



Mark Scheme (Results)

Summer 2025

Pearson Edexcel GCE
In Geography (9GE0)
Paper 2

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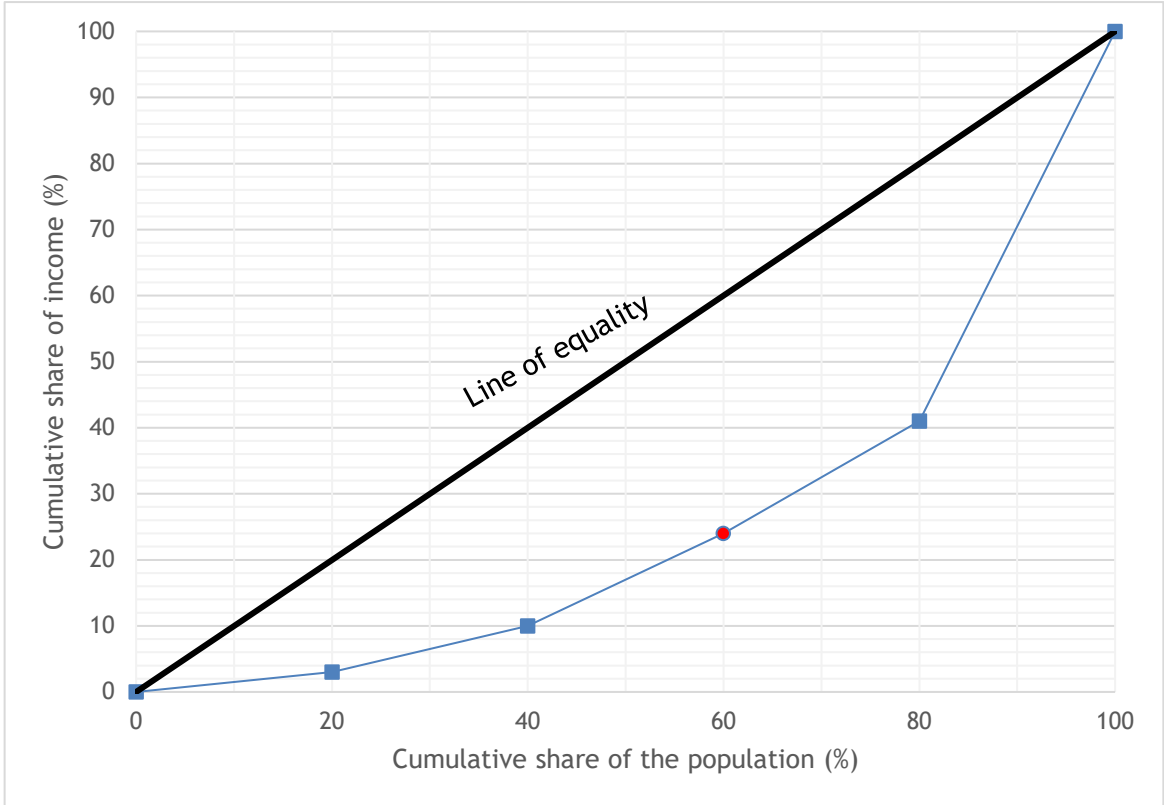
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General Marking Guidance

- 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
1(a)	AO3 (4 marks)	(4)
(i)	If the plot of the graph clearly intersects with the 24 line, then award 1 mark	
(ii)	 A complete Lorenz curve would join three plotted dots	
(iii)	6.5-7.5%	
(iv)	100-70% = 29-31%	

Question number	Assess the reasons why globalisation often increases income inequality within countries Answer
1(b)	AO1 (3 marks)/AO2 9 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows: • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks.

Question number	Assess the reasons why globalisation often increases income inequality within countries Answer
	Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: Some are answering why income inequality differs between countries AO1 • The Gini index is one measure of inequality, based on a score between zero and one. A Gini index of one means a country's entire income goes to one person; a score of zero means the spoils are equally divided. • Globalisation can result in income inequality as a result of technological advancements, erosion of labour rights and trade liberalisation. • Candidates may suggest that globalisation can reduce income inequality within countries through skill upgrading and increasing economic growth resulting in increased income opportunities. AO2 • Globalisation often leads to the outsourcing of low-skilled jobs to countries with lower labour costs, which can result in a widening gap between high-skilled and low-skilled workers within countries. • Globalisation facilitates the movement of capital across borders, allowing multinational corporations to invest in countries with lower labour costs, while capital-intensive industries thrive, exacerbating income inequality. • Globalisation encourages free trade agreements, which can benefit industries with comparative advantages but may harm sectors that are less competitive, leading to job losses and income disparities. • Globalisation promotes technological innovation, which can increase productivity but also leads to automation and the displacement of workers, particularly in low-skilled sectors, contributing to income inequality. • Globalisation can weaken labour unions and bargaining power, as corporations can easily relocate production to countries with weaker labour regulations, resulting in diminished wages and benefits for workers in high-income countries. • However, globalisation incentivises investments in education and skill development to remain competitive in the global market, leading to a more skilled workforce and potentially reducing income disparities within countries.

