



Mark Scheme (Results)

Summer 2025

Pearson Edexcel GCE
In Geography (9GE0)
Paper 3

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Summer 2025

Question Paper Log Number P78682

Publications Code 9GE0_03_2025_MS

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General Marking Guidance

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

Question number	1 Explain why global agreements are vital if the environmental challenges of climate change are to be met. Indicative content	Mark 4
1	AO1 (4 marks) • The problems are global most solutions will also need to be global. • That is more true of mitigation than it is adaptation which can be localised to meet that particular level of risk. • Some mitigation methods such as Solar Radiation Management (SRM) do not need global agreement but are disputed and untested. • Only a few countries are significant if reductions are to be made in greenhouse gas emissions – the USA, China, the EU, Russia and India contribute 70% of the total greenhouse gas emissions. What happens elsewhere is marginal. • It isn't global agreements that are the main issue – it is the implementation of those 'agreements' and recent history has not been encouraging. • Currently, the major superpowers and emerging are not in agreement about the priorities so a global agreement is unlikely. • China has been engaged in reducing its footprint and climate change is recognised as an existential threat. • Russia's dependency on fossil fuels as the main source of its income makes climate change an issue that is not addressed. • Under Trump's presidency the USA has withdrawn from the Paris agreement (twice) and the US government is now officially in denial that climate change is an issue at all.	(4)

	• Environmental challenges extend beyond the impacts of climate change such as biodiversity loss. • India under Modi is also lukewarm about environmental action and given the rapid growth rate of its economy in the last decade it has chosen to deliver economic growth as its priority, which is true of many countries. Most responses will identify at least two reasons why global agreements are essential and illustrate this view with supporting detail and evidence so expect two developed points for 4 marks but allow one point developed twice. Accept any other appropriate response.	
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Question number		Mark
	2 (a) (i) Table 1 below, shows data for the GDP per capita for 12 countries systematically sampled from the members of the United Nations from the highest GDP per capita (Luxembourg) to the lowest (Zimbabwe) and the World Happiness rankings for the same 12 countries. The World Happiness score is based on individuals' own assessment of their lives in that country. Calculate d^2 for Latvia	1
2 (a) (i)	AO3 (1 mark) Complete for Latvia $d = -2$ so $d^2 = 4$ (1) (The most likely wrong answer to this initial step answer is -4)	(1)

Question number	Calculate $\sum d^2$	Mark
		1
2 (a) (ii)	AO3 (1 mark) $\sum d^2 = 36$ (1) Do not double penalise if the candidate has an incorrect answer to 2(a)(i) and then has correctly added the other 11 numbers here to their (wrong) answer to 2 (a) (i) award the mark	(1)

2 (a) (iii)	(ii) Using Table 1, and the formula below calculate the r_s for this data. $r_s = 1 - \frac{6\sum d^2}{n(n^2 - 1)}$ Answer to two decimal places. You must show your working. Indicative content	Mark 2
2 (a) (iii)	AO3 (2 marks) Award up to 2 marks as shown below $r_s = 1 - \frac{6\sum d^2}{n(n^2 - 1)}$ Correct substitution of 36 into formula Working mark for any one of those shown below (1) $r_s = 1 - 6 \times 36 / 12(144 - 1)$ or $1 - 216 / 1716$ or $1 - 0.1258$ Giving answer of 0.8742 which must be given to 2 decimal places. Answer to 2 decimal places = 0.87 (1) The most likely error to 2aii is 28 will also generate a 'wrong' answer to 2(a)(iii) but again, don't double penalise No working out required for 2 (a) (iii) so 2 marks for correct answer even if no workings shown	(2)

