



2016 specification  
first exams in 2018

# A Level Edexcel Practice Exam Papers

## Paper 2

Update v1.1, September 2024

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# Teacher's Introduction

This resource provides four practice exam papers, with full mark schemes, for the **A Level Edexcel (9GE0) Paper 2** examination.

Each paper is divided into three sections; A, B, and C, to mirror the style of the Edexcel exam. Students should answer **all** questions in Section A, **one** question from Section B and **one** question from Section C. Figures for each practice paper are provided in a resource booklet format on the pages following each exam.

Should you wish to reduce photocopying during earlier revision sessions, it is possible to remove the content which relates to topics that your students are not studying from Section B and present them with only the questions they should be expected to answer.

For full mock exams the full paper should be offered so that students can become familiar with the structure of their final exam.

The resource will enable students to gain greater experience of answering questions in preparation for the Paper 2 exam. The resource contains a full mark scheme for each question which will enable teachers to set and mark the work with confidence or for students to carry out self-assessment and revision.

On the following page there is an additional answer sheet for students to use where extra space is required. This should be necessary for any long answer questions. It is suggested that each student is provided with 3–4 copies of this sheet to use alongside each exam paper.

May 2018

## Update v1.1, September 2024

Updates made in line with 2024 specification changes:

- The following tables/charts have been updated with more recent data: Paper A questions and answers 5a, and 6a, Paper B question and answer 5a, and Paper D questions and answers 2a, 5b (Figure 5), 6b (Figure 8) and 6d (Figures 9 and 10).
- 'Millennium Development Goals' changed to 'Sustainable Development Goals' throughout.
- Charity name 'Aik Saath' updated to 'Together As One' in answer to Paper A question 4c.
- The term 'switched-off' has been replaced with 'detached' throughout.
- The term 'assimilation' has been replaced with 'integration' throughout.
- Organisation name 'Lake District Rural Revival Partnership' updated to 'Lake District National Park Partnership' in answer to Paper A question 4c.
- Minor wording changes made in answers to Paper A questions 3aii, 4b, 4c and 5d, Paper B questions 3c, 4aii and 5d, and Paper D question 4ai, to reflect specification changes.
- Answers to Paper A questions 2b and 6d, Paper B questions 1b and 6d, and Paper D questions 2b, 4b, 5b, 5c and 6b updated to reflect cultural and political changes since the original publication.
- Answers to Paper C questions 2a, 3b, 4aii and 4c and Paper D question 6d have been reframed to reflect specification changes.
- Paper B question 4aii, Paper C question 4c and Paper D question 3b have been reframed to reflect specification changes.
- In all papers, updated command word for question 5b to 'suggest'.

## Free Updates!

Register your email address to receive any future free updates\* made to this resource or other Geography resources your school has purchased, and details of any promotions for your subject.

\* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

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# ZigZag Practice Exam

## Supporting A Level Edexcel

### Geography Practice Paper A

Name

#### Time allowed:

2 hours 15 minutes

The **maximum mark** for this paper is 105.

#### Instructions:

- Fill in your name in the space provided above.
- Answer **all** questions in Sections A.
- Answer **one** question in Section B.
- Answer **one** question in Section C.
- Figures can be found in the **Resource Booklet** provided.
- Use a black pen and answer the questions in the appropriate spaces.

#### Advice:

- Read each question carefully, and check your answers at the end if there is time left.
- You have two hours and fifteen minutes to complete this exam. You can choose how to divide your time, but it is recommended that you spend **approximately 40 minutes on Section A, 45 minutes on Section B, and 50 minutes on Section C.**

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## Section A – Globalisation/Supernatural

You should answer **all** questions in section A (questions 1

## Q 1: Globalisation

1. a. Explain how international economic and political organisations have encouraged globalisation.



1. b. Assess the extent to which globalisation can be attributed to developments in international trade from the nineteenth century onwards.



(If you need more space, please continue your answer on a separate sheet of paper.)

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## Q 2: Superpowers

2. a. Explain how world systems theory is useful for understanding global pat

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2. b. Assess the extent to which superpowers are facing more challenges than maintaining their global status.

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## Section B: Shaping Places

You should answer **one** question in section B (**either** question 3 **or** question 4)

### Q 3: Regenerating places

3. a. i. Take a look at figure 1, showing economic activity throughout the UK. Suggest **one** reason for the patterns of economic activity shown in the figure.



3. a. ii. Suggest reasons for why there is a link between educational outcomes and economic activity in the UK.



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3. b. Explain how the success of a regeneration strategy can be measured, and what environmental criteria.



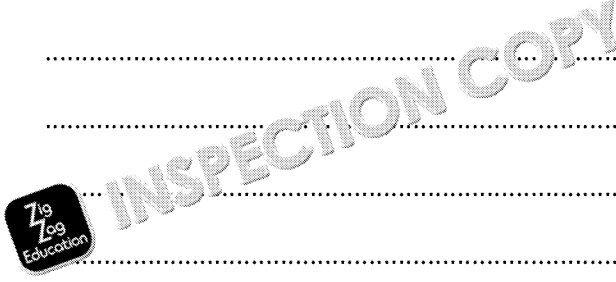
3. c. Evaluate the view that the national government plays the most significant role in the success or failure of regeneration projects.



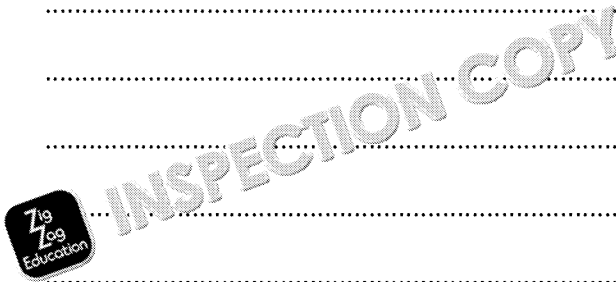
(If you need more space, please continue your answer on a separate sheet.)

