Mark Scheme (Results)

Summer 2024

Pearson Edexcel GCE
In Geography (9GE0)
Paper 2

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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 Explain **one** way in which globalisation has increased flows between countries	Mark
1(a)	**AO1 (4 marks)** Award **1** mark for a way in which globalisation has increased connections and flows between countries, with up to a further **3** marks for an explanation to a maximum of **4** marks. For example: • Globalisation has led to increased flow of commodities/goods (1) through the use of containerisation (1) which are intermodal allowing for greater speed (1) contributing to a shrinking world effect/time-space compression. (1) • Globalisation has also resulted in the increased spread of information (1) as the internet has brought real-time communication between distant places/time-space compression (1) allowing goods and services to be bought instantaneously (1) through the use of fibre optic cables (1). • Globalisation has also facilitated the flows of people between countries (1) as improved transport infrastructure such as aeroplanes/high-speed rail (1) has reduced the friction of distance/increased the speed of travel (1) as well as reduced costs meaning it is accessible to a greater range of people. (1) • Globalisation has resulted in lengthening connections between people and places (1), as goods are sourced further away (1) allowing people access to a great range of goods (1) and exposure to new cultures (1). • Globalisation has resulted in a faster speed of connections (1) due to the growth of technologies such as Microsoft Teams enabling communication in real time (1), as well as faster travel between continents (1) as aircraft have become more efficient and faster (1). • Globalisation has led to increased flows of capital (1). Businesses and investment banks buy and sell money in different currencies to make profits (1). This means that the shock of the global recession for example is felt across the world (1) due to the interconnected nature of the world finance markets (1). Accept any other appropriate response.	**(4)**

Question number	Assess the importance of international organisations in the growth of globalisation. **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. **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** • Globalisation is the growing economic interdependence of countries worldwide through increasing volume and variety of cross-border transactions in goods and services, capital flows, and more rapid and widespread diffusion of technology. • A number of different international organisations have been important in promoting the growth of economic globalisation including the World Trade Organisation, International Monetary Fund and the World Bank. • These organisations promote free trade and the end of 'protectionism' with the aim to increase the growth of global trade and connections between countries. **AO2** • The World Trade Organisation (WTO) was established in 1995 and has worked to reduce trade barriers and create free trade. They are the most important regulator of trade at international level and set terms within which regional agreements can be signed. They have done this through a series of global agreements, as well as their role in encouraging reductions on tariffs on manufactured good through the GATT (General Agreement on Tariffs and Trade) Rounds. This has resulted in a steady increase in the trade of goods from $301 billion in the early 1970s to $17.7 trillion in 2020. • However, the WTO contributes to unequal competition resulting in the benefits of economic development not being equally felt. For example, it failed to stop the world's richest economies from subsidising their own food producers, resulting in an unfair advantage over developing nations. • The International Monetary Fund (IMF) was established in 1945 to promote global economic and financial stability and encourage more open economies. It encourages developing countries to accept FDI and open up their economies to free trade. The IMF also provides loans to countries

Question number	Assess the importance of international organisations in the growth of globalisation. **Answer**
	facing short-term balance of payment difficulties. The IMF therefore deals with the flow of 'capital' and has been key in encouraging governments to adopt structural adjustment and trade liberalisation strategies. • However, the IMF regulations require strict financial conditions be imposed on borrowing governments, often resulting in the decline social globalisation due to cuts to healthcare and education. • The World Bank (WB) was established in 1944 to lend money to the developing world to fund economic development and reduce poverty. The aim was to ensure these countries could develop deeper ties to the global economy by opening themselves up to FDI and adopting trade liberalisation polices. However, similarly to the IMF, the World Bank imposes strict conditions on its loans and grants. • Despite the importance of the international organisations, governments can choose to be part of the globalised world economy. This autonomy at a national level allows countries to join Free Trade Blocs allowing for increased specialisation in production, as well as the increased flow of goods, people and money. • Governments can also choose to establish Free Trade Zones (FTZs) to encourage foreign direct investment from the western world. This fuelled countries such as China's growth resulting in China itself becoming a major FDI investor. • Despite the importance of international organisations, some regions remain switched off to economic globalisation. This can be by choice in the example of North Korea, whose autocratic government means they have deliberately chosen to remain isolated from the world through lack of access to the internet and limited trading partners. • Despite the efforts of the international organisations, some regions remain switched off to economic globalisation due to physical constraints. The Sahel region contains some of the world's least developed countries (LDCs) and often lack coastlines to engage in the global market, as well as struggling to attract FDI. **Assessment** • Candidates may weigh up how effective international organisations have been in encouraging globalisation. Better responses will recognise that despite their efforts, due to the autonomy held by countries they can only play a role to a certain extent. • Candidates may consider that these IOs focus predominately on furthering economic globalisation and therefore may consider other factors such as TNCs in driving the growth of other forms of globalisation such as cultural.

