonal and long-term variations occur. Sustained focus on the amount of precipitation.
2	2-3	Partial outlining of why seasonal and/or long-term variations occur. Partial focus on the amount of precipitation.
1	1	Limited outlining of why seasonal or long-term variations occur. Limited or no focus on the amount of precipitation.
	0	Response not creditworthy or not attempted.

3. 'Aquifer depletion is a greater threat than permafrost thawing.' To what extent do you agree?	AO1	AO2.1a	AO2.1b	AO2.1c	AO3	Total
	10			10		20

Indicative content

This is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO1

Candidates will provide a description and explanation of the two threats of aquifer depletion and permafrost thawing. A reasonable balance is expected for a Band 3 mark. This could include:

- human causes of aquifer depletion such as over-abstraction, using case studies of affected areas such as London (2.1.5)
- natural and artificial recharge of aquifers to address the issue (2.1.5)
- Arctic permafrost thawing because of anthropogenic GHG emissions (2.1.10)
- positive feedback loops in natural systems, especially the role of methane released from thawing permafrost regions (2.1.10)
- links between carbon and water cycles at varying scales (2.1.10)

AO2

Candidates demonstrate application of knowledge and understanding through synthesis (relationships and connections) and evaluation. This may include:

- evaluation of the different types of threat posed by the two issues (threats to people, environments, places, etc.)
- evaluation of the differing spatial and time scales of the threats (immediate / local or long-term / global impacts for people and environments)
- evaluation of whether aquifer depletion can be mitigated in different contexts or over time
- evaluation of whether permafrost thawing can be mitigated if sufficient action is taken
- reflection on ways in which these two issues might become connected and inter-linked (climate change leading to increased drought and aquifer depletion), leading to even greater threats.

Near the upper end, answers that score highly will show application of knowledge and understanding (AO1) by explaining and evaluating/discussing complex ideas, synthesising information, and coming to a rational conclusion using varying criteria and perspectives (AO2).

Responses in the middle range will show some application of knowledge and understanding (AO1) to provide evaluation/discussion and synthesis, prior to drawing a partially supported conclusion (AO2).

Near the lower end, responses provide very limited application of knowledge and understanding (AO1) to provide little or no evaluation/discussion of the statement (AO2).

Award the marks as follows:		
	AO1 (10 marks)	AO2.1c (10 marks)
Band	<i>Description and explanation of aquifer depletion and permafrost melting.</i>	<i>Evaluation of the threats posed by aquifer depletion and permafrost melting.</i>
3	7-10 marks Demonstrates detailed and accurate knowledge and understanding of all elements of the question. Makes use of appropriate and well-developed examples and may include well-annotated diagram(s).	7-10 marks Applies knowledge and understanding of water and carbon cycles to provide a thorough and coherent evaluation.
2	4-6 marks Demonstrates accurate knowledge and understanding of most elements of the question. Makes some use of examples and may include simple diagram(s).	4-6 marks Applies knowledge and understanding to produce a coherent but partial evaluation.
1	1-3 marks Demonstrates limited knowledge and understanding of some element of the question. Makes limited or no use of examples and may include a simple diagram.	1-3 marks Applies knowledge and understanding to produce a limited evaluation.
	0 marks Response not creditworthy or not attempted.	0 marks Response not creditworthy or not attempted.

4. 'High rainfall always leads to high carbon losses from the land.' To what extent do you agree?	AO1	AO2.1a	AO2.1b	AO2.1c	AO3	Total
	10			10		20

Indicative content

This is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO1

Candidates will provide a description and explanation of water cycle factors and processes which influence carbon cycle flows. This may include:

- precipitation type, amount duration and intensity (2.1.2)
- drainage basin systems processes – infiltration, overland flow, etc. (2.1.2)
- relevant catchment characteristics including porosity and permeability of soils and rock types, slopes, vegetation and land use, including peatlands (2.1.3 and 2.1.8)
- carbon pathways and processes including chemical weathering, river transport (2.1.6)
- links between the water and carbon cycle at the local scale, for example interaction of water cycle processes with ecosystem litter and soil stores where carbon is stored (2.1.9 and 2.1.7)