Question number	Assess the reasons why globalisation often increases income inequality within countries Answer
	- Globalisation enables small and medium-sized enterprises access to international markets, encouraging economic growth, which can mitigate income inequality through increased employment and income opportunities. - Globalisation facilitates international aid and development programs, as well as initiatives such as foreign direct investment (FDI) and remittances, which can help alleviate poverty and reduce income inequality in developing countries. - Governments can implement redistributive policies, such as progressive taxation, social welfare programs, and minimum wage regulations, to counteract the negative impacts of globalisation and reduce income inequality within countries. Assessment - The benefits of globalisation can offset the issues created by trade as government can invest in re-training programmes and improvements in infrastructure in economically depressed areas. - It is not inevitable that globalisation increases inequality in income and wealth, as candidates may argue that the implications can be offset by government actions. - Candidates may critique the use of the Gini index in terms of data collection e.g. whether the income is pre- or post-tax, whether remittances and property income are included.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	- Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) - Applies knowledge and understanding of geographical information/ideas, making limited logical connections/relationships. (AO2) - Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2) - Applies knowledge and understanding of geographical information/ideas to make unsupported or generic judgements about the significance of few factors, leading to an argument is unbalanced or lacks coherence. (AO2)
Level 2	5–8	Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)

Level	Mark	Descriptor
		• Applies knowledge and understanding of geographical information/ideas logically, making some relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make judgements about the significance of some factors, to produce an argument that may be unbalanced or partially coherent. (AO2)
Level 3	9–12	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors throughout the response, leading to a balanced and coherent argument. (AO2)

Question number	Explain how Dependency Theory helps explain uneven patterns of global development.	
2(a)	AO1 (4 marks) Award 1 mark for outlining the Dependency Theory, with up to a further 3 marks for an explanation to a maximum of 4 marks. For example: • Dependency theory suggested the unequal power relations have developed as a result of colonialism/idea of core and periphery. (1) Poverty persists in underdeveloped countries because they exported primary commodities which are lower cost (1) to the rich countries who then manufactured products from those commodities and sold them back to poorer countries. (1) This resulted in high levels of debt due to a negative trade balance/core develops at a faster rate compared to periphery/form of neo-colonialism (1). • Peripheral countries are kept in a state of dependency through reliance on foreign aid (1) this is because aid often comes with conditions e.g. structural adjustment programmes (1) which align the recipient countries with the interests of the donor nations (1). This can create a debt trap forcing countries to rely on further aid or concessions (1). • The Dependency theory proposes that resources flow from poor, underdeveloped states (the periphery) going to wealthy states (Core) (1). During the British Empire this explained how resources flowed from colonies under their control, limiting the colonies economic development (1). When these countries gained independence, they became suppliers of raw materials (1) inhibiting the development of domestic industries so economic development was low (1)	(4)

Question number	Assess the view that economic alliances are important in ensuring the global influence of superpowers. Answer
2(b)	AO1 (3 marks)/AO2 (9 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows: • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: AO1 • Alliances both military and economic increase interdependence and are important in geostrategy and global influence. • Political spheres of influence are increasingly contested leading to tensions over territory and physical resources, highlighting the importance of alliances in order to tackle the challenges. • Examples of economic alliances include trade blocs, Bretton Woods Institutions (World Bank) and International Monetary Fund (IMF), international group such as the G7 and G20. AO2 • Economic alliances enable superpowers to pool resources and leverage collective economic strength, enhancing their global influence and competitiveness in the international arena. • Economic alliances provide access to larger markets by joining trade blocs and facilitate trade among member countries, enabling superpowers to expand their economic reach and influence beyond their borders. USA dominates global markets through the creation of USMCA (previously known as NAFTA) the USA has been able to achieve economies of scale, as well as maximising profit by using the cheaper labour provided by Mexico. • Economic alliances can facilitate access to critical resources, such as energy, raw materials, and technology, which are essential for maintaining economic growth and geopolitical influence. USA trade with Canada also provides energy security through

Question number	Assess the view that economic alliances are important in ensuring the global influence of superpowers. Answer
	the prescexne of alternative energy supplies such as Tar Sand oils. This enables USA to remain dominate in the global economy, underpinning its military force and cultural expansion. • Superpowers can use economic alliances to promote and institutionalise their economic norms, standards, and regulations, shaping the global economic order in ways that reflect their interests and values. • Countries which have a diverse range of trading partners due to economic alliances, allow flexibility in responding to disruptions in trade and investment. This allows countries to maintain economic power during times of military or economic crisis. • However, western powers such as the USA, UK, France and Germany maintained global influence through their political alliances i.e. voting power in international organisations such as the World Bank and the International Monetary Fund. The USA dominates the percentage of voting power with 16.28% and 17.46% respectively. Assessment • Candidates may take the view that economic alliances are more important as the strength of an economy underpins military power. • Candidates may consider that countries are viewing military alliances as increasingly crucial given the wars in Ukraine and the Middle East. • Candidates may argue that the US became the dominant global power by establishing global influence via alliances such as the North Atlantic Treaty Organisation (NATO). The recent conflicts in Ukraine have led to an increased demand for countries to join this economic alliance to provide defence assurance. • The importance of military alliances such as NATO have been questioned with questions raised regarding where allies shoulder their collective security responsibilities as they struggle to meet the agreed 2% of GDP spending on defense. Miltiary alliances can undermine security by exacerbating tensions with rivals. Russia was desigated one of the BRICs in 2001 in the belief that it's economies would dominate global growth by 2050. Russia's invasion of Ukraine led to heavy sanctions by the west and Russia's economy as a result declined 4.5% in 2022 with high budget deficits. • Military alliances have allowed the US to have global reach, due to the hard defence infrastructure that enables them to respond to threats to its superpower status instananeously. The US controls around 750 bases in at least 80 countries