#### Q 4: Diverse places

4. a. i. Take a look at figure 2, showing changes in population density along the coast. Suggest **one** reason for the variations in population density shown in figure 2.



4. a. ii. Suggest how the structure of the population might change along the coast.



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4. b. Explain how tension can arise as a result of changes made to living space



4. c. Evaluate the success of the management of cultural and demographic issues in an urban **or** a rural area.



*(If you need more space, please continue your answer on a separate sheet of paper.)*

## Section C: Global Development and C

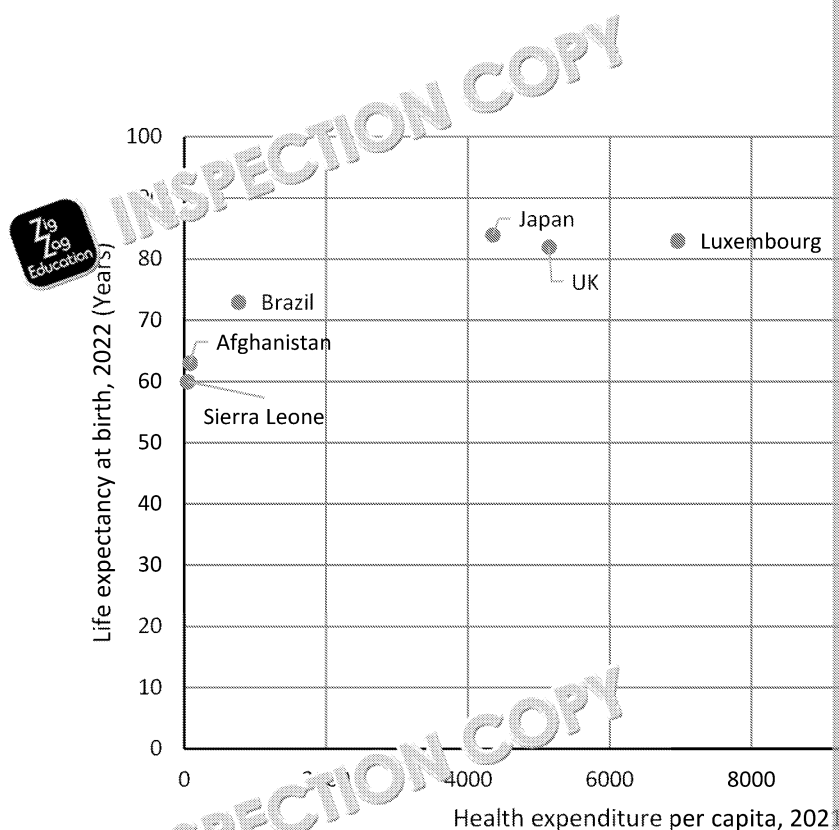
You should answer **one** question in section C (**either** question 5

### Q 5: Health, human rights and intervention

5. a. i. Take a look at the table below showing the health expenditure per capita against their life expectancy.

Plot the data for the USA, Germany and South Africa on the graph.

	Health expenditure per capita (WDI), 2021 (US\$)	Life expectancy at birth, 2022 (Years)
Afghanistan	81	64
Sierra Leone	43	54
USA	12,473	78
Japan	4,347	84
UK	5,139	81
Germany	6,191	82
Brazil	761	73
South Africa	584	67
Luxembourg	6,956	83



5. a. ii. Add a line of best fit (regression line) to the graph in question 5.a.i.

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5. b. Suggest why some people view improvements in health and life expectancy development than economic growth.

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5. c. Explain how geopolitical interventions can be used to defend and improve

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5. d. Evaluate the view that we should no longer provide development aid.

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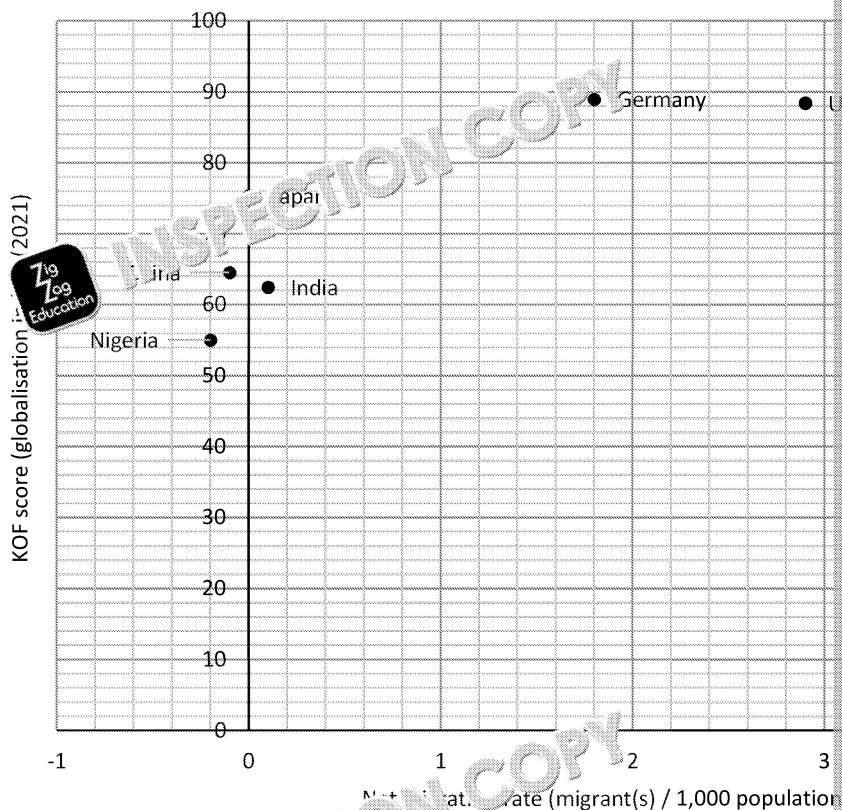
(If you need more space, please continue your answer on a separate sheet of paper.)