AO2

Candidates demonstrate application of knowledge and understanding through synthesis and evaluation. This may include:

- evaluation of the importance or role of precipitation for carbon processes and pathways
- evaluation of the relative importance of other climatic factors influencing water cycle movements, e.g. antecedent weather conditions
- evaluation of the importance of other local factors controlling the water cycle and carbon cycle especially soils, drainage (peatland) and parent material
- evaluation of the importance of human influences on the water and carbon cycles
- reflection on the extent to which the strength of the relationship may vary from place to place, or over time / seasonally.

Near the upper end, answers that score highly will show application of knowledge and understanding by evaluating complex ideas, synthesising information, and coming to rational conclusions about the relationship between rainfall and carbon losses, perhaps over varying timescales, using varying contexts and perspectives.

Responses in the middle range will show some application of knowledge and understanding to provide some evaluation and synthesis, prior to drawing partially supported conclusions.

Near the lower end, responses provide very limited application of knowledge and understanding of physical systems to provide little or no evaluation of the statement.

Award marks as follows:		
	AO1 (10 marks)	AO2.1c (10 marks)
Band	<i>Description and explanation of water and carbon cycle factors and processes.</i>	<i>Evaluation of the relationship between high rainfall and carbon losses from the land.</i>
3	7-10 marks Demonstrates detailed and accurate knowledge and understanding of all elements of the question. Makes use of appropriate and well-developed examples and may include well-annotated diagram(s).	7-10 marks Applies knowledge and understanding of water and carbon cycles to provide a thorough and coherent evaluation.
2	4-6 marks Demonstrates accurate knowledge and understanding of most elements of the question. Makes some use of examples and may include simple diagram(s).	4-6 marks Applies knowledge and understanding to produce a coherent but partial evaluation.
1	1-3 marks Demonstrates limited knowledge and understanding of some element of the question. Makes limited or no use of examples and may include a simple diagram.	1-3 marks Applies knowledge and understanding to produce a limited evaluation.
	0 marks Response not creditworthy or not attempted.	0 marks Response not creditworthy or not attempted.

Section B: Global Governance – Change and Challenges

5. (a) Analyse the global trend and pattern shown in Figure 3a and Figure 3b .	AO1	AO2.1a	AO2.1b	AO2.1c	AO3	Total
					5	5
Indicative content AO3 content includes analysing the data shown in Figure 3a and Figure 3b. • A very high number of the world's IDPs are in Ukraine - at 17 million. • The majority of all other IDPs are spread across central Africa, especially the Sahel region, with four million in DRC and two million in Ethiopia. • A small cluster of affected countries can be seen in Central America and the Caribbean and there are a handful of small IDP populations throughout Southern Asia and the Pacific. Myanmar has a million IDPs. • Since 2019 the number of IDPs has grown from 9 to 28 million. Initially it rose slowly and then doubled between 2021 and 2022. • Looking at 3a and 3b together, we can see that more than half of all IDPs are in Ukraine - 17 million out of a total of 28 million. Marking guidance Near the upper end, answers that score well will make sustained and specific reference to both pattern and trend. Supporting data are used selectively and/or manipulated or synthesised in aid of the analysis. Good answers that make the point that 'more than half of global IDPs are in Ukraine' are likely to score full marks. Near the lower end, answers will display limited use of the resource with limited or no overview of either the pattern or trend.						
Award the marks as follows:						
Band	Marks					
3	4-5	Well-developed, clear analysis of the pattern and trend Sustained use/manipulation/synthesis of data to support the analysis.				
2	2-3	Partial analysis of the pattern and trend (or one done well). Partial use of data to support the analysis.				
1	1	Limited analysis of the pattern or trend. Little use of data to support the analysis.				
	0	Response not creditworthy or not attempted.				