Question number	Assess the view that economic alliances are important in ensuring the global influence of superpowers. Answer
	worldwide allowing them to fight the nation's wars far away from the American homeland. • Military alliances can prevent conflicts that could disrupt trade and investment, reducing fears of war and increasing countries such as the USA's bargaining leverage over security partners in economic negotiations. Due to the globalised nature of production, countries are reliant on imports and exports and any conflicts can reduce the economy e.g. disrupting the oil industry and driving up prices. Accept any other appropriate response

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical information/ideas, making limited logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2) • Applies knowledge and understanding of geographical information/ideas to make unsupported or generic judgements about the significance of few factors, leading to an argument is unbalanced or lacks coherence. (AO2)
Level 2	5–8	• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making some relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make judgements about the significance of some factors, to produce an argument that may be unbalanced or partially coherent. (AO2)
Level 3	9–12	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors throughout the response, leading to a balanced and coherent argument. (AO2)

Question number	Study Figure 2 in the Resource Booklet. Suggest one way this street art festival might have helped reimagine this deindustrialised area. Answer	Mark
3(ai)	AO1 (2 marks)/AO2 (1 mark) Award 1 mark for analysing the resource to identify one reason why the function of the site has changed and a further 2 marks for expansion up to a maximum of 3 marks. For example: - Abandoned buildings/industrial sites (A02) have been transformed into vibrant, colourful spaces through the creation of murals and street art (1). The visually appealing artwork beautified the surroundings (1), making the area more attractive to residents/visitors/potential investors (1). - By reimagining the area as a vibrant cultural hub, the urban paint festival (A02) helped change perceptions/challenge stereotypes associated with deindustrialised areas (1). It created a new narrative for the area, shifting the focus from its industrial past to its cultural and artistic present (1), enhancing its image and reputation both locally and beyond (1). - The Urban paint festival (A02) injected new life and energy into the local economy/attracted tourists (1), supporting small businesses, cafes, and shops in the area (1). It has attracting investment/talent/opportunities for economic diversification (1). Accept any other appropriate response.	(3)

Question number	Suggest why reimagining strategies may not always change perceptions of deindustrialised areas, such as Bristol Answer
3(a)(ii)	AO1 (3 marks)/AO2 (3 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Specific knowledge about Bristol is not required. Relevant points may include: AO1 - Reimagining refers to the process of changing the negative perceptions of a place to attract investment, tourists, and new residents. This is often achieved through marketing campaigns, media coverage, and events that highlight the positive aspects of the area. - Perception of a place refers to the subjective impressions, feelings, beliefs, attitudes, and judgments that individuals or groups hold about a particular location or geographic area. - Perception of a place is influenced by a variety of factors, including personal experiences, cultural backgrounds, social interactions, and media representations. AO2 - Deindustrialised areas like Blackburn may be burdened by a historical stigma associated with their industrial past, which can be difficult to overcome through reimagining efforts. Negative perceptions rooted in the decline of traditional industries, job losses, and economic hardship may persist despite rebranding initiatives. - Reimagining strategies take time to take effect, and perceptions of deindustrialised areas may not change immediately, especially if the negative image has been deeply ingrained over many years. It may require sustained efforts and consistent messaging to shift perceptions and change public attitudes towards these areas. - Deindustrialised areas often face economic challenges and resource constraints, which may limit the effectiveness of reimagining strategies. Lack of funding, infrastructure, and support for community initiatives can hinder the implementation

	of comprehensive rebranding campaigns. - Negative media coverage of social and economic issues in deindustrialised areas can reinforce existing stereotypes and perceptions, undermining reimagining efforts. Media portrayal of crime, poverty, and urban decay may overshadow positive developments and initiatives aimed at revitalisation. - There may be resistance to change within the community or among stakeholders who are skeptical of reimagining efforts or hesitant to embrace new identities or narratives for the area. Cultural and social factors, as well as vested interests, can impede progress and hinder the adoption of rebranding strategies. Accept any other appropriate response. The discussion around reimagining strategies may be implicit rather than mentioning specific examples of strategies.
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	- Demonstrates isolated or generic elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) - Applies knowledge and understanding to geographical information inconsistently. Connections/relationships between stimulus material and the question may be irrelevant. (AO2)
Level 2	3–4	- Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) - Applies knowledge and understanding to geographical information to find some relevant connections/relationships between stimulus material and the question. (AO2)
Level 3	5–6	- Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) - Applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between stimulus material and the question. (AO2)

Question number	Answer
3(b)	AO1 (6 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: - Rural areas often have limited access to essential services such as healthcare, education, transportation, and employment opportunities, which can contribute to social inequalities. Remote locations, sparse populations, and underdeveloped infrastructure may exacerbate disparities in access to services, particularly for marginalised groups. - Economic opportunities in rural areas may be limited, with fewer job prospects, lower wages, and less economic diversity compared to urban areas. Industries such as agriculture, forestry, and mining, which are prevalent in rural areas, may offer unstable employment and contribute to poverty and economic inequality. - Rural communities often have poorer health outcomes and higher rates of chronic diseases compared to urban areas, due to factors such as limited access to healthcare facilities, healthcare providers, and preventive services. Geographic isolation, lack of public transportation, and cultural barriers may further hinder access to healthcare and exacerbate health inequalities among rural residents. - Rural communities may experience social isolation and limited social networks, particularly for individuals who are elderly, disabled, or marginalised. Limited access to transportation, community services, and recreational opportunities can contribute to feelings of loneliness, alienation, and exclusion among rural residents. Accept any other appropriate response

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	- Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) - Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)