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	Explain **one** way superpower resource demands cause environmental damage	
2(a)	**AO1 (4 marks)** Award **1** mark for a way in which increasing resource demands causes environmental damage, with up to a further **3** marks for an explanation to a maximum of **4** marks. For example: • Emerging countries such as China have low urban air quality (1) as they have fuelled their industrialisation through the use of coal-burning power stations (1) resulting in the increased greenhouse gas emissions (1) contributing to the growing global warming crisis (1). • Increased demand for food imports (1) have resulted in high $C0_2$ emissions from shipping (1) these contribute to the growing global warming crisis (1), as well as contributing to the potential pollution of the world's oceans/impacting on biodiversity/food chains (1). • Deforestation and land degradation (1) have resulted from emerging countries demand for more agricultural land (1) resulting in loss of biodiversity/habitats (1) as well localised issues such as increased flood risk due to loss of interception / global issue of global warming due to reduced carbon stores (1). • Rising global demand for energy (1) has resulted in the shift to unconventional resources in pristine environments (1). For example, the mining of Tar Sands emits up to three times more pollution that the mining of crude oil (1) contributing to global warming (1). Accept any other appropriate response.	**(4)**

<table>
<tr><td>Question number</td><td>Assess the strengths and weaknesses of emerging powers in challenging for superpower status.

Answer</td></tr>
<tr><td>2(b)</td><td>
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
• A superpower is a country with the ability to project its dominating power and influence anywhere in the world.
• Emerging superpowers are countries with a large role in one of more superpower characteristics, and with growing influence. E.g. China, Brazil, India and Russia
• There are six superpower characteristics; ecomomic i.e. GDP, Political i.e. voting power in IGOs, miltiary i.e. blue water and nuclear, cultural i.e. media and TNCs, demographc i.e. population size and resources i.e. energy
• Challenges facing superpowers are tensions over acquistion of physical resources, issues surrounding counterfeiting, overlapping spheres of influence, cultural, political and environmental tensions
AO2
<table>
<tr><th>Country</th><th>Strengths</th><th>Weaknesses</th></tr>
<tr><td>Brazil</td><td>• Abundant natural resources e.g. iron ore, timber, soya, crude oil
• Produces half of South America’s GDP so could be classes as a regional superpower
• It is self sufficient in food and energy meaning it is energy secure and less effected by ongoing global inflation.
• Set to be the world’s fifth-larges economy by 2050 overtaking Japan,</td><td>• Lacking economic infrastructure i.e. poor investment in road and rail
• Very high lending interest rate around 16.25%
• Spends 60% of South America’s miltiary budget, however their military is the least signficant of all of the BRICs.
• They are reliant of primary products for export rather than manufacturing rather than adding value to boost their economy</td></tr>
</table>
</td></tr>
</table>