5. (b) Outline one political cause and one economic cause of the internal displacement of people.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3	Total
	5					5

Indicative content

Likely AO1 content includes outlining of the following:

Political

- Geopolitical causes of internal displacement such as contemporary examples of Ukraine, Gaza, Syria. At band 3, candidates are likely to outline underlying causes of the conflict and not merely assert conflict as the cause. For example, Russia's invasion of Ukraine which led to the internal displacement of 17 million people is linked with long term tensions between Russia and NATO, an important organisation for global governance.
- Contemporary or historical examples of genocide / ethnic cleansing resulting in voluntary or forced internal displacement e.g. Myanmar, Ethiopia, Germany, Soviet Union
- Poor governance or the absence of law and order, for example internal movements of people away from parts of Mexico, South Africa, Colombia, Somalia, DR Congo and other countries where organised crime, cartels or militias are a concern.

Economic

- Economic causes of displacement including land grabs and forced displacements linked with MNCs, land reform and mechanisation. For example, palm oil cultivation in Indonesia has made many small holders landless. As a result people migrate internally towards Jakarta or other cities. Land grabs can be a political or economic factor depending on how the candidate frames their answer.
- Governments seeking to modernise an economy for example through the construction of dams and reservoirs. This point can reasonably be credited as either a political or economic idea.

Credit any other valid points including economic or political impacts of climate change and hazards that lead in turn to forced migration e.g. farming failure/land conflict due to desertification.

Credit all reasonable suggestions of displacement linked with market forces and the economic power of large corporations.

Marking guidance

Views differ on forced and voluntary migration and what is the difference between internal displacement and internal migration. Some credit can be given to candidates whose economic cause is unemployment/poverty/inequality because they are attempting to explain an internal movement of people with economic causes.

Near the upper end, answers that score highly will provide more detailed outlining using appropriate ideas, examples and terminology, and will address both causes in a reasonably balanced way.

Near the lower end, answers will lack specific examples and terminology. One cause may be omitted entirely.

Award the marks as follows:

Band	Marks	
3	4-5	Developed outlining of one political cause and one economic cause. Sustained focus on internal displacement within a country/countries.
2	2-3	Partial outlining of one political cause and/or one economic cause. Partial focus on internal displacement within a country/countries.
1	1	Limited outlining of political cause or one economic cause. Limited or no focus on internal displacement within a country/countries.
	0	Response not creditworthy or not attempted.

6. (a) (i) Use Figure 4 to calculate the number of passengers on board HMS Windrush when it left Trinidad.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3	Total
Award 1 mark for the correct answer.					1	1
194						

6. (a) (ii) Use Figure 4 to analyse HMS Windrush's journey from Trinidad to the UK.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3	Total
					4	4

Indicative content

Likely AO3 analysis content will include a list of stopping points as the ship travelled north-westwards and then north-eastwards. In addition, candidates may manipulate data to estimate the distances travelled or may analyse how the journey connected different world regions.

- Jamaica was the most significant place for new passengers (599) followed by Bermuda (168) and Mexico (66).
- The Windrush travelled to Jamaica (for 7 days) and Mexico (for 4 days) between May 20th and May 31st before travelling to Bermuda (11 days) and then the UK by June the 21st (a further 10 days).
- The ship travelled in a (north) westerly direction to Mexico then travelled due east for a short distance before travelling in a northeasterly direction across the open Atlantic via Bermuda.
- The first stopping point was in the Caribbean before travelling to Mexico.
- The total distance travelled was around 13,000 kilometres over a 32-day period. Meaning that the ship travelled at approximately 400 km per day.

Marking guidance

In the top band, answers will analyse the resource thoroughly. Along with some accurate description of the route, data may be manipulated in ways which further develop the analysis.

Near the lower end, answers will display limited engagement with the data in Figure 4 beyond listing of the stopping points and dates.

Award the marks as follows:

Band	Marks	
2	3-4	Developed, clear analysis of the journey in Figure 4. Wider use and manipulation of the available data.
1	1-2	Partial analysis of the journey in Figure 4. Partial use / description of the available data,
	0	Response not creditworthy or not attempted.