Question number 2 (b)	.Explain why this statistical result may not be a reliable indicator of the relationship between the GDP per capita of a country and the happiness of its population.	Mark 4
2(b)	A03 (4 marks) For each reason, award 1 mark for identifying why this result may not be reliable (1) and a further mark for a development of that idea. (1) allow a further mark for a relevant reason developed with two extensions (1) Examples include; Only 12 countries are dealt with (1) and these might not be representative (1) There is no date attached to the data (1) so it may be inaccurate now (1) There is no indication of the significance level (1) so the result may significant at the 90% level but not at 95% or 99% (1) so the relationship is not the strongest (possible) (1) There is no information referencing the sampling methods used (1) so no comment about its reliability is possible (10) A statistical test such as this does not show a causal relationship (1) so further work would be done to establish possible links (1) Happiness is very difficult to measure/assess (1) and other methods of measurement might be available (1) GDP per capita is unreliable (1) because inequalities always undermine the mean/median income figure (1) Do not accept 'happiness is subjective' as appropriate reason to doubt reliability. Do not accept answers that identify other factors that may affect happiness responses which may very well be the case but their validity has no impact on the relationship suggested here.	(4) (1+1) + (1+1)

Question number	Study Figure 1, Figure 2 and Figure 3 in Section A of the Resource Booklet. Analyse the changing patterns of power in the world since 1945.
3	A01 (4 marks)/A03 (4 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: A01 • The pattern of power has changed dramatically since the 2nd World War • However, the basic unevenness of power is still apparent. • The search for materials and natural resources was the basic reason behind colonialism with its negative impact on development. • The case of India particularly instructive • And remain the basic motive behind neo-colonialism with its controversial impact on economic growth with the power resting with • The global picture suggest that more developed countries export manufactured goods whereas less developed regions export raw materials/natural resources. • Many countries have unequal social structures with winners and losers within countries. • Political power often rests with social elites even in countries which have some democratic institutions. • IGOs have a very uneven record in creating growth opportunities for the world's poorer countries. A03 • Figure 1 - Basic story is decline of empires • Figure 1 -Great Britain and France lost their Empires very quickly • Figure 1 -India played a central role in wealth creation in GB • Figure 1 -Establishment of London as a global finance hub • Figure 1 - Colonialism all about primary products and new (closed) markets. • Figure 2 – Shows that the US emerged from the war as the dominant superpower • Figure 2 - Shows the shifting economic power patterns between 1950 and 2024 with a core story of dominant US hegemony • Figure 2 also shows the rise of China as a manufacturing power 1998-2024 • Figure 3 – shows the shifting pattern of soft power and some explanation of the nature of soft power (text) • Figure 3 shows that US economic hegemony in s=dominant • Figure 3 also shows that China's has made significant soft power advances in the data presented.

	Accept any other appropriate responses.
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Investigates the question/issue to produce a limited analysis of data/evidence, making few connections to geographical ideas. (AO3)
Level 2	4–6	• Demonstrates geographical knowledge and understanding, which is mostly relevant but may include some inaccuracies. (AO1) • Critically investigates the question/issue to produce an analysis of data/evidence, making some logical connections to geographical ideas, which are mostly relevant. (AO3)
Level 3	7–8	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Critically investigates the question/issue to produce a coherent analysis of data/evidence, making logical connections to relevant geographical ideas. (AO3)

Question number	Study Figure 4 and Figure 5 in Section A of the Resource Booklet. Analyse the role of global institutions in managing economic and political relations in the post-war world (1945 - present). Indicative content
4	AO1 (4 marks) AO3 (4 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 • Candidates might draw on their knowledge of globalisation to identify the role of global institutions in framing global economic policies • Candidates might comment on other key players in the management of the post-war world – perhaps TNCs • Candidates will have studied changing patterns of power and how effectively they have been managed by the UN • Candidates might argue that the Security Council is ineffective because of the use of the veto – this might be illustrated by example e.g Syria • Candidates may apply ideas about the role of the UN and the other IGOs including the World Bank, the IMF and the WTO • Candidates might reference broader issues that need international cooperation e.g climate change AO3 • Figure 4 (table) gives details of the role, membership and voting systems used in the four dominant IGO's. • Figure 4 (table) also shows that the UN is dominated by the Security Council which has to approve all policies. • Figure 5 (text) identifies the countries that control the security council and defines its critical role in determining policies that have to be implemented. • Figure 5 (text) explains how vetoes can be used • Figure 5 (graph) shows the balance of veto use over time • Figure 5 (graph) also shows the changing pattern of veto use overtime e.g USSR frequent use until 1969 – then less commonly used until 1992 when use increased sharply Accept any other appropriate response.