Question number	Assess the strengths and weaknesses of emerging powers in challenging for superpower status. **Answer**		
		Germany and Russia.	• Politically less stable with accusations of corruption which could deter FDI
	Russia	• Wealth of natural resources e.g. oil, natural gas, coal • Skilled workforce • World largest country by landmass	• Russia's population has decreased between 1991-2015 and has seen high losses due to the recent conflict. • The economy is unbalanced with the elite controlling a large prportion of Russia's wealth. • Much of Russia's aircraft and naval stock is ageing reducing their hard power • High levels of economic sanctions due to Ukrainian invasion • Current political isolation by the Western world
	India	• World's largest democracy with 672 million voters • Bollywood is the world's largest film industry, producing around 1200 films a year • Second largest population in the world meaning they have a large working population to help boost the economy. • Strong IT and service sector • Founding member of the UN • Some natural resources e.g. coal and natural gas	• Large public debt as a percentage of GDP (+74%) which has led to the reduxtion in the value of the rupee • India has had high level of environmentla problems with severe pollution • The world's largest emitter of carbon dioxide • 20% of Indians live in severe poverty, therefore it struggles to attract migrants • Bollywood does not have the same global reach as Hollywood reducing their soft power.
	China	• The world's largest army and the have clear strengths in submarines and combat aircafts resulting in strong hard power. • Communist one-party state with a very strong manufacturing base allowing it to become the 'workshop of the world'.	• Environmental issues becoming an obstacle to sustainable growth • Increasing income inequality resulting in social tension • The population is ageing due to the previous one child policy. By 2040, a quarter of Chinese will be over 60.

Question number	Assess the strengths and weaknesses of emerging powers in challenging for superpower status. **Answer**

	• The largest population in the world therefore is has the benefits of being a 'demographic' superpower • Industrially competitive • Strong foreign direct investment • Large deposits of coal, iron ore, petroleum and natural gas	• The open door policy to FDI has resulted in a heavy reliance on foreign markets making it vulnerable to external global factors. • The Covid pandemic highlighted cracks in China's healthcare system and combined with an ageing population this could cause social problems in the future.

Assessment:

- Best responses will consider how likely the chosen superpowers will be in challenging for superpower status and whether they are likely to dominant the current superpower of the US.
- Candidates may consider that Brazil can be considered a regional superpowers due to the fact that they dominate their respective continents in terms of economic power, but currently don't dominate globally.
- Candidates may consider the challenges facing emerging superpowers in challenging for superpower status and consider which challenge is more significant.

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

Level	Mark	Descriptor
		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	Suggest one way the photographs show that regeneration has taken place in Lee Bank, Birmingham. **Answer**	Mark
3(a(i)	**AO1 (2 marks)/AO2 (1 mark)** Award **1** mark for analysing the resource to identify one way the photographs show that regeneration has taken place and a further **2** marks for expansion up to a maximum of **3** marks. For example: • The regeneration project has improved the built environment (1) increasing the creation of green space and parks for local residences/improvements in housing (1) this will have positive impacts of health of local residents/increases sustainability (1). • The improvement in liveable space (1) improves the image and reputation of the area (1) making it more attractive to businesses and families/increasing investment into the area (1). • There have been reductions in the level of abandoned and derelict land (1) this therefore encourages inward migration (1) increasing the levels of professionals who are able to afford the new accommodation (1) • An improvement in the levels of community spirit could be measured (1) with increased levels of engagement in activity groups/residents forums (1) leading to greater social cohesion (1). Specific knowledge about Birmingham is not required. Accept any other appropriate responses.	(3)

Question number	Explain why stakeholders often have different views about the success of regeneration schemes, such as Lee Bank. **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 Birmingham is not required. Relevant points may include:

	AO1 • The relative success of regeneration schemes is often viewed differently by individuals and groups of stakeholders. • The views of the stakeholders will vary depending upon a range of factors including; their own perceptions and attachments, personal experiences of change, gender, age and ethnicity. • Modern regeneration strategies such as Lee Bank take into a wide range of stakeholders interests, which are often contested. **AO2** • The Birmingham local council have a duty to tackle inequality whilst balancing out the need to improve historically run down areas. They will view Lee Bank as a success due to the environmental improvements and built environment. However, the extent to which inequality has been tackled is debatable. • Local businesses would be pleased with the improvements at Lee Bank with the potential influx of professionals. These are likely to have increased disposable incomes, resulting in greater profits for businesses. • Local communities may have become fractured in the development of Lee Bank. Low-income families are likely to have been forced out of the area due to rising house prices/rents, therefore they are unlikely to see the regeneration as successful. • Local communities could also however see the regeneration as a success due to the removal of unsafe/inhabitable accommodation and the improvement to the local green spaces. 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 local government policies are used to make their areas attractive for inward investment. **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: • Local governments may develop Science Parks which are aimed at attracting knowledge-based industries. These tend to have purpose-built buildings and infrastructure, as well as networking groups allowing similar industries to develop. E.g. Cambridge Science Park is linked to the university, specialising in life sciences. • Areas such as Cornwall have implemented specific Enterprise Zones focused on attracting investors through council business rate discounts, a planning-free environment and the provision of superfast broadband. • Often legal agreements between councils and developers are created which are linked to planning permissions. They compel the developer to make a financial contribution towards or provide improvements to mitigate against the impact of their development. • Local councils may use sport, art and culture to attract inward investment and provide external funding e.g. Olympic Queen Elizabeth Park, Liverpool Capital of Culture. • Some local governments have used their heritage to attract investors focused on tourism. This has been used successfully in the Titanic Quarter in Belfast and Southampton. 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 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 extent to which past and present connections shape the economic and social characteristics of your chosen place. **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** • Places can be associated with one particular or dominant function e.g. mining, tourism or a market. Very few places have been static so change affects places continuously. • Historical factors such as post-production trends particularly mechanisation in the mid-1800s, increased affluence and changes in consumer trends have shaped urban and rural areas. • Places have also been shaped by changing demographics driven by the influx of migrants following the Second World War and subsequent waves of migrants from Europe and further afield. • Connections can shape places at a variety of scales from regional interactions with other settlements to national interactions through the deregulation of the City of London for example. **AO2** • A post-production era has meant that key primary production and manufacturing has ended. This has led to a change in the economic function as the deindustrialisation of key industries has created the shift to tertiary sectors. • National policy can drive key economic changes, particular with the focus on free-market privatisation and growth of the finance sector in London. This has led to social changes with a high influx of young professionals, leading to a change in community engagement in certain areas. • Economic and social characteristics of places have been impacted by the north-south divide, with areas in the South designated as areas for new growth and investment. This impacts the level of unemployment as well as

	the change in the demographic profile of these locations. • Gentrification of areas can change the social structure of a place as it encourages more affluent people to move into a location. This can lead to the displacement of low-income residents who can no longer afford to live in the area. • Local government policies could have impacted the economic characteristics through Urban Development Corporations focusing on deindustrialisation of areas such as Bristol or local planning decisions fast-tracking housing developments in order to tackle the housing shortage. **Evaluation** Candidates may consider whether past or present connections have shaped their local place to a greater extent or whether the economic or social characteristics have been impacted more. 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	Mark	Descriptor
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 the photographs show that population change has taken place in Brick Lane, London. Answer	Mark
4(a)(i)	**AO1 (2 marks)/AO2 (1 mark)** Award **1** mark for analysing the resource to identify one way the photographs shown that population change has taken place and a further **2** marks for expansion up to a maximum of **3** marks. For example: • The shops have changed from traditional British stores e.g. cafés and bars, to Balti houses and restaurants (1) driven by increased ethnicity in the area (1) as a result of an international migration (1) • The shops have changed (1) There has been increased cultural diversity (1) shown by the change in the built environment/land use changes (1) • The shops have changed from traditional British stores e.g. cafés and bars, to Balti houses and restaurants (1). There has been increased 'white flight'/decline in white populations (1) as they feel they are no longer represented in the area (1) Specific knowledge about London is not required. Accept any other appropriate response.	**(3)**

Question number	Explain why stakeholders often have different views about the changes taking place in urban areas such as Brick Lane **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** • The views of the stakeholders will vary depending upon a range of factors including; the meaning of the place and the impact of change on both the reality and their image of the place. • Diverse urban areas such as Brick Lane are used by a wide range of stakeholders, resulting in contrasting views on the on the changes that have are taking place.