6. (a) (iii) Suggest two ways in which the UK's past as a maritime power affects its present-day relationships with other countries.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3	Total
		5				5

Indicative content

Likely AO1 content includes outlining of the following:

- Positive trade or migration relationships such as those with some Commonwealth countries, including Jamaica, India and Nigeria. Historic migration flows such as those in Figure 4 relied on shipping rather than air transport.
- Strong cultural relationships have built up over time, in part due to out-migration from the UK to its colonies and North America.
- Negative relationships due to the way other countries were colonised by the British. Historically, British sea power was used to develop the slave trade.
- Credit other interpretations of maritime past e.g. wartime naval operations (world wars, Falklands or other), linked with enduring present-day international relations/allies/friendships.

Marking guidance

Near the upper end, answers may show developed knowledge and understanding of present-day relationships e.g. political allies, trade deals, cultural exchange, business partnerships etc. with some link to the UK's maritime/colonial past).

Answers near the lower end may have very little knowledge and understanding of either the UK's maritime past or its present-day relationships.

Award the marks as follows:

Band	Marks	
3	4-5	Developed suggestions of two ways in which the UK's present-day relationships with other countries are affected. Applies knowledge and understanding of the UK's past as a maritime/colonial power.
2	2-3	Partial suggestions of one or two ways in which the UK's present-day relationships with other countries are affected. Applies partial knowledge of the UK's past relationships with other countries.
1	1	Limited suggestion of one way in which the UK's present-day relationships with other countries are affected. Limited or no knowledge of the UK's past relationships with other countries.
	0	Response not creditworthy or not attempted.

7. Evaluate the extent to which ships and migrants are allowed to move freely around the world.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3	Total
	10			10		20

Indicative content

This is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO1

Candidates will provide a description and explanation of migration and shipping movements. This may include:

- different types of migrants, including workers and refugees (2.2.1)
- specific migration rules, including European Union freedom of movement and laws allowing all Commonwealth citizens to move to the UK prior to the 1970s (2.2.2)
- UN refugee rules, including the work of UNHCR (2.2.4)
- laws and agreements for maritime movement, including UNCLOS, territorial limits, high seas (Global Commons) and EEZs (2.2.6 and 2.2.9)
- contested ownership of islands and surrounding waters (2.2.8).

AO2

Candidates demonstrate application of knowledge and understanding through synthesis and evaluation. This may include:

- evaluation of how far there is freedom of movement in international waters - one argument being there is free movement provided shipping does not trespass into territorial waters
- evaluation of how perspectives may vary on where the ships are allowed into certain areas due to the contested ownership e.g. South China Sea
- evaluation of varying regional contexts for international migration with freedom in some parts of the world (EU) but not others
- reflection on how the 2 different movements become linked e.g. movements of refugees on ships passing from high seas into territorial waters
- reflection on the varying geographical scales of governance which determine whether free movement is allowed, for example national rules, European rules, United Nations refugee rules.

Near the upper end, answers that score highly will show application of knowledge and understanding by explaining complex ideas, synthesising and evaluating information about flows of migrants and shipping, and coming to rational conclusions about how far migration matters most in this context.

Responses in the middle range will show some application of knowledge and understanding to provide some evaluation and synthesis, prior to drawing partially supported conclusions.

Near the lower end, responses provide very limited application of knowledge and understanding to provide little or no evaluation of the statement.