### Q 6: Migration, identity and sovereignty

6. a. i. Take a look at the table showing net migration rates against the globalisation score for a country.

Plot the data for the United States, Mexico and Afghanistan on the graph.

Country	Net migration rate (migrant(s) / 1,000 population) 2024
United Kingdom	2.9
China	-0.1
Nigeria	-0.2
Singapore	4.2
India	0.1
United States	3
Germany	1.8
Mexico	-0.7
Afghanistan	-0.1
Japan	0



6. a. ii. Add a line of best fit (regression line) to the graph in question 6.a.i.

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6. b. Explain why there might be a correlation between globalisation index and



6. c. Explain how globalisation has changed the world's economic systems.





6. d. Evaluate the consequences of disunity within nation states.

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*(If you need more space, please continue your answer on a separate page)*

***End of Paper***

# ZigZag Practice Exams

## Supporting A Level Edexcel

Geography

### Resource Booklet: Practice Paper A

#### Instructions:

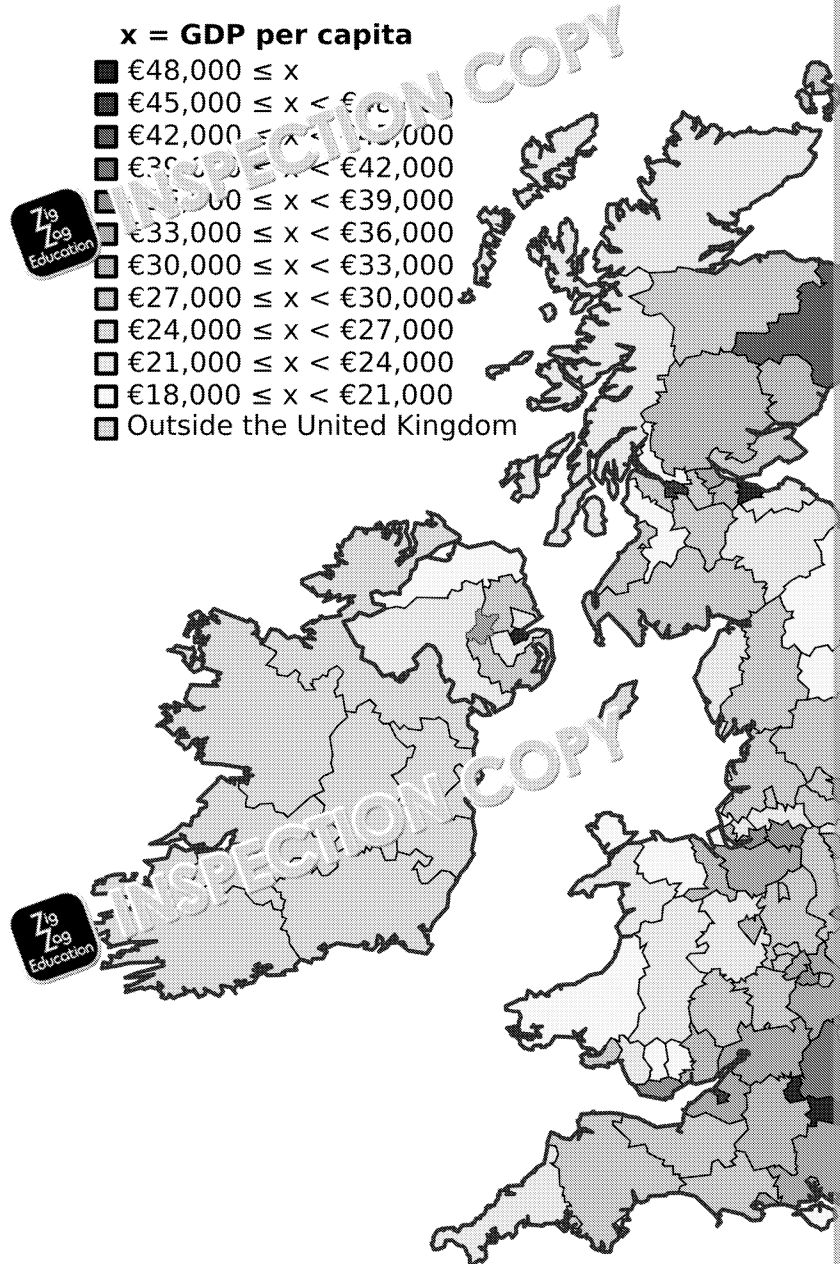
- For use with Practice Paper A
- **Do not** write any answers in this booklet
- Return this booklet separately from your exam paper after the exam

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Figure 1



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Figure 2



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## **Preview of Questions Ends Here**

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This is a limited inspection copy. Sample of questions ends here to avoid students previewing questions before they are set. See contents page for details of the rest of the resource.

# Paper D: Answers

## Section A:

1. a. AO1 (4 marks)  
1 mark for the factor, and 3 marks for developing the answer.

Possible answers:

- There are employment opportunities in megacities that emerge due to the centres.
- Services such as schools are better in urban areas, attracting young migrants.
- Not only are there more jobs available, but the jobs are often better paid and progression. This is not found in rural areas, where employment is largely

1. b. Up to 12 marks can be awarded for AO1. A further 9 marks can be awarded for AO2. If the student provides 1 content is provided, allow 1 mark for level 1 answers, 2 marks for level 2 answers, and 3 marks for level 3 answers.