	AO2 • Local governments will view the full occupancy of the buildings as a positive due to the land rents that will be paid by the tenants. This money can be used to fund local services for the communities. • Local communities may have become fractured in the changes in Brick Lane due to the increase in the ethnic diversity of businesses. Traditional stores have moved out to be replaced with a variety of different cultural services. Original families may feel that the stores no longer reflect their cultural identify. Whereas other communities may feel the opposite. • Ethnic groups will feel that the area reflects their culture and will have a strong sense of identity in this location. There is likely to be a strong community. • The reality of the stakeholders will differ with each stakeholder having a particular vested interest which impacts their perception. 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 why some urban locations are perceived as undesirable by some groups. **Answer**
4(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: • Some urban locations such as London are perceived as undesirable due to high living costs particularly the high cost of housing resulting in first time buyers being unable to afford properties. • Some areas' environmental quality has changed over time which can led people to view them as undesirable (industrialisation/deindustrialisation) • Areas with low environmental quality particularly in inner city areas where there is substandard housing, atmospheric pollution and noise and light pollution. • Urban locations with particularly high levels of crime and antisocial behaviour are seen to be undesirable due to concerns of over safety and wellbeing. • The perception of the desirability of an area depends on a range of factors, include ethnicity, age and gender, as well as the lived experience of the individual. 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 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 extent to which past and present connections shape the demographic and cultural characteristics of your chosen place. **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** • Demographic characteristics include population densities, levels of ethnicity, population structure including age and gender. These can be changed through migration and natural change. • Cultural characteristics include language, religion, dress and codes of conduct. This can be change through changing mix of ethnic groups, as well as the assimilation of ethnic groups into a 'new' culture. • Places have been shaped by a variety of factors depending upon the location chosen. They include a range of factors such as; urbanisation, counter-urbanisation, industrialisation, internal and international migration and government policies. **AO2** • Over time, different places develop distinctive demographic characteristics as a result of their local economic functions and site characteristics. • Some places such as London have been changed both demographically and culturally due to economic opportunities, which have attracted internal and international migrants. Both of which lead to changes in age structure and fertility rate due to age-selective migration.

Question number	Evaluate the extent to which past and present connections shape the demographic and cultural characteristics of your chosen place. **Answer**
	• International migrants also bring additional cultural diversity with areas in London developing strong cultural landscapes to reflect their Jewish, Muslim or Sikh communities. • Government policies have had a role to play in the level of immigration both in the past and present. This has led to demographic changes in specific regions such as the South East, as well as • In the past centripetal forces drew communities together resulting in stable demographic profile and limited variation in cultural characteristics. Over time however, globalisation and a changing economy has led to changes in a post-production society. **Evaluation** Candidates may consider whether past or present connections have shaped their chosen place to a greater extent or whether the demographic or cultural characteristics have been impacted more. 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

Level	Mark	Descriptor
		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	Calculate the value of d^2 for United States Answer	Mark
5(ai)	**AO3 (1 marks)** 1 mark for a d^2 of 49 Note: credit correct answers written in the boxes in the table, or in the answer spaces.	(1)

Question number	Calculate Σd^2 Answer	Mark
5(aii)	**AO3 (1 marks)** 1 mark for a correct total sum of 105.5	(1)

Question number	Calculate the value of r_s using the formula below. Give your answer to one decimal place. Answer	Mark
5(aiii)	**AO3 (1 marks)** 1 mark for a correct Rs value of **0.63** to 2DP (1) 1 mark for workings out: $1 - \frac{6 \times 105.5}{12\,(12^2-1)}$ or $1 - \frac{633}{1716}$ (1) If error is made in 5aii do not double penalise if that error is carried forward. For example, if a value of 110 is the candidate's answer to 5aii then they don't get the mark for 5aii, but if they carry this forward and insert it into the correct equation they get the working mark. They would get the Rs mark if **their** calculation is correct.	(2)