Level	Mark	Descriptor
Level 2	3–4	• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)
Level 3	5–6	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Question number	Evaluate the view that it is difficult for regeneration projects to meet the needs of all stakeholders Answer
3(c)	AO1 (5 marks)/AO2 (15 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows: • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. • Level 4 AO1 performance: 4–5 marks. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: AO1 • Regeneration is the process of upgrading existing urban, rural, industrial and commercial areas to bring about social and economic change on a long-term scale. • Stakeholders are any group or individuals involved in, or interested in, regeneration. They range from residents, environmentalists, businesses to local councils and planners. • Different stakeholders will have different views on the success of regeneration projects because they will use different criteria to judge success. • Successful and sustainable urban regeneration should involve the broad participation of multiple stakeholders in order to be effective. Insufficient participation reduces residents' sense of belonging and wellbeing. • Urban regeneration can trigger a range of undesirable results such as social injustice and inequality particularly harming the interests of disadvantaged groups. AO2 • Local councils are focused on improving the external image of a location in order to attract investment. Therefore, the preservation of landmark buildings and improving infrastructure, as well as reducing deprivation levels is important. This stakeholder group is likely to focus on measures such as increased employed levels, IMD data trends and the reduction in areas of derelict land. • Existing residents are focused on improving the quality of their living environment and life. Improved housing, community facilities and job opportunities are of high importance and they would likely focus on measures such as rising incomes, improved

Question number	Evaluate the view that it is difficult for regeneration projects to meet the needs of all stakeholders Answer
	health and life expectancy and increased access to services. - Local businesses are profit driven and therefore would appreciate regeneration schemes which see an increase in local population in order to boost their trade. - Property developers are also profit driven and will look to attract a wealthier population in order to drive up sales and rental values. The new image created by the regeneration will be particularly important in order to increase the land value of the area. - There is likely to be conflict in interests between these stakeholders with property developers outpricing local people as house prices rise forcing them out of areas that they have a strong community attachment to. - Regeneration projects that focus on land redevelopment are likely to encounter multiple challenges between stakeholders. This is due to the parties looking to achieve multiple goals including economic value, social equality and environmental preservation. Evaluation - Will depend upon the examples/case studies used but expect to see London Olympics, London Docklands, Cornwall based examples. - Candidates may agree with the view due to the diverging nature of the priorities of the interest groups e.g. economic profit vs. improving affordability of housing for locals. Accept any other appropriate response.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–5	- Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) - Applies knowledge and understanding of geographical ideas, making limited and rarely logical connections/relationships. (AO2) - Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited coherence and support from evidence. (AO2) - Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)
Level 2	6–10	Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1)

Level	Mark	Descriptor
		• Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical ideas in order to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)
Level 3	11–15	• Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1) • Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical ideas in order to produce a partial but coherent interpretation that is supported by some evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)
Level 4	16–20	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)

Question number	Suggest one way this carnival might have helped celebrate cultural diversity in this urban area Answer	Mark
4(a)(i)	AO1 (2 marks)/AO2 (1 mark) Award 1 mark for analysing the resource to identify one why cultural diversity in London has changed over time and a further 2 marks for expansion up to a maximum of 3 marks. For example: • The carnival poster celebrates a range of ethnicities (A02) (1) therefore promoting cultural/appreciation (1). Therefore, breaking down cultural barriers/challenging stereotypes/ build bridges of understanding and respect (1). • The carnival poster showcases traditional cultural/dress/differences in age/gender/ethnicity (A02) (1). This highlights the richness and vibrancy of the community's cultural heritage (1) in an event to break down stereotypes and community segregation (1). • The carnival poster representing various ethnicities and cultural backgrounds (A02) (1). Community members played active roles in planning, organising, and participating in the carnival (1), ensuring that diverse voices and perspectives were represented and celebrated (1). Accept any other appropriate response.	(3)

Question number	Suggest why positive media representations may not always change the perceptions of urban areas, such as Notting Hill Answer
4(a)(ii)	AO1 (3 marks)/AO2 (3 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Specific knowledge about the places is not required. Relevant points may include: AO1 • Media representations refer to the ways in which the media portrays and depicts groups, communities, events, places, and issues through various forms of

communication, such as newspapers, television, radio, film, social media, and online platforms.

- Perception of a place refers to the subjective impressions, feelings, beliefs, attitudes, and judgments that individuals or groups hold about a particular location or geographic area.
- Perception of a place is influenced by a variety of factors, including personal experiences, cultural backgrounds, social interactions, and media representations.

AO2

- Positive media representations may not always change perceptions of urban areas like Notting Hill because existing stereotypes and preconceptions about the area may be deeply ingrained and resistant to change. Negative stereotypes associated with factors such as crime, gentrification, or socioeconomic disparities may overshadow positive portrayals in the media.
- Media representations of urban areas like Notting Hill may be selective, focusing primarily on affluent neighbourhoods, trendy lifestyles, and tourist attractions, while neglecting to address issues such as poverty, inequality, and social tensions. This selective portrayal can create a distorted image of the area and fail to capture the complexities of urban life, leading to incomplete or misleading perceptions.
- Audiences may have pre-existing biases or preferences that influence how they interpret and respond to media representations of urban areas. Factors such as socioeconomic background, cultural upbringing, and personal experiences can shape individuals' perceptions and attitudes towards urban areas, regardless of the portrayal in the media.
- Positive media representations of urban areas may be contradicted by other sources of information or personal experiences that reinforce negative perceptions. For example, news reports of crime incidents or social unrest in Notting Hill may overshadow positive depictions in films or TV shows, leading to conflicting narratives and perceptions.
- Positive media representations may not reach all audiences or may be limited in their impact if they are not widely disseminated or if individuals do not have access to diverse media sources. Residents of Notting Hill or outsiders unfamiliar with the area may not encounter positive portrayals in the media, leading to unchanged perceptions or reliance on negative stereotypes.