Level	Mark	Descriptor
Level 1	(1–4 marks)	AO1: The student shows basic comprehension and presents one or two points which may be incorrect and not in line with the context of the question.
		AO2: <ul style="list-style-type: none"> <li>• The student addresses a narrow range of ideas, and makes few inferences and links made.</li> <li>• Limited explanation is present.</li> <li>• Ideas are poorly supported, and may be one-sided.</li> <li>• No judgement and/or concluding remarks.</li> </ul>
Level 2	(5–8 marks)	AO1: The student shows comprehension and some factual recall, which is generally in line with the context of the question.
		AO2: <ul style="list-style-type: none"> <li>• The student addresses a range of ideas, to a reasonable extent, and links made.</li> <li>• Some explanation is present.</li> <li>• Ideas are supported, but may still be one-sided.</li> <li>• Some judgement and/or concluding remarks.</li> </ul>
Level 3	(9–12 marks)	AO1: The student shows good comprehension and factual recall, which is tailored to the context of the question.
		AO2: <ul style="list-style-type: none"> <li>• The student addresses a wide range of detailed ideas and links made.</li> <li>• Good explanation is present.</li> <li>• Ideas are often supported, with both sides supported.</li> <li>• Good judgement and/or concluding remarks.</li> </ul>

Possible answers:

AO1:

- Globalisation means that countries are becoming ever more interconnected.
- It has also led to many changes around the world, such as increased migration, direct investment, and the emergence of a global culture.
- These changes have been beneficial in many ways but have also led to an increase in environmental tensions.

AO2:

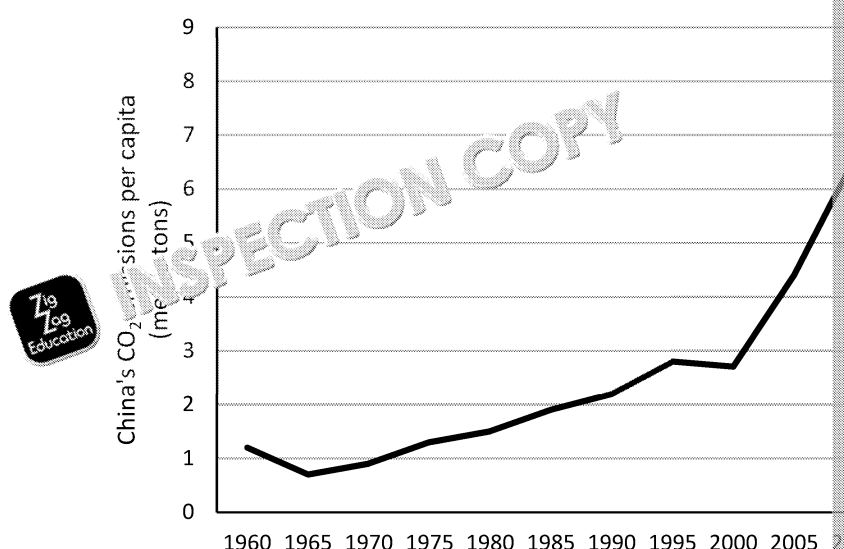
- Globalisation has made the process of migrating easier, as transport and communication have increased and the need for a flexible labour market has increased.
- The 1 demonstrates how immigration into the UK is greater than emigration. Immigrants to the UK comes from Europe. This could be a consequence of prior to Brexit, which brought with it the free movement of people.
- Increased immigration has led to tensions all over the world. Many people feel the need to be more controlled, partly due to services becoming strained and terrorism with immigration. Some far-right groups, such as the English Democrats and the National Party, are strongly nationalist and hold extreme views against immigration.

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- In the wake of rising immigration, the rise of these far-right, anti-immigrant parties in Europe, e.g. the election of far-right Prime Minister Giorgia Meloni in Italy, has led to the implementation of stricter immigration rules due to the recent migrant crisis, e.g. the 2022 Italian Migration Law.
- On the other hand, migration has brought cultural and ethnic diversity to many countries, which could instead be seen to have decreased tensions. Some people argue that migration has led to a greater respect for other cultures, ethnicities and religions. Migration can also be seen as a way of migrants filling jobs and skills gaps.
- Globalisation has also encouraged free trade and the growth of TNCs and multinational corporations, as demonstrated in figure 2, which shows how one energy company is working in many countries over the world.
- Free trade and the increased growth of TNCs has created tensions in some countries with the global economic system. TNCs may operate their manufacturing in countries with lower costs (developing and emerging countries) but most of the profit goes back to the TNC's home country.
- Free trade can be harmful to some developing countries as it may be difficult for them to compete with manufacturers and TNCs before they establish their produce and economy. Some countries operate under trade protectionism rather than free trade to help protect their domestic manufacturing. This can cause geopolitical tensions over trade rules and regulations.
- On the other hand, TNCs and free trade do allow many developing and emerging countries to enter the global economic system. TNCs, if managed sustainably, can also bring investment and technology, which, in turn, can improve the standard of living and the development in these countries.
- Overall, although globalisation has arguably brought many positive global changes, it has also created many global tensions, most notably regarding immigration. Free trade has also created tensions and arguably has stemmed the growth of developing nations.

2. a. i. AO1 (2 marks)  
Award ½ mark for each suitably plotted data point.



2. a. ii. AO1 (2 marks)  
1 mark for showing working of:  
 $7.8 - 2.7 / 2.7 \times 100$   
1 mark for final answer of:  
 $= 188.89\%$
2. b. Up to 3 marks can be awarded for AO1. A further 9 marks can be awarded for AO2. If only AO1 content is provided, allow 1 mark for level 1 answers, 2 marks for level 2 answers, and 3 marks for level 3 answers.

Level	Mark	Descriptor
 Level 1	(1–4 marks)	AO1: The student shows basic comprehension and presents opinions that may be incorrect and not in line with the context of the text.
		AO2: • The student addresses a narrow range of ideas, and makes limited inferences and links made. • Limited explanation is present. • Ideas are poorly supported, and may be one-sided. • No judgement and/or concluding remarks.