Award the marks as follows:		
	AO1 (10 marks)	AO2.1c (10 marks)
Band	<i>Description and explanation of international migration and shipping movements.</i>	<i>Evaluation of the extent to which freedom of movement is allowed.</i>
3	7-10 marks Demonstrates detailed and accurate knowledge and understanding of all elements of the question. Makes use of appropriate and well-developed examples and may include well-annotated diagram(s).	7-10 marks Applies knowledge and understanding of migration and ocean governance to provide a thorough and coherent evaluation.
2	4-6 marks Demonstrates accurate knowledge and understanding of most elements of the question. Makes some use of examples and may include simple diagram(s).	4-6 marks Applies knowledge and understanding to produce a coherent but partial evaluation.
1	1-3 marks Demonstrates limited knowledge and understanding of some element of the question. Makes limited or no use of examples and may include a simple diagram.	1-3 marks Applies knowledge and understanding to produce a limited evaluation.
	0 marks Response not creditworthy or not attempted.	0 marks Response not creditworthy or not attempted.

8. Evaluate the relative importance of non-governmental or local community groups in the management of two issues you have studied. Your answer must include one migration issue (such as refugees or megacity growth) and one oceans issue (such as marine waste or Arctic conservation).						
	AO1	AO2.1a	AO2.1b	AO2.1c	AO3	Total
	10			10		20
Indicative content This is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content. AO1 Candidates will provide a description and explanation of the role which NGOs and communities have played for their chosen issues, either through acting alone or in partnership or opposition against other players or stakeholders. Based on the C2 Specification, this could include: • NGO, government and supranational initiatives to help refugees / refugee crises, including the work of UNHCR (2.2.4) • bottom-up community development initiatives in megacities and the management of rural-urban migration (2.2.3) • migration issues and policies in the UK, including conflicting views about migration among UK citizens and communities (2.2.3) • awareness-raising and local actions to manage marine waste (2.2.10) • multi-scalar oceans issues where local players/stakeholders have a role to play, for example Arctic Ocean conservation or UNESCO sites (2.2.10). AO2 Candidates demonstrate application of knowledge and understanding through synthesis and evaluation. This may include: • evaluation of the role / relative importance of NGOs or community groups in comparison with governmental players / stakeholders • evaluation of the role of NGOs or community groups in raising awareness, advocacy, etc. • evaluation of the importance of direct actions by local / community groups, for example informal megacity housing or beach clean-up initiatives • reflection on the need for different geographical scales of governance as part of the effective management of issues • reflection on the way NGOs and community groups may lack the real political or financial power needed to bring positive change. Near the upper end, answers that score highly will show application of knowledge and understanding by explaining complex ideas, synthesising and evaluating information about global governance, and coming to rational conclusions about the role of community groups / NGOs. Responses in the middle range will show some application of knowledge and understanding of global governance to provide some evaluation and synthesis, prior to drawing partially supported conclusions. Near the lower end, responses provide very limited application of knowledge and understanding of global governance to provide little or no evaluation of the statement.						

Award the marks as follows:		
	AO1 (10 marks)	AO2.1c (10 marks)
Band	<i>Description and explanation of how the two chosen issues are managed.</i>	<i>Evaluation of the relative importance of non-governmental or community groups.</i>
3	7-10 marks Demonstrates detailed and accurate knowledge and understanding of all elements of the question. Makes use of appropriate and well-developed examples and may include well-annotated diagram(s).	7-10 marks Applies knowledge and understanding of migration and ocean governance to provide a thorough and coherent evaluation.
2	4-6 marks Demonstrates accurate knowledge and understanding of most elements of the question. Makes some use of examples and may include simple diagram(s).	4-6 marks Applies knowledge and understanding to produce a coherent but partial evaluation.
1	1-3 marks Demonstrates limited knowledge and understanding of some element of the question. Makes limited or no use of examples and may include a simple diagram.	1-3 marks Applies knowledge and understanding to produce a limited evaluation.
	0 marks Response not creditworthy or not attempted.	0 marks Response not creditworthy or not attempted.