The discussion around positive media representations may be implicit rather than mentioning specific examples of media.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	• Demonstrates isolated or generic elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding to geographical information inconsistently. Connections/relationships between stimulus material and the question may be irrelevant. (AO2)
Level 2	3–4	• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding to geographical information to find some relevant connections/relationships between stimulus material and the question. (AO2)
Level 3	5–6	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between stimulus material and the question. (AO2)

Question number	Answer
4(b)	Explain why rural places are seen as undesirable by some groups of people AO1 (6 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: • The perception of rural areas will depend upon a person's gender, ethnicity, age and life cycle stage. • Some people view rural regions as undesirable as they can be remote and isolated so are difficult to access. This makes them undesirable for young people or those that need to commute to urban areas for work. • There can be limited social opportunities for children and young people, driven by the clustering of ageing populations. This can be a self-perpetuating cycle, as the youthful

	population leave the area. • Many rural areas have a limited range of services such as post-offices, shops, petrol stations and banks. These have been closed down due to a lack of profitability or customer base. For example, one in five households in rural areas live more than 4 km from a doctor's surgery. • Some rural locations have high housing costs as the average sale price of residential prices has been driven up by the purchase of second homes meaning it is harder for locals to remain in these areas. The number of second homes in Shetland has doubled over the past 16 years. • Many rural areas have poor mobile and broadband infrastructure due to the high installation costs, reducing commercial return for providers. This means that it can be undesirable for those that wish to work from home. • High transport costs due to infrequent, expensive buses and long distances means that transport costs are high. Households in rural hamlets spend an average of £139 per week on transport, compared to £79 in urban areas. Accept any other appropriate response.
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)
Level 2	3–4	• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)
Level 3	5–6	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Question number	Evaluate the view that it is difficult to manage change in places to meet the needs of all stakeholders Answer
4(c)	AO1 (5 marks)/AO2 (15 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows: • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. • Level 4 AO1 performance: 4–5 marks. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: AO1 • Stakeholders are any group or individuals involved in, or interested in, regeneration. They range from residents, environmentalists, businesses to local councils and planners. • Different stakeholders will have different views on the success of change management because they will use different criteria to judge success. • Stakeholder’s views will be shaped depending on their lived experience and attachment to the area and whether the identity of the area is similar or changed from how they wanted it. • Changes in the local area can be judged using economic, social, demographic and environmental variable in an urban area. This can be collected through observing census data, online statistics and taking surveys. AO2 • Stakeholders in a place often have diverse and sometimes conflicting interests, including residents, businesses, government agencies, community groups, developers, and environmental organisations. Balancing these competing interests and priorities can be challenging, especially when stakeholders have different perspectives, values, and goals. • Power imbalances among stakeholders can complicate the process of managing change, as certain groups may have more influence, resources, or decision-making authority than others. Marginalised or underrepresented stakeholders, such as low-income residents or minority groups, may have limited ability to advocate for their needs and interests in decision-making processes.

Question number	Evaluate the view that it is difficult to manage change in places to meet the needs of all stakeholders Answer
	• 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, the challenges of dealing with the outmigration of young people. • Successful management of change 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. • Resistance to change from stakeholders who are accustomed to the status quo can hinder efforts to implement new policies, initiatives, or development projects. Fear of displacement, loss of identity, or negative impacts on livelihoods and quality of life may lead to opposition from certain stakeholder groups. • The outcomes of economic and social and environmental benefits may conflict with each other and the perceived success of these management strategies put in place is purely subjective due to this clash of success criteria/objectives. • Managing change in places entails risks of unforeseen consequences and unintended outcomes that may disproportionately affect certain stakeholders or exacerbate existing inequalities. Inadequate planning, insufficient stakeholder engagement, and unforeseen external factors can contribute to unintended negative impacts on communities, the environment, or the economy. Evaluation might include: • 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. Accept any other appropriate response.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–5	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical ideas, making limited and rarely logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited coherence and support from evidence.

Level	Mark	Descriptor
		(AO2) • Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)
Level 2	6–10	• Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical ideas in order to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)
Level 3	11–15	• Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1) • Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical ideas in order to produce a partial but coherent interpretation that is supported by some evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)
Level 4	16–20	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)

Question number	Explain why military intervention may be seen as essential to ensure human wellbeing Answer	Mark
5 (a)	AO1 (4 marks) • Military intervention may be deemed necessary to protect populations from immediate threats to their safety, such as armed conflict/genocide/terrorism (1). In situations where, diplomatic efforts or humanitarian aid are insufficient to mitigate such threats (1), military intervention may be seen as a last resort to prevent loss of life and ensure the wellbeing of affected populations (1). • Military intervention can help establish or maintain peace and stability in regions affected by conflict, violence, or political instability (1), creating conditions for the delivery of humanitarian assistance and the resumption of normal life (1). Peacekeeping operations conducted by military forces can help facilitate reconciliation and reconstruction efforts (1). • Military intervention may be necessary to enforce compliance with international law, including human rights law/UN Responsibility to protect idea (1), particularly in cases where state authorities are unable or unwilling (1). Interventions aimed at stopping human rights abuses/preventing ethnic cleansing may be justified on humanitarian grounds. (1) • Indirect military intervention (training local forces, supply equipment) can be used to prevent genocide/ethnic cleansing (1) by training and equipping local forces to empower them to protect local people (1). They support the rule of law/democratic governance (1) reducing the risk of foreign troops causing civilian casualties (1)	(4)

Question number	Suggest why the Millennium Development Goals (MDGs) had a mixed record of success Answer
5(b)	AO1 (3 marks)/AO2 (3 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: AO1 • The UN Millennium Development Goals (MDGs) ran from 2000 to 2015 and aimed to improve the lives of people living in developing countries. They focused on eight goals and subsidiary targets.