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Level	Mark	Descriptor
Level 2	(5–8 marks)	AO1: The student shows comprehension and some factual recall. Details are often correct and generally in line with the context of the question.
		AO2: <ul style="list-style-type: none"> <li>The student addresses a range of ideas, to a reasonable level of detail, with inferences and links made.</li> <li>Some explanation is present.</li> <li>Ideas are supported, but may still be one-sided. Discussion may be easy.</li> <li>Some judgement and/or concluding remarks.</li> </ul>
Level 3	(9–12 marks)	AO1: The student shows good comprehension and factual recall. Details are mostly correct and tailored to the context of the question.
		AO2: <ul style="list-style-type: none"> <li>The student addresses a wide range of detailed ideas, with well-reasoned inferences and links made.</li> <li>Good explanation is present.</li> <li>Ideas are often supported, with both sides supported. Discussion is easy.</li> <li>Good judgement and/or concluding remarks.</li> </ul>

Possible answers:

AO1:

- There is a range of alliances that exist with the aim of ensuring global stability and peace between countries.
- They can be military, economic or environmental alliances.
- They also help to increase cooperation and interdependence between countries since the rise of globalisation.

AO2:

- Economic alliances, such as NAFTA or the EU, help to ensure global stability through trade agreements. These trade agreements allow free trade between countries and regions of the world and this naturally leads to peace and stability between these countries and regions in order to not harm a positive trading relationship.
- On the other hand, the economic system of these alliances is argued to be unfair on developing countries. Free-trade agreements can make it difficult for developing countries to prosper, as competition from developed countries can flood the market. This suggests that these agreements promote an imbalance of power in an unstable world (supported by world systems theory and dependency theory).
- Military alliances, such as NATO, are considered to be a way of ensuring peace through cooperation between countries. Members become allies so that if one member is attacked, other members must support the country. It also helps to keep countries accountable for military actions and allows cooperation between countries to fight injustices.
- On the other hand, there are still plenty of conflicts and feuds between countries and regions in the world which suggests that military alliances are not helping to keep global stability (Russia/Ukraine, Israel/Palestine).
- Environmental alliances help to keep countries accountable for their actions and their impact on the environment; for example, with climate change and with protecting global commons, such as Antarctica. These environmental alliances usually come from intergovernmental organisations such as the United Nations. The ban on CFCs, known as the Montreal Protocol, was very successful in engaging world leaders and countries to stop the harmful gases. Alliances such as these have been very successful in protecting the environment and in turn promotes global stability.
- However, these alliances are not always successful as they are not mandatory and some countries choose not to opt in. This was exemplified when the USA, under the Trump administration, pulled out of the Paris Agreement, which aimed to limit the increase in global average temperature to below 2 °C above pre-industrial levels. The USA has since rejoined the agreement, but the example set by pulling out despite being one of the biggest contributors to climate change, may have a significant impact on other countries' commitment to the agreement.
- Another important aspect of global alliances is that they provide support for countries when natural disasters or health disasters strike.
- Overall, global alliances have the potential to enhance global stability and promote world peace, but only if cases they do. However, the cooperation of countries is needed for this to be achieved.



## Section B:

3. a. i. Allow 1 AO1 mark for correct identification of a way that regeneration could help.  
Allow 2 further AO2 marks for developing the answer.

Possible answers:

- Statistics showing the rate of increase in house prices would help show housing and regeneration that benefited more vulnerable members of the community.
- Health reports showing the prevalence of pollution-related health problems would indicate a need to regenerate.
- The index of multiple deprivation could help identify high crime, low employment areas with a particular need for regeneration. Comparison with other areas helps to identify the need.
- Surveys of local residents' satisfaction with transport services would help to identify areas where there is a negative perception indicating a need for regeneration.

3. a. ii. 3 marks can be awarded for AO1. A further 3 marks can be awarded for AO2.

Level	Mark	Descriptor
Level 1	(1–2 marks)	AO1: The student shows basic comprehension and presentation. The answer may be incorrect and not in line with the context of the question.
		AO2: The student addresses a narrow range of ideas, and makes few inferences and links made.
Level 2	(3–4 marks)	AO1: The student shows comprehension and some factual recall. The answer is generally in line with the context of the question.
		AO2: The student addresses a range of ideas, to a reasonable degree, and makes some inferences and links made.
Level 3	(5–6 marks)	AO1: The student shows good comprehension and factual recall. The answer is well-tailored to the context of the question.
		AO2: The student addresses a wide range of detailed ideas and makes many inferences and links made.

Possible answers:

AO1:

- To make places more accessible
- To make the area a more attractive place to visit
- To create the space needed to attract business
- To improve living environment for residents
- To rejuvenate or maintain a historic landmark or monument

AO2:

- Improved transport infrastructure makes it easier for people to visit and spend money in the area, boosting the economy.
- Businesses will invest in an area that has the facilities needed for them to operate and attract the best employees.
- Improving or increasing available housing is a key part of many regeneration schemes. If accommodation becomes inadequate, regeneration is less likely to succeed.
- The infrastructure plays a key part in developing a place meaningfully.

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3. b. AO1 (6 marks)

Level	Mark	Descriptor
Level 1	(1–2 marks)	<ul style="list-style-type: none"> <li>The student shows limited factual recall and comprehension. Answers are incorrect or not in line with the context of the question.</li> <li>Few concepts are articulated, and these are brief.</li> </ul>
Level 2	(3–4 marks)	<ul style="list-style-type: none"> <li>The student shows evidence of factual recall and comprehension. Answers are often correct and generally in line with the context of the question.</li> <li>Concepts are articulated and are more developed.</li> </ul>
Level 3	(5–6 marks)	<ul style="list-style-type: none"> <li>The student shows strong evidence of factual recall and comprehension. Answers are provided that are correct and in line with the context of the question.</li> <li>Developed concepts are successfully articulated.</li> </ul>

Possible answers:

- Different stakeholders have different priorities for the outcome of regeneration.
- Lack of political engagement or representation may mean that regeneration projects are not seen as some people feel are not of any benefit to them, or place the needs of another group first.
- A strategy that involves developing a special economic zone to encourage investment may benefit the more skilled and wealthier members of society, as there will be more jobs. However, this type of regeneration will not benefit lower-income members of society, as the level of skills or education required to get a job with one of the incoming businesses may be too high.
- Conflict can occur where lower-income residents feel they are being forced out of their homes as the area is being upgraded to suit the tastes and budgets of middle-income residents.
- Studentification, e.g. schemes to build more student accommodation, can be disruptive to the lives of local residents in neighbourhoods dominated by students.