Question number	Suggest reasons for the relationship between health expenditure per capita and life expectancy. **Answer**
5(aiv)	**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** • Countries with higher national incomes and health spending tend to have longer life expectancies. • Over the last century life expectancy has steadily increased across the world. **AO2** • There is a positive statistical relationship between healthcare expenditure and life expectancy. In this case it was 99% certainty that the results shown in the table have not occurred by chance. • An increase in health expenditure does not necessarily lead to an increase in life expectancy, for example the USA is an outlier. This is due to citizens spending high amounts on personal health insurance, without necessarily influencing improved life expectancy. • In countries such as South Africa, other issues such as lack of basic sanitation and prevalence of HIV means that the healthcare expenditure is not able to cope with the demand level resulting in lower life expectancies. • Countries such as the UK, provide free healthcare for all (NHS) which increases life expectancy. However there are still significant variations within the UK by county and socio-economic grouping. For example, a seven year difference in life expectancy between professional and unskilled males. • Healthcare expenditure can only go so far in explaining the patterns of life expectancy with other non-medical determinants such as related lifestyle choices being important. These include major risk factors such as smoking, alcohol and unhealthy diets. These could be used to explain life expectancy variations in countries such as the UK and USA.

	• Japan has one of the highest life expectancies but ranks lower in terms of healthcare expenditure. This can be explained by a low rate of obesity and a unique diet of low consumption of red meat and high consumption of fish and plant based foods when compared to Western countries. 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 why the degree of freedom of speech varies between countries **Answer**
5(b)	**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: • Freedom of speech is the right for an individual or community to express any opinions without censorship or restraint and without fear of retaliation or legal sanction. • Freedom of speech is a right preserved under the Universal Declaration of Human Rights and is granted recognition in law in most nations, however the degree to which it is upheld varies from one country to another.

	• Countries such as the USA are the most supportive of freedom of speech as it is enshrined in the constitution of the United States through the First Amendment which protects freedom of speech. • Barriers to freedom of speech are common in China where there is heavy government involvement in the media meaning references such as the Tiananmen Square protests and Tibet separatist movements are banned in public and blocked on the internet. Social networking sites such as Facebook and Twitter are also banned through the extensive use of monitoring systems and firewalls. • In Europe the European Convention on Human Rights (ECHR) guarantees a broad range of human rights including the right to free expression, with any person who feels their rights have been violated can take the case to court. • In the UK citizen's right to freedom of speech is protected by the ECHR and the Human Rights Act, however there is a wide number of exceptions. In particular, the Communications Act 2003 has been used to restrict what individuals may post on social networks. • A common societal phenomenon is cancel culture by placing limitations on free speech via social or digital ostracisation rather than direct censorship by governments or social media platforms. This is a widespread approach in western countries and normally involves the public withdrawing support from fashion people to try to negatively impact a person's career prospects. 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 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 geopolitical interventions are always controversial. **Answer**
5(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** • Geopolitical interventions by countries and international organisations aim to defend human rights or to address development issues. • Interventions can be through development aid, trade embargoes, miltiary aid or indirect/direct military action. • Trade embargoes are a government or international ban that restricts trade with a particular country. This is a political tool used in response to perceived threats to international security or to force the end of human rights abuses. • Interventions can be judged by a range of measures including improvements in areas of human development such as health, education and wealth, or through 'softer' data such as freedom of speech, gender equality and the level of democracy. **AO2** • Considering how controversial interventions are can be difficult as there is little agreement of how 'success' is defined e.g. what should be measured and what progress needs to have been achieved in order to the intervention to be successful. • The use of democracy as a measure of success is seen as a valid strategy. With improvements in freedom of speech, free and fair elections and the provision of economic and political ties as indicators of success. • Often the success of geopolitical interventions is measured by economic growth as it is expected that this drives improvements in health, education, infrastructure and environmental protection. However, geopolitical interventions often overlook the human rights of minority groups such as the Ogoni people in the Niger Delta. • Development aid has a very mixed record of success. It should in theory