- Success was not equally felt between the countries shown with most success being seen in Indonesia, compared to poor progress by Uganda.

AO2

- Bangladesh has been successful in meeting education targets as the government prioritised education as part of the National Development Agenda including financial incentives to keep girls in school and food/cash to poor families to send their children to school.
- Bangladesh has had less success in meeting the poverty, health and environment targets due to high levels of inequality/people remaining in informal employment/disease prevalence and malnutrition issue/rapid urbanisation/climate vulnerability.
- Uganda was successful in achieving the poverty target due to sustained economic growth leading to investment in infrastructure, growth in agriculture and growth of regional trade. The government also focused on improving rural areas through investment in markets and services.
- Uganda faced significant health challenges, including high rates of HIV/AIDS, malaria, and maternal and child mortality, which posed obstacles to achieving MDG targets related to health and well-being. Limited access to healthcare services, inadequate infrastructure, and sociocultural barriers to healthcare contributed to the mixed outcomes in health-related MDGs.
- Uganda achieved none of the environmental targets, due to environmental challenges such as deforestation, land degradation, and climate change impacts, which undermined efforts, including access to clean water and sanitation, environmental conservation, and climate resilience.
- Indonesia had a relatively stable governance and political environment creating a framework for the effective implementation of development programs and policies.
- Indonesia made significant investments in education, including expanding access to primary and secondary education and improving literacy rates. Efforts to increase school enrolment, reduce dropout rates, and improve educational quality contributed to progress towards education-related MDG targets.
- All but one of the MDGs focused on poverty reduction rather than focusing on increasing wealth creation which would have been more effective in improving the lives of people.
- Some critics believe that the goals were overambitious and unrealistic because they didn't consider the local capacities particular the governance of some countries.
- The progress of the MDGs are difficult to measure due to the fact they rely on unreliable data e.g. unreliable household surveys with no birth or death registries, health records or health statistics.

	The MDGs also lacked clear guidance on policy changes or how the goal could be achieved. This therefore could have created pessimism and cynicism in poor countries. Accept any other appropriate response.
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	- Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) - Applies knowledge and understanding to geographical knowledge inconsistently. Connections/relationships between stimulus material and the question may be irrelevant (AO2)
Level 2	3–4	- Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) - Applies knowledge and understanding to geographical knowledge to find some relevant connections/relationships between stimulus material and the question (AO2)
Level 3	5–6	- Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) - Applies knowledge and understanding to geographical knowledge logically to find fully relevant connections/relationships between stimulus material and the question (AO2)

Question number	Explain why the measurement of human development should include both economic and social variables Answer
5(c)	AO1 (8 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: • When measuring development, it needs to consider many different factors including social, political, environmental and economic. Typically, just social and economic factors are used giving a limited insight to the actual development of a country. • Many development indicators are 'single component' meaning they measure one thing e.g. crude birth rate. These are easy to measure and understand but they are too narrowly focused to draw overall conclusions about a country's development. • Economic indicators such as GDP per capita and GNI per capita provide categories to measure the varying levels of development making them easier to compare against other countries. However, they are limited as they don't include informal sectors such as subsistence farming which is key in countries such as Kenya where 40% of the population rely on subsistence farming. • Economic indicators don't consider environmental and social costs of development e.g. the USA produces the highest CO₂ emissions per capita. Therefore, these economic indicators do not consider how sustainable the development is or what the USA's future could look like. • Many of the indicators focus on a 'western approach' to measuring development i.e. that a high GDP is the fundamental route to measuring development. However, other indicators that consider Purchasing Power Parity may be best placed as they consider whether the incomes allow people to afford the cost of living in the local area. • The use of multiple composite indicators such as Human Development Index (HDI) tend to be more accurate as they identify a range of factors to assign a score. However, the final simply number ranging from 0-1 hides complicated calculations and decisions on what indicators to include and how much weighting each is given. • Social indicators focus on issues such as healthcare, education, demographics and food. They have a direct impact on people's wellbeing and tend to focus on the basic needs of people by expressing them as a ratio of the population meaning they can be easier

	to understand than economic indicators. However, the key issue is that social development lags behind economic development, therefore it is unfair to use indicators that are not realistic for poorer countries. Measuring development is complex as it involves categorising and simplifying something that is multifaceted and cannot be drawn into simple measures. Accept any other appropriate response.
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	- Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) - Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)
Level 2	3–5	- Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) - Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)
Level 3	6–8	- Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) - Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Question number	Evaluate the view that human rights are under threat in many countries Answer
5(d)	AO1 (5 marks)/AO2 (15 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows: • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. • Level 4 AO1 performance: 4–5 marks. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: AO1 • Human rights are rights we have simply because we are human beings - they are not granted by any state. These universal rights are inherent to us all, regardless of nationality, sex, national or ethnic origin, color, religion, language, or any other status. • The Universal Declaration of Human Rights (UDHR), adopted by the UN General Assembly in 1948, was the first legal document to set out the fundamental human rights to be universally protected. • All States have ratified at least 1 of the 9 core human rights treaties, as well as 1 of the 9 optional protocols. Eighty per cent of States have ratified 4 or more. This means that States have obligations and duties under international law to respect, protect and fulfill human rights. AO2 • Not all human rights violations are dealt with equally by Western states. Russia's invasion of Ukraine in 2022 resulted in numerous war crimes and there was a robust response by Western nations, however human rights abuses in Saudi Arabia and inaction towards ongoing conflicts in Ethiopia and Myanmar shows that response is not always adequate. • Women's rights continue to be eroded across all countries, including the USA's Supreme Court overturning a long-standing constitutional guarantee of abortion access, resulting in several US states passing laws to ban or curtail access to abortion in 2022. This thereby threatens the right to life, security and non-discrimination of women. • Withdrawal of military support from key areas such as Afghanistan resulted in the Taliban imposing draconian restrictions, denying women and girls the rights to