3. c. Up to 5 marks can be awarded for AO1. A further 15 marks can be awarded for AO2. If only AO1 content is provided, allow 1 mark for level 1 answers, 2 marks for level 2 answers, and 4 or 5 marks for level 4 answers.

Level	Mark	Descriptor
Level 1	(1–5 marks)	<p>AO1: The student shows basic comprehension and presents opinions that may be incorrect and are not in line with the context of the question.</p> <ul style="list-style-type: none"> <li>The student addresses a narrow range of ideas, and few inferences and links made.</li> <li>Limited explanation is present.</li> <li>Ideas are poorly supported, and may be one-sided or difficult to follow.</li> </ul>
Level 2	(6–10 marks)	<p>AO1: The student shows comprehension and some factual recall. Answers are generally in line with the context of the question.</p> <p>AO2:  <ul style="list-style-type: none"> <li>The student addresses a range of ideas, to a reasonable degree, and some inferences and links made.</li> <li>Some explanation is present.</li> <li>Ideas are supported, but may still be one-sided. Discussion may be limited.</li> </ul> </p>
Level 3	(11–15 marks)	<p>AO1: The student shows good comprehension and factual recall. Answers are tailored to the context of the question.</p> <p>AO2:  <ul style="list-style-type: none"> <li>The student addresses a wide range of detailed ideas, and some inferences and links made.</li> <li>Good explanation is present.</li> <li>Ideas are often supported, with both sides supported.</li> </ul> </p>
Level 4	(16–20 marks)	<p>AO1: The student shows very good comprehension and excellent factual recall. Answers are correct and tailored to the context of the question.</p> <p>AO2:  <ul style="list-style-type: none"> <li>The student addresses a wide range of highly detailed ideas, and strong inferences and substantial links made.</li> <li>Highly developed explanation is present.</li> <li>Ideas are supported, with both sides well-argued. Discussion is well-developed.</li> </ul> </p>

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Possible answers:

AO1:

- The economic success of regeneration projects can be measured in a variety of ways.
- For example, through income level, poverty rates, employment rates and so on over time.
- However, success can also be measured through demographic, social and environmental measures.
- For example, through changes in life expectancy, inequality and pollution.

AO2:

The answer may focus on a particular case study of an urban or a rural area.

- The main aim of regeneration is to increase income to the area and promote economic growth is a key indicator.
- Tourism-led regeneration aims to bring money and investment into the area and is a key indicator of success.
- Lived strategies all aim to bring visitors into the area and so economic growth is a key indicator of success.
- Economic growth would be a good indicator of the success of strategies aimed at development and innovation such as science parks.
- Economic growth would be a good indicator of the success of strategies aimed at investment.
- The quantitative measures used to measure economic growth of a regeneration project are comparable to regional and national data.
- On the other hand, economic measures do not provide information relating to the reduction in social or health inequality.
- They also do not provide information relating to improvement to the living environment.
- Other factors must also be taken into account to acknowledge the full impact of regeneration to ensure it has been successful.
- Demographic, social and environmental measures all offer a different perspective on a regeneration project.
- The lived experience of different stakeholders is an important factor to consider. The lived experience through a sense of attachment, perception and motives. It is important that stakeholders may view a regeneration project at a different level of success.
- For example, developers may view the project as successful if the planning is approved and goes to plan. On the other hand, local communities may view the same project as a negative impact on the community and the environment.
- Qualitative measures are key indicators of the success of regeneration projects. Qualitative measures are usually to increase income and decrease poverty. However, they must also be evaluated when assessing the success of regeneration strategies and environmental measures.

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4. a. i. Allow 1 AO1 mark for correct identification of a quality making rural locations undesirable. Allow 2 further AO2 marks for developing the answer.

Possible answers:

- Rural areas are often remote. This can be undesirable as people may be isolated from friends and family elsewhere in the country
- Rural areas have limited social opportunities in terms of community activities. This can be undesirable as the lack of social opportunities may be perceived as boring
- Rural areas are often poorly provided for in terms of services. This may be undesirable as people may have to travel significant distances in order to do things such as go to the doctor or shopping. This may be exacerbated by the fact that public transport services are often poor in rural areas
- Transport costs are higher for those living in rural areas, particularly if they do not have a car. This can be undesirable as it makes travel expensive, particularly for work every day.

4. a. ii. Up to 3 marks can be awarded for AO1. A further 3 marks can be awarded for AO2.

Possible answers:

AO1:

- People have had different lived experiences of places.
- Age impacts on what people look for in a place.
- People seek different requirements within a place.
- People have different levels of emotional attachment to a place.
- Media representation influences place perception.

AO2:

- People who have grown up in a particular place will perceive the place differently to those who have not. Positive or negative experiences of the place caused by the place itself will determine the emotions that people associate with the place.
- People look for different things within a place, older people may seek a slower-paced environment while younger people seek a faster-paced environment with plenty of things to do.
- If people have family ties or connections to a place they are more likely to have a sentimental or positive way of perceiving the place.
- Media plays an important role in shaping perceptions of a place among people who have not experienced the place first hand. Media representations are often used to promote a place and can have both a positive and negative impact on perceptions of place.