Level	Mark	Descriptor
	0	No rewardable material.

Level 1	1–3	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Investigates the question/issue to produce a limited analysis of data/evidence, making few connections to geographical ideas. (AO3)
Level 2	4–6	• Demonstrates geographical knowledge and understanding, which is mostly relevant but may include some inaccuracies. (AO1) • Critically investigates the question/issue to produce an analysis of data/evidence, making some logical connections to geographical ideas, which are mostly relevant. (AO3)
Level 3	7–8	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Critically investigates the question/issue to produce a coherent analysis of data/evidence, making logical connections to relevant geographical ideas. (AO3)

Question number	Study the resources in Sections B of the Resource Booklet. Evaluate the view that China is more likely than India to become global superpowers by the middle of this century. (18)
5	AO1 (3 marks)/AO2 (9 marks)/AO3 (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. There is no 'correct' answer here – candidates who interrogate the question and deconstruct it are likely to meet more of the level 3 descriptors. Relevant points may include: AO1 • Candidates may note that both countries along with other BRICS have emerged in recent years as significant global powers. • Some candidates may suggest that both are already global superpowers by some measures e.g. China has overtaken the USA in terms of the size of its economy. • Candidates might note that neither country is committed to a particular economic model and that 'free' trade in particular is highly contested • Candidates might note that that there are internal tensions that are hard to overcome e.g inequalities and freedom of expression • Candidates might suggest that climate change poses a very significant threat to both countries ability to become global superpowers. AO2 • The economic decline of the USA is relative – the global economy has grown very rapidly since the 1945 so the USA output has risen in absolute terms. • The main reason for the rise of the BRICS is the growth of the Chinese economy. • India's economic growth is more recent than that of China but comes from a much smaller base after many years of protectionism and limited trade. • The number of scientific papers published says nothing about their quality nor what area of science is the focus. Some may be reprints.

Question number	Study the resources in Sections B of the Resource Booklet. Evaluate the view that China is more likely than India to become global superpowers by the middle of this century. (18)
	• STEM graduates come from the three most populous countries with Indonesia also featuring (the world's 4th largest country by population) • The number of STEM subject students may not reflect their quality and shared information in a globalised economy may reduce its significance. • Manufacturing adds value and creates a flexible economy but robotisation reduces employment. • The loss of manufacturing jobs makes countries more dependent on open borders and free trade – some politicians are very uncomfortable about this level of dependency. Covid 19 reinforced these sentiments. • Figure 9 suggests that India is a very long off achieving superpower status although some may point out that it has nuclear weapons and a space programme. • Other candidates may point out that with 80% still rural it has an enormous challenge to overcome given its very low GDP per-capita • China faces different challenges both political and economic, both in terms of its internal politics and its relationship with other emerging powers – its 'belt and road' strategy has been challenging and expensive. • An emerging middle class A03 • Figure 6 (graph) shows a decline in the USA's share of the global economy. • Figure 6 (graph) shows a shift towards the BRICS that have overtaken the G7 by 2023. that the greatest losses are in Brazil • Figure 6 (graph) shows that India's growth is relatively modest when compared to China. • Figure 6 (graph) shows that European countries when taken collectively still have a significant role in the global economy. • Figure 6 (text) suggests that the US has been overtaken by China in terms of trade, even in its own 'back yard' in Latin America. • Figure 6 (text) states that the loss of manufacturing jobs may be a negative for countries such as the USA and the UK. • Figure 7a (text) states that the knowledge economy is at the core of prosperity and thus manufacturing decline is unimportant. • Figure 7a (table) shows that China and India are both in strong positions in absolute terms although much less good in per capita terms. • Figure 7a (table) shows that European countries are well-placed in the 'knowledge economy' race.