		education, work and autonomy, while publicly proclaiming women's subservience to men. However, Afghan women were seen protesting in the streets against Taliban rule. • The UN Security Council allows permanent members to wield their veto power, which results in a lack of transparency and efficiency in the Council's decision-making process. • Discrimination against indigenous people continues to remain with the context of land-related conflicts in Brazil, Colombia and Mexico, where governments built agricultural and infrastructure projects without the informed consent of Indigenous people. • Human rights and humanitarian crises continue to lead to sharp increases in the numbers of people living their country in search of protection. Lack of robust systems of international protection has seen unlawful deportations and failure to pass regulations to allow asylum seekers and refugees greater access to basic rights such as education, work and healthcare. • 2023 saw the 75th Anniversary of the Universal Declaration of Human Rights. However, there remains inconsistent or inadequate implementation of human rights obligations with some countries failing to acknowledge key human rights in order to suppress their populations. • The right to freedom of expression remained under threat in the regions, with attacks on press freedom prevalent in countries such as China, Bangladesh and Pakistan. Accept any other appropriate response.
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–5	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical ideas, making limited and rarely logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited coherence and support from evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)
Level 2	6–10	• Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical ideas in order

		to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)
Level 3	11–15	• Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1) • Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical ideas in order to produce a partial but coherent interpretation that is supported by some evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)
Level 4	16–20	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)

Question number	Explain why economic sanctions may be seen as essential to defend human rights Answer	Mark
6(a)	A03 (4 marks) • Economic sanctions can exert pressure on governments to change their behaviour and comply with international human rights standards (1). The threat of economic consequences, such as trade restrictions, asset freezes, or financial penalties, can incentivise governments to respect human rights and address violations (1). • Economic sanctions offer a non-military means of intervention to address human rights violations, avoiding the escalation of violence or armed conflict (1). By targeting economic interests and incentives, sanctions seek to improve human rights while minimising the risk of direct military intervention and its associated costs and consequences (1). • Economic sanctions can be imposed collectively by the international community, demonstrating consensus against human rights abuses (1). Multilateral sanctions coordinated by the United Nations can amplify the impact and effectiveness of targeted measures, sending a strong message of condemnation and deterrence to perpetrators of human rights violations (1). • Economic sanctions can serve as a catalyst for diplomatic engagement and negotiation to address human rights concerns through mediation, and conflict resolution (1). While sanctions can also create opportunities for constructive engagement to resolve underlying conflicts, address grievances, and find peaceful solutions to human rights challenges (1).	(4)

Question number	Suggest why there are changes in government policies controlling migration across national borders Answer
6(b)	A01 (3 marks)/A02 (3 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:

AO1

- There are several factors that why government policies may change including; economic, political, security concerns and international relations.
- Migration refers to the movement of people from one place to another, either within a country or across international borders
- Most countries have some form of border control to regulate or limit the movement of people, animals, and goods into and out of the country.

AO2

- Countries may adjust migration policies to address labour shortages or surpluses. For example, during economic booms, there might be a need for more workers, leading to more lenient immigration policies. Conversely, during recessions, countries might tighten immigration to protect local jobs.
- The UK's decision to leave the European Union (Brexit) has led to significant changes in immigration policies and regulations. The end of free movement between the UK and EU member states has resulted in the implementation of a new points-based immigration system, which prioritises skills, qualifications, and job offers, making it more challenging for some EU citizens to migrate to the UK.
- It has become more challenging to migrate to the USA due to the government focus under presidents such as Trump. This combined with national security concerns, particularly in the aftermath of terrorist attacks or geopolitical tensions, can result in tightened border controls, increased visa restrictions, and enhanced security screening measures, making it more difficult for individuals to migrate to the USA, especially from certain regions.
- Sweden by contrast has maintained relatively liberal immigration policies compared to other countries, welcoming migrants and refugees seeking asylum or resettlement. Sweden has faced labour shortages in certain sectors, such as healthcare, technology, and construction, leading to increased demand for skilled workers from abroad. As a result, the Swedish government has implemented policies to attract foreign talent through work visas, permits, and residency schemes.
- Japan has traditionally maintained strict immigration policies, prioritising the preservation of its homogeneous society and cultural identity. This policy continues as the country has favoured temporary labour migration programs over permanent settlement, making it challenging for foreigners to obtain long-term residency or citizenship.

Accept any other appropriate response.

Level	Mark	Descriptor
	0	No rewardable material.