4. b. AO1 (1 mark)

	Mark	Descriptor
Level 1	(1–2 marks)	<ul style="list-style-type: none"> <li>• The student shows limited factual recall and concepts provided are incorrect or not in line with the context of the question.</li> <li>• Few concepts are articulated, and these are brief.</li> </ul>
Level 2	(3–4 marks)	<ul style="list-style-type: none"> <li>• The student shows evidence of factual recall and concepts provided are often correct and generally in line with the context of the question.</li> <li>• Concepts are articulated, and are more developed.</li> </ul>
Level 3	(5–6 marks)	<ul style="list-style-type: none"> <li>• The student shows strong evidence of factual recall and concepts provided are correct and in line with the context of the question.</li> <li>• Developed concepts are successfully articulated.</li> </ul>

Possible answers:

- On arrival in a new country, economic migrants need a place to live. They are often housed in temporary accommodation or with family that have already moved to the country. In the case that there are no family or friends to help, they may be forced to gravitate towards people who are of the same ethnicity as them as they share similar experiences and the local migrant community. These factors cause distinct migrant communities to form.
- Problems relating to racism, hate crime and discrimination from the host population can cause migrants to feel isolated and encourages them to segregate themselves. They may also feel the need to protect themselves and their culture.
- In addition to seeking people who they are familiar with, incoming migrants often use community centres which they are used to. In established ethnic minority communities it is common to find community centres, restaurants selling the traditional cuisine of that culture. In some areas, mosques have been set up to provide incoming migrants with a place to worship. Migrants often seek out places where there are services and facilities that suit their personal needs. Further, in established communities that are somewhat segregated from the host country it means that migrants are able to protect their culture, maintaining their language and traditions.

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- The majority of economic migrants come into a country with relatively little money and so they often have to afford relatively poor-quality housing in deprived neighbourhoods. This forces them to live in these areas of the city, as they do not have the luxury of choosing the area of their employment that migrants are involved in when they first move is most of the time in the city, which offers little opportunity to upgrade to a nicer house in a more affluent neighbourhood.
- In some cases, estate agents and house sellers discriminate against ethnic minorities, denying them the opportunity to live in certain neighbourhoods.
- In some cases, such as is the case with high-waged economic migrants, and the availability of extremely expensive property, Russian oligarch families have been known to invest their money in.

4. c. Up to 5 marks can be awarded for AO1. A further 15 marks can be awarded for AO2. If only AO1 is required, provide, allow 1 mark for level 1 answers, 2 marks for level 2 answers, 3 marks for level 3 answers and 5 marks for level 4 answers.

Mark	Descriptor
Level 1 (1–5 marks)	<p>AO1: The student shows basic comprehension and presents only one or two points which may be incorrect and not in line with the context of the question.</p> <p>AO2:  <ul style="list-style-type: none"> <li>• The student addresses a narrow range of ideas, and makes few or no inferences and links made.</li> <li>• Limited explanation is present.</li> <li>• Ideas are poorly supported, and may be one-sided.</li> </ul> </p>
Level 2 (6–10 marks)	<p>AO1: The student shows comprehension and some factual recall, but may not be generally in line with the context of the question.</p> <p>AO2:  <ul style="list-style-type: none"> <li>• The student addresses a range of ideas, to a reasonable extent, but makes few inferences and links.</li> <li>• Some explanation is present.</li> <li>• Ideas are poorly supported, but may still be one-sided.</li> </ul> </p>
Level 3 (11–15 marks)	<p>AO1: The student shows good comprehension and factual recall, which is generally tailored to the context of the question.</p> <p>AO2:  <ul style="list-style-type: none"> <li>• The student addresses a wide range of detailed ideas, and makes some inferences and links.</li> <li>• Good explanation is present.</li> <li>• Ideas are often supported, with both sides supported.</li> </ul> </p>
Level 4 (16–20 marks)	<p>AO1: The student shows very good comprehension and excellent factual recall, which is correct and tailored to the context of the question.</p> <p>AO2:  <ul style="list-style-type: none"> <li>• The student addresses a wide range of highly detailed ideas, and makes many inferences and substantial links made.</li> <li>• Highly developed explanation is present.</li> <li>• Ideas are supported, with both sides well-argued.</li> </ul> </p>

Possible answers:

AO1:

- There is a variety of factors that determine a person's perception of place.
- Age can play an important part in the way a person perceives place.
- People of different ages value different things about place.
- Younger people may prefer to live in urban areas and older people may prefer to live in rural areas.

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AO2:

- In many ways, age plays an important role in the way a person perceives a place. Younger people tend to have a more positive perception of urban areas due to the social opportunities they provide.
- In contrast, elderly people tend to value the tranquillity and peacefulness of rural areas and perceive such places more positively.
- Working-age people often value the environmental quality, space and safety of suburban areas, as well as rely on the employment opportunities of urban areas.
- However, the other influencing factors that affect a person's perception of a place are also considered.
- For example, the experience a person has had in a place will impact on their perception of that place.
- People's perceptions can also be influenced by representations of place that have been seen in the media. These can be either positive (tourist leaflet) or negative (through a negative news story).
- The stage at which a person is in their life is also an important contributing factor. When a person leaves home and start living an independent life they are likely to perceive urban areas more positively, as they need to live in cheap accommodation close to where they work and be able to enjoy the amenities of the city.
- As people start a family, they are more likely to perceive the quieter suburban areas more positively, as these provide them with space to raise a family in a safe environment. When the point where they wish to retire, they may seek to move to more rural areas, as they want to be located close to the city.
- Individual preference also plays a huge part in the way places are perceived. People often move with migrants or people of ethnic minorities tend to perceive urban areas more positively, as they be around people of similar ethnicity, and rural communities can sometimes be more isolated.
- Overall, there is a range of factors contributing to the way a place is perceived. It is important not to stereotype people and their perceptions based on age, ethnicity or any other factor, as these can be both misleading and harmful.

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**Section C:**

5. a. i. One AO1 mark for correct identification of a reason why life expectancy varies. Three further AO1 marks for developing the answer.

Possible answers:

- Life expectancy generally correlates with level of development.
- The more developed countries tend to have better access to healthcare of living and, therefore, life expectancy is higher.
- Developing countries tend to have the opposite, so their life expectancy is lower.
- Emerging nations have a general increasing life expectancy but with varying levels of development and inequalities within the population.

5. b. Up to 3 marks can be awarded for AO1. A further 3 marks can be awarded for AO2.