	promote economic and social development, improve healthcare and education, and increase human rights. Examples of less controversial examples include the handling of the Ebola crisis in West Africa or USA support for South Korea allowing it to become a 'tiger economy'. However this is not always successful as seen in the case of Haiti where despite the high amounts of development aid received, this has had limited impact in driving development. • Development aid tends to be less controversial when directed more at a grass-roots level and focused on education, skills training and healthcare. However, there are concerns that it creates a heavy dependence on donor countries. • Trade embargoes can be viewed as controversial and highly contested with the USA being the dominant user of economic sanctions. With concerns raised regarding the impacts on civilians whilst having little effect on the target country's government policy. For example, the Cuban embargo of 1962 lasted 40 years, resulting in harm to the health and nutrition of ordinary Cubans. • Military aid has been used over the years due to geopolitical strategic value or to access resource rich areas. The UK provision of military aid to Saudi Arabia has been questioned for fuelling deep rooted disagreements between Sunni Muslims and Shai Muslims, as well as turning a blind eye to Saudi Arabia's bad record with regards to human rights. • Military interventions tend to be seen as controversial with outcomes judged to be mainly negative. Direct military intervention in Afghanistan, Libya and Syria have demonstrated limited impact in terms of development nor improvement in human rights. • Non-military interventions are less controversial on a whole, with peacekeeping being one of the most effective tools. However, these still rely on countries giving up an element of their national sovereignty to allow the UN peacekeeping mandate. Evaluation The evaluation from candidates will depend upon the examples used and how the candidates have decided to consider and make judgements on controversy. Overall candidates may argue that interventions such as trade embargoes tend to be more controversial, whilst other interventions such as development aid are less controversial as they have a clear track record of success. 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	Calculate the value of d^2 for Iceland Answer	Mark
6(ai)	**AO3 (1 marks)** 1 mark for a d of 25 (1) Note: credit correct answers written in the boxes in the table, or in the answer spaces.	(1)

Question number	Calculate Σd^2 Answer	Mark
6(aii)	**AO3 (1 marks)** 1 mark for a correct total sum of 124	(1)

Question number	Calculate the value of r_s using the formula below. Give your answer to one decimal place. Answer	Mark
6(aiv)	**AO3 (2 marks)** 1 mark for a correct Rs value of **0.57** to 2DP (1) 1 mark for workings out: $1 - \frac{6 \times 124}{12(12^2-1)}$ or $1 - \frac{744}{1716}$ (1) If error is made in 6aii do not double penalise if that error is carried forward. For example, if a value of 120 is the candidate's answer to 5aii then they don't get the mark for 6aii, but if they carry this forward and insert it into the correct equation they get the working mark. They would get the Rs mark if **their** calculation is correct.	(2)

Question number	Suggest reasons for the relationship between % foreign born and cultural diversity score. **Answer**
6(aiv)	**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 percentage of foreign born population varies from country to country depending upon migrant policies, historical ties and engagement with the global economy. • Countries with a higher percentage of foreign born tend historically have tended to be more developed countries, however recent trends seen high levels of foreign born in emerging countries such as the United Arab Emirates. • Cultural diversity of a country varies depending upon factors such as physical isolation and political isolation, as well as the country's historical identity. **AO2** • There is a positive relationship between percentage of foreign born and the cultural diversity score. In this case, the rs value was statistically significant at the 95% level, which suggests that the results shown in the table have not occurred by chance. • There is a very strong relationship between % foreign born in these countries and the cultural diversity score. This was measured by the number of different first languages spoken by the population. • With an increased foreign-born population there is a greater cultural diversity due to a greater range of languages, traditions and assimilation of foods, tastes and dress. • UAE has the second highest cultural diversity scores (0.62) and is ranked first for percentage of foreign born. This can be explained by the high reliance on migrant labour facilitated by the country. These workers are likely to come from many different countries. • South Africa however is ranked first for cultural diversity (0.86) but has a low % of foreign born (ranked 9th). This can be explained by its rich linguistic diversity within the nation itself as there are 11 official languages. • In countries such as Iceland whose physical isolation has been a barrier to migration for many centuries means that cultural diversity scores are low (0.07). This meant the population experienced a strong sense of common identity and cultural hegemony. More recently migration especially of the