Level 1	1–2	• Demonstrates isolated or generic elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding to geographical information inconsistently. Connections/relationships between stimulus material and the question may be irrelevant. (AO2)
Level 2	3–4	• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding to geographical information to find some relevant connections/relationships between stimulus material and the question. (AO2)
Level 3	5–6	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between stimulus material and the question. (AO2)

Question number	Explain how globalisation has encouraged the deregulation of capital markets and emergence of tax havens Answer
6(c)	AO1 (8 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: • Globalisation has led to the deregulation of capital markets due to increased competition, capital flows, and financial innovation. Deregulation has been seen as a way to increase efficiency, competition, and innovation in these markets. • Deregulation is the removal of legislation and laws imposed by the government on particular markets. Deregulation helps ensure healthy competition in the market and allows businesses to freely make effective decisions for their progress. • Globalisation has increased the ability of financial markets to allocate international capital efficiently, which has sparked explosive growth in financial transactions and resulted in a restructured, more competitive, and less costly financial services industry • A tax haven is a state or territory with a nil or low rate of corporation tax (e.g. Bermuda, Grand Cayman) • Globalisation has led to the growth of tax havens due to increased international mobility of economic activity, this meant that business activities could be located anywhere. With company profits being taxed at very different rates in different tax jurisdictions it made sense for multinationals to minimise global tax liabilities. • TNCs, businesses and some people are making huge profits from involvement in the global economy. All have sought to minimise the taxes paid on profits and salaries. Tax havens have derived considerable revenues and employment from providing these tax minimising services. • There are between 50 and 60 tax havens in the world, and approximately 50% of all international bank lending and 30% of the world's stock of foreign direct investment are registered in these jurisdictions Accept any other appropriate response.

Level	Mark	Descriptor
	0	No rewardable material.

Level	Mark	Descriptor
Level 1	1–2	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)
Level 2	3–5	• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)
Level 3	6–8	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Question number	Evaluate the view that growing nationalism has increased the number of borders that are contested Answer
6(d)	AO1 (5 marks)/AO2 (15 marks) Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows: • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. • Level 4 AO1 performance: 4–5 marks. Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: AO1 • Nationalism is a political ideology that emphasises the interests of a particular nation, often at the expense of other nations. • Historically, the rise of nation-states in the 19th and 20th centuries, driven by nationalist movements, often led to the redrawing of borders and the emergence of new contested territories. For example, the unification of Germany and Italy in the 19th century involved significant border changes and conflicts. • More recently, nationalism continues to influence border disputes. The annexation of Crimea by Russia in 2014 is a prominent example, as well as the South China Sea dispute,

Question number	Evaluate the view that growing nationalism has increased the number of borders that are contested Answer
	where China's nationalist and territorial claims have led to tensions with neighbouring countries like Vietnam, the Philippines, and Malaysia. AO2 • The aftermath of World War I saw significant changes in the political map of Europe. The Treaty of Versailles and other peace treaties led to the redrawing of borders and the creation of new countries based on national self-determination principles. For example, Yugoslavia was formed from the territories of the Austro-Hungarian Empire. • Nationalist movements in Africa led to the creation of new nation-states, often with borders that did not align with ethnic or tribal boundaries, resulting in numerous border disputes. • Economic and political factors also play a role in exacerbating nationalist sentiments and border disputes. Economic disparities, political instability, and historical grievances can fuel nationalist movements, leading to increased tensions over borders. • Nationalist leaders often use territorial claims to gain domestic support and assert their nation's sovereignty. The case of Crimea illustrates how growing nationalism can lead to contested borders. The resurgence of Russian nationalism, combined with historical grievances and complex regional identities, has resulted in a significant and ongoing territorial dispute. This situation highlights the challenges of managing nationalist sentiments and their impact on international borders and regional stability. • The rise of nationalism in Asia has led to territorial disputes between China and its neighbours over islands in the South China Sea. China's claims in the South China Sea are driven by a strong sense of nationalism and historical narratives. China asserts that it has historical rights to the region, dating back centuries. This claim is represented by the "nine-dash line," which encompasses almost the entire South China. China has taken several assertive actions to reinforce its claims, including building artificial islands, establishing military bases, and conducting naval patrols. • Growing nationalism can lead to challenges against the central authority and seek to redraw internal borders based on national identity, for example the Catalan independence movement has created a contested border within Spain which has significant implications for Spain's territorial integrity and political stability. • The backlash against globalisation has fuelled nationalist sentiments, as people seek to reclaim control over their national borders and resources, leading to increased border disputes. Evaluation

Question number	Evaluate the view that growing nationalism has increased the number of borders that are contested Answer
	• There are examples of peaceful separations and border changes driven by nationalist movements, such as the dissolution of Czechoslovakia into the Czech Republic and Slovakia. • Some regions have achieved a high degree of autonomy without leading to contested borders, such as Scotland within the United Kingdom. • Despite the rise in nationalism, there are numerous examples of international cooperation and peaceful resolution of border disputes. Organisations like the United Nations play a crucial role in mediating conflicts and promoting dialogue. For example, the International Court of Justice has successfully resolved several border disputes, such as the case between Burkina Faso and Niger in 2013. • Economic interdependence in an increasingly globalised world can act as a deterrent to border conflicts. Nations recognise the mutual benefits of maintaining stable and peaceful relations, which can outweigh nationalist tendencies. The European Union, for instance, has significantly reduced the likelihood of border conflicts among its member states through economic integration and political cooperation. Accept any other appropriate response.

Level	Mark	Descriptor
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Level 1	1–5	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical ideas, making limited and rarely logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited coherence and support from evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)
Level 2	6–10	• Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical ideas in order to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with

Level	Mark	Descriptor
		limited coherence. (AO2)
Level 3	11– 15	• Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1) • Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical ideas in order to produce a partial but coherent interpretation that is supported by some evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)
Level 4	16– 20	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)