Question number	Study the resources in Sections B of the Resource Booklet. Evaluate the view that China is more likely than India to become global superpowers by the middle of this century. (18)
	• Figure 7b (graph) shows that China, India and the USA dominate the STEM league table. • Figure 8 (text) identifies the growing consumer class in large countries, especially India and China. • Figure 8 (resource) does not include European countries or the USA other than as 'rest of the world' suggesting very slow growth on consumption. • Figure 9 (data table) suggests that India and China are a long way apart in terms of their economic strength. • Figure 9 (data table) gives very low scores for levels of economic and social globalisation for both India and China. • Figure 9 (data table) gives very high scores for levels of political globalisation for both India and China. • Figure 9 (data table) shows that in almost every category the USA is in a different league. Accept any other appropriate response.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical information/ideas, making limited and rarely logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2) • Makes superficial judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3) • Investigates the question/issue to produce a limited interpretation of quantitative and qualitative data/evidence, but lacks meaningful connections to geographical ideas from across the course of study. (AO3)

Level	Mark	Descriptor
Level 2	7–12	• Demonstrates geographical knowledge and understanding, which is mostly relevant but may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas to find some logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is supported by some evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an argument that may be unbalanced or partially coherent. (AO2) • Makes some valid judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3) • Investigates the question/issue to produce an interpretation of quantitative and qualitative data/evidence, making some meaningful connections to geographical ideas from across the course of study. (AO3)
Level 3	13–18	• 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) • Makes valid judgements about the value and reliability of quantitative and qualitative data/evidence throughout. (AO3) • Critically investigates the question/issue to produce a coherent interpretation of quantitative and qualitative data/evidence, making meaningful connections to relevant geographical ideas from across the course of study throughout the response. (AO3)

Question number	Evaluate the view that there is no serious challenge to the status of the USA as the world's dominant economic, military, and political superpower'. (24) Indicative content
6	AO1 (4 marks)/AO2 (12 marks)/AO3 (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. There is no 'correct' answer here – candidates who interrogate the question and deconstruct it are likely to meet more of the level 3 and level 4 descriptors. Candidates are directed to use ALL of the resources so expect material covered in the indicative content of other questions to occur here. Relevant points may include: AO1 • The USA is the dominant military power and exercises substantial economic power although not unchallenged • Globalisation in its current version has widened the development gap which places pressure both within and between emerging and existing superpowers. • Emerging countries pose a challenge to the global power structures • Developing countries have changing relationships with superpowers • There are important IGOs that control the world economy including the IMF, WTO and World Bank • These IGO's are dominated by the US and the EU and have promoted a neo-liberal pathway to economic development which is highly contested • TNCs are important in the global economy and the global economy • Climate change is an existential threat that requires global agreement and failing that the serious challenge' might be seen as global AO2 • Globalisation and the global 'system' are contested terms and global inequalities can be both defined and quantified in many ways. • Benefits of globalization may be economic but also social, political, cultural and environmental but they unevenly spread bth between countries and within them. • The gap between rich and poor has increased partly because of the distribution of power in the global economy.

Question number	Evaluate the view that there is no serious challenge to the status of the USA as the world's dominant economic, military, and political superpower'. (24) Indicative content
	• Global institutions including IGOs and TNCs are largely if not exclusively controlled by the USA, Europe and Japan – some emerging countries are challenging this uneven distribution of power. • There is a long history of self-interest in both colonialism and neo-colonialism – the USA has been the dominant neo-colonial power in Latin America and elsewhere. • The USA remains the dominant military power although Chinese spending is accelerating. • The quality of military hardware is likely to vary which may determine outcomes of military confrontations • Environmental inequalities are ultimately of global concern but the 'local' impact is largely although not exclusively worse in the developing world. • The international division of labour involves a race to the bottom in the search for cheaper labour costs and other inputs which is driven by TNCs and facilitated by free trade rules. • The current global system shifts surplus (and profits) from developing world to develop including the USA although not exclusively so. • Some countries have made progress in both GDP growth and in terms of the (broader) HDI, notably China but also other emerging countries. • In most cases this has led to improvements in the standard of living for most but not all of their populations, however their environments have suffered and sustainability is in question both for economic growth and long-term social stability which should be considered part of 'sustainable' development. • The USA still controls the global economy albeit with challenges – US debt is an issue as is its increasingly polarised society. • Inequalities in many domains (economic, social and political) within countries have increased as CEOs and elites have profited from the global system whilst others have seen secondary jobs disappear. • Globalisation has in the view of some been responsible for growing inequalities because of its association with neo-liberal policies (above all free-trade, privatization and deregulation). • A possible paradox arises that if inequalities are a consequence of US supported globalisation correcting those inequalities might only be achieved by retreating from a fully globalised world. • USA under Trump is/was a very different state and US isolationism might limit the global role of the USA. • All predictions of future trends are dangerous given the unpredictability of events. • In a world afflicted by poly-crisis it would be foolhardy to predict too far ahead.