	young population has increased leading to a greater proportion of foreign-born than historically. • In comparison, Singapore is a cultural melting pot of migrants from China, India and Europe. The % of foreign born is high and this has resulted in a higher cultural diversity score than other countries on the table. • Japan has a low cultural diversity score (0.01) and scores low in terms of % foreign-born (rank 11th). This is might be due to its closed migration policy which focuses on maintaining Japanese culture. • The data can be called into question as it may have been selected to create a positive relationship, which may not have been present if different twelve countries had been selected. Allow reasonable explanations for the relationship shown.

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 why political and economic events change the pattern of international migration **Answer**
6(b)	**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: • Levels of immigration are closely associated with job opportunities in destination countries. Migrants are able to diversify their income and generate remittances in countries which are economically secure. • Welfare and social protection policies can affect migration patterns. Countries with generous welfare systems can attract higher numbers of migrants. • Political events can initiate migration for example warfare and military occupation. For example, the Ukraine crisis has seen unprecedented numbers of migrants fleeing the conflict zones. • The emergence of migration policies has a direct consequence on migration patterns. These set down laws and procedures that migrants need to adhere to in order to gain access to a country. However, western democracies whilst attempting to restrict immigration are limited by human rights and legal activism. • Globalisation has led to huge inequalities between regions with migratory flows moving mostly from South to North in search of employment and a better quality of life. 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 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	Mark	Descriptor
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 westernisation poses the most serious threat to national identity in many countries **Answer**
6(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: • Westernisation is the process by which a country or society adopts the customs and institutions that are said to characterise the Western world. This can happen in many different ways including adopting English instead of native languages, wearing typically Western clothes and a shift in religious belief. • National identity is a person's identity or sense of belonging to one or more states or one or more nations e.g. similar culture, language and traditions. • The spread of Western culture, values, and norms has led to the erosion of traditional cultural practices and beliefs, which are integral to national identity. • Other threats to national identity include globalisation, migration and the increasing ownership of companies and foreign ownership of property, land and businesses. **AO2** • The spread of westernised as a result of globalisation leads to openness to foreign values which can erode traditional values and indigenous cultural identity.

Question number	Evaluate the view that westernisation poses the most serious threat to national identity in many countries **Answer**
	• Westernisation is largely driven by retail, food and media, 'westernisation' and is a soft power challenge to national identity by European and North American TNCs. The spread of 'western' culture by TNCs is not a form of global political power play, however, their promotion does naturally bring about a cultural change to places • Rapid economic and income growth are leading to a dramatic shift of Asian diets away from staples and increasingly towards livestock and dairy products, vegetables and fruit, and fats and oils. This has seen diversification of diets away from traditional rice and a move towards a Western diet. This has impacts socially e.g. due to rising obesity but also environmentally. • Property, land and businesses are increasingly owned by non-nationals which impacts national identity. Foreign property investments has pushed up property prices in London, making housing unaffordable for many and non-national ownership of property within the UK is targeted within London, which is seen as an area with a great return on investment. • In some location ethnoscapes or flows of people have resulted in changes to the cultural landscapes, which not only changes the physical landscape but also can result in cultural change as well as making it harder for local residents to live in these areas. • In some locations westernisation is resisted e.g. sales of Valentine's Day cards and associated gifts were targeted by the local government in Kohat, Pakistan, who were worried about the 'western tradition' of honouring a Christian saint. **Evaluation** • Westernisation has led to the emergence of new hybrid cultures that are unique to each country and that these cultures are not necessarily inferior to traditional cultures. Accept any other appropriate response.

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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)

Level	Mark	Descriptor
		• 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)

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