Section C: Challenges of the 21st Century

9. Discuss the view that environmental management strategies solve more problems than they create.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3	Total
	8			12	10	30
Within the answer to question 9, candidates should use the resources in Figures 5, 6, 7 and 8 and apply their knowledge and understanding from across the whole specification in order to develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured. The indicative content is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content. AO3 may include: - analysis and interpretation of the gains and losses for different places associated with the construction of the reservoir in Figure 5 - analysis and interpretation of the benefits and costs associated with tree planting in Figure 6 - analysis and interpretation of the value of the peatland projects in Figure 7 - analysis and interpretation of the problems associated with the feedback loop in Figure 8 - synthesis of Figures e.g. the problem-solving benefits of forest and peatland projects (Figures 6 and 7) might only be short-lived (Figure 8). AO1 content includes knowledge and understanding of the environmental risks or issues shown or implied in Figures 5-8, or other relevant ideas studied as part of the course, including C3 options. This may include: - The importance of peatlands and forest biomes as carbon stores (C2 – carbon cycle) - Modification of the hydrological cycle to address water deficits (C2 – water cycle) - Rural management, change and new challenges (C1 – changing places) - Landscape systems, their management and feedback loops (C1 – landscapes and C2 – systems) AO2 requires candidates demonstrate application of knowledge and understanding through an evaluation of the problems/costs/issues and solutions/benefits/successes of different environmental management strategies. Responses may include: - evaluation of how far strategies have achieved their original problem-solving goals - evaluation of the severity or significance of unintended negative outcomes - evaluation of the final balance of benefits and costs - evaluation of the varying scale of different issues - reflecting critically on geographical links and connections (for example the reservoir solves water supply problems for one place but has drowned another place) - reflecting critically using other specialised geographic concepts such as systems, scale or identity. The question requires that candidates progress beyond describing solutions or problems. At the upper end, answers that score highly will show application of knowledge and understanding by critically evaluating the themes they have chosen to write about, synthesising information, and coming to rational conclusions which draw across the Specification. Responses in the middle range will show some application of knowledge and understanding to provide some evaluation and synthesis from across the specification, prior to drawing partially supported conclusions. Lower end responses provide very limited application of knowledge and understanding of possible themes to provide little evaluation.						

Award the marks as follows:			
	AO1 [8 marks]	AO2.1c [12 marks]	AO3 [10 marks]
Band	<i>Knowledge & understanding of environmental issues.</i>	<i>Evaluation of environmental management strategies.</i>	<i>Specific impacts, issues or connections in Figures 5-8; extended writing skills.</i>
3	7-8 marks Demonstrates detailed and accurate knowledge and understanding of all elements of the question. Makes use of appropriate and well-developed examples and may include well-annotated diagram(s).	9-12 marks Applies knowledge and understanding to produce a coherent, thorough and sustained evaluation. Applies knowledge and understanding of Specification themes in a broad and well-balanced way.	8-10 marks Well-developed analysis of Figures 5-8 with sustained and detailed use of data. Well-constructed, coherent and logical arguments and substantiated conclusions.
2	4-6 marks Demonstrates accurate knowledge and understanding of most elements of the question. Makes some use of examples and may include simple diagram(s).	5-8 marks Applies knowledge and understanding to produce a coherent but partial evaluation. Applies knowledge and understanding of Specification themes in a narrower and partially-balanced way.	4-7 marks Partial analysis of Figures 5-8 with some detailed use of data. Partial arguments and conclusions have been attempted.
1	1-3 marks Demonstrates limited knowledge and understanding of some element of the question. Makes limited or no use of examples and may include a simple diagram.	1-4 marks Applies knowledge and understanding to produce a limited evaluation. Applies limited knowledge and understanding of Specification themes in an unbalanced way.	1-3 marks Limited analysis of Figures 5-8 with some limited use of data. Limited arguments and conclusions, if any.
	0 marks Response not creditworthy or not attempted.	0 marks Response not creditworthy or not attempted.	0 marks Response not creditworthy or not attempted.

10. Discuss the impact of rural land-use changes on the identity and sustainability of different places.	AO1	AO2.1a	AO2.1b	AO2.1c	AO3	Total
	8			12	10	30

Within the answer to question 10, candidates should use the resources in **Figures 5, 6, 7 and 8** and apply their knowledge and understanding from across the whole specification in order to develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

The indicative content is not prescriptive and candidates are not expected to cover all points for full marks. Credit other valid points not contained in the indicative content.