Question number	Evaluate the view that there is no serious challenge to the status of the USA as the world's dominant economic, military, and political superpower'. (24) Indicative content
	AO3 (this material only covers the Section C resources – Figures 10,11 and 12) – please reference AO3 material for Q1-Q5, especially Q5 . • Figure 10 (text) references the importance of corporations in the global economy. • Figure 10 (text) underlines the importance of global supply chains with more than 50% of global trade intra-company trade. • Figure 10 (text) underlines the dominance of the USA in the global corporate capitalist world. • Figure 10 (text) also introduces the idea that TNCs are a dominant global institution. • Figure 10 (map) shows that the HQ's of TNCs are in three global regions, North America (the USA), Europe and East Asia (dominantly China, Japan and Hong Kong) • Figure 10 (map) shows that the rest of world is underrepresented. • Figure 10 (map) shows that TNCs have grown fastest in the USA – over 100% increase in value since 2008. • Figure 10 (map) shows that European TNC's have (generally) grown less rapidly. • Figure 10 (map) shows that Japanese TNC's have (generally) grown less rapidly whilst Chinese corporations have prospered. • Figure 11 (text) shows that there were concerns in the uSA about the power of the 'military-industrial complex'. • Figure 11 (text and graph) shows that the USA spends much more than the rest of world on its military. • Figure 11 (graph) shows that only China comes close but remains a long way behind US military spending. • Figure 11 (graph) shows that India, Brazil and Russia are spending far less than the USA, and China. • Figure 11 (graph) identifies the growth of US military spending. • Figure 11 (graph) also identifies the growth of US military spending in recent years. • Figure 12 (text) suggests that a (more) open border might be helpful to the USA. • Figure 12 (text) offers data on the contribution to the US economy of migrants. • Figure 12 (text) offers evidence of how in-migration drives wealth creation. • Figure 12 (table) shows that the USA is a destination for the HNWI's • Figure 12 also shows that China, India, Brazil and Russia lose HNWI's.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical information/ideas, making limited and rarely logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2) • Makes superficial judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3) • Investigates the question/issue to produce a limited interpretation of quantitative and qualitative data/evidence, but lacks meaningful connections to geographical ideas from across the course of study. (AO3)
Level 2	7–12	• 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 information/ideas to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2) • Makes some valid judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3) • Investigates the question/issue to produce an interpretation of quantitative and qualitative data/evidence, making few connections to geographical ideas from across the course of study, which may not be meaningful. (AO3)

Level	Mark	Descriptor
Level 3	13-18	• 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 information/ideas to produce a partial but coherent interpretation that is supported by some evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2) • Makes mostly valid judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3) • Critically investigates the question/issue to produce a coherent interpretation of quantitative and qualitative data/evidence, making connections to relevant geographical ideas from across the course of study, some of which are meaningful. (AO3)
Level 4	19-24	• 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) • Makes valid judgements about the value and reliability of quantitative and qualitative data/evidence throughout. (AO3) • Critically investigates the question/issue to produce a coherent interpretation of quantitative and qualitative data/evidence, comprehensively making meaningful connections to relevant geographical ideas from across the course of study throughout the response. (AO3)