AO3 may include:

- analysis and interpretation of the place changes shown and suggested by Figure 5
- analysis and interpretation of the impact of forestry on place identity and sustainability in Figure 6
- analysis and interpretation of peat restoration (reversion from agricultural land use) in Figure 7
- analysis and interpretation of the sustainability issues suggested by the feedback loop in Figure 8
- synthesis of Figures e.g. the sustainability benefits of forest and peatland projects (Figures 6 and 7) may only be temporary and not long-term (Figure 8).

AO1 content includes knowledge and understanding of the environmental risks or issues shown or implied in Figures 5-8, or other relevant ideas studied as part of the course, including C3 options. This may include:

- The importance of peatlands and forest biomes for climate change mitigation (C2 – carbon cycle)
- The importance of water stores (C2 – water cycle)
- The changing characteristics and identity of local places (C1 – changing places)
- Challenges and conflicts experienced by rural places (C1 – changing places)

AO2 requires candidates demonstrate application of knowledge and understanding through an evaluation of the problems/costs/issues and solutions/benefits/successes of different environmental management strategies. Responses may include:

- evaluation of the balance of positive and negative impacts on sustainability
- evaluation of different economic, social and environmental (sustainability) impacts
- evaluation of the significance or severity of impacts on place identity
- evaluation of the varying scale of different sustainability impacts
- reflecting critically on geographical links and connections (for example, one place must be sacrificed so that the reservoir water supply can make other places more sustainable)
- reflecting critically on the concept of sustainability or enhancing the geographical evaluation by making use of other specialised geographic concepts such as systems, feedback or risk.

The question requires that candidates progress beyond describing problems or solutions. At the upper end, answers that score highly will show application of knowledge and understanding by critically evaluating both sustainability and identity themes (balance is not required, but both must be addressed) synthesising information, and coming to rational conclusions which draw across the Specification.

Responses in the middle range will show some application of knowledge and understanding to provide some evaluation and synthesis from across the specification, prior to drawing partially supported conclusions.

Lower end responses provide very limited application of knowledge and understanding of sustainability or identity themes to provide little evaluation.

Award the marks as follows:			
	AO1 [8 marks]	AO2.1c [12 marks]	AO3 [10 marks]
Band	<i>Knowledge & understanding of rural land use changes and issues.</i>	<i>Evaluation of impacts on the identity and sustainability of different places.</i>	<i>Specific impacts, changes or connections in Figures 5-8; extended writing skills.</i>
3	7-8 marks Demonstrates detailed and accurate knowledge and understanding of all elements of the question. Makes use of appropriate and well-developed examples and may include well-annotated diagram(s).	9-12 marks Applies knowledge and understanding to produce a coherent, thorough and sustained evaluation. Applies knowledge and understanding of Specification themes in a broad and well-balanced way.	8-10 marks Well-developed analysis of Figures 5-8 with sustained detailed use of data. Well-constructed, coherent and logical arguments and substantiated conclusions.
2	4-6 marks Demonstrates accurate knowledge and understanding of most elements of the question. Makes some use of examples and may include simple diagram(s).	5-8 marks Applies knowledge and understanding to produce a coherent but partial evaluation. Applies knowledge and understanding of Specification themes in a narrower and partially-balanced way.	4-7 marks Partial analysis of Figures 5-8 with some detailed use of data. Partial arguments and conclusions have been attempted.
1	1-3 marks Demonstrates limited knowledge and understanding of some element of the question. Makes limited or no use of examples and may include a simple diagram.	1-4 marks Applies knowledge and understanding to produce a limited evaluation. Applies limited knowledge and understanding of Specification themes in an unbalanced way.	1-3 marks Limited analysis of Figures 5-8 with some limited use of data. Limited arguments and conclusions, if any.
	0 marks Response not creditworthy or not attempted.	0 marks Response not creditworthy or not attempted.	0 marks Response not creditworthy or not attempted.