		Descriptor
Level 1 (1–2 marks)	AO1:	The student shows basic comprehension and presents only a few details which may be incorrect and not in line with the context of the question.
	AO2:	The student addresses a narrow range of ideas, and details few inferences and links made.
Level 2 (3–4 marks)	AO1:	The student shows comprehension and some factual recall, which is generally in line with the context of the question.
	AO2:	The student addresses a range of ideas, to a reasonable level, and makes some inferences and links made.
Level 3 (5–6 marks)	AO1:	The student shows good comprehension and factual recall, which is well tailored to the context of the question.
	AO2:	The student addresses a wide range of detailed ideas, with well made inferences and links made.

Possible answers:

AO1:

- Development can be measured in different ways, from economic growth to education and life expectancy.
- GDP per capita only measures economic factors, whereas the Gini index measures income inequality.
- HDI gives a more broad view by measuring GDP per capita, life expectancy and education.
- Countries that score highly for the GDP per capita measure do not score highly for the other two.

AO2:

- The reason for the variation between these categories is because they each measure different aspects of development.
- Simply looking at GDP per capita gives very different results from looking at HDI. This is because a country could have a high GDP per capita but score poorly on education and life expectancy.
- Despite Luxembourg being the richest country per capita, it does not reach the top 5 for HDI, scoring badly on education and life expectancy.
- Equally, a country may have high GDP per capita but this wealth could be concentrated in a small population, suggesting that only some benefit from the wealth.
- For example, Qatar is not in the top five of the most equal countries in the world. Even though the country is rich, its income may not be evenly distributed.
- Interestingly, none of the most equal countries are in the top 5 for GDP per capita. This is not surprising because the wealthiest countries have a large gap between the rich and poorest nations. Many of the countries previously mentioned are developing countries.

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5. c. AO1 (8 marks)

Level	Mark	Descriptor
Level 1	(1–2 marks)	<ul style="list-style-type: none"> <li>The student shows limited factual recall and comprehension. Answers are incorrect or not in line with the context of the question.</li> <li>Few concepts are articulated, and these are brief.</li> </ul>
Level 2	(3–5 marks)	<ul style="list-style-type: none"> <li>The student shows evidence of factual recall and comprehension. Answers are often correct and generally in line with the context of the question.</li> <li>Concepts are articulated and are more developed.</li> </ul>
Level 3	(6–8 marks)	<ul style="list-style-type: none"> <li>The student shows strong evidence of factual recall and comprehension. Answers are provided that are correct and in line with the context of the question.</li> <li>Developed concepts are successfully articulated.</li> </ul>

Possible answers:

- Economic interventions include foreign direct investment or the development of infrastructure.
- It is often the case that the majority of profit made by TNCs goes back to the home country.
- This means that although resources of the recipient country are being exploited, the benefits are often going to the home country.
- The construction and exploitation sites of TNCs can negatively impact the environment and cultural costs.
- Economic interventions can also negatively impact the environment and the local community.
- Often TNCs and foreign direct investment in developing countries are focused on extracting resources that many developing countries can provide. Often the exploitation of this resource can have negative impacts on the environment through the destruction of natural habitats and pollution.
- One example of this is the controversial extension to the Keystone XL crude oil pipeline. It sparked protests from both environmentalists and indigenous populations due to concerns about pollution and health risks as well as damage to sacred land. The pipeline project was eventually cancelled.
- Another example is in the Niger Delta, where pollution from the exploitation of oil has had a significant impact on the health of the local population.
- Another negative effect on economic interventions is land-grabbing, where large areas of land are taken over for the use of economic profit.
- Often this process negatively impacts the local community who often live on the land. This can lead to tensions between the elite and the local people.
- This in turn hinders development and increases the price of the land, increasing the wealth of the elite.

5. d. Up to 15 marks can be awarded for AO1. A further 15 marks can be awarded for AO2. If a student provides AO1 content is provided, allow 1 mark for level 1 answers, 2 marks for level 2 answers, and 4 or 5 marks for level 4 answers.

Level	Mark	Descriptor
Level 1	(1–5 marks)	AO1: The student shows basic comprehension and presents only one side of the argument. Answers may be incorrect and not in line with the context of the question.
		AO2: <ul style="list-style-type: none"> <li>The student addresses a narrow range of ideas, and few inferences and links made.</li> <li>Limited explanation is present.</li> <li>Ideas are poorly supported, and may be one-sided.</li> </ul>
Level 2	(6–10 marks)	AO1: The student shows comprehension and some factual recall. Answers are generally in line with the context of the question.
		AO2: <ul style="list-style-type: none"> <li>The student addresses a range of ideas, to a reasonable extent, and some inferences and links made.</li> <li>Some explanation is present.</li> <li>Ideas are supported, but may still be one-sided.</li> </ul>
Level 3	(11–15 marks)	AO1: The student shows good comprehension and factual recall. Answers are tailored to the context of the question.
		AO2: <ul style="list-style-type: none"> <li>The student addresses a wide range of detailed ideas and links made.</li> <li>Good explanation is present.</li> <li>Ideas are often supported, with both sides supported.</li> </ul>

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Level	Mark	Descriptor
Level 4	(16–20 marks)	AO1: The student shows very good comprehension and excellent analysis. The response is correct and tailored to the context of the question.
		AO2: <ul style="list-style-type: none"> <li>The student addresses a wide range of highly detailed points and makes highly detailed inferences and substantial links made.</li> <li>Highly developed explanation is present.</li> <li>Ideas are supported with both sides well-argued.</li> </ul>

Possible answers:

AO1:

- Both level of wealth and commitment to human rights vary around the world.
- Generally, when a country has a higher GNI that means it is more developed and therefore more democratic.
- More democratic states generally have more respect for human rights.
- Countries with higher GNIs are then able to spend more on welfare and economic commitment to human rights.

AO2:

- When looking at figures 6 and 7, there is a general correlation between high GNI and high press; however, there are some exceptions.
- For example, Saudi Arabia has a very high GNI but the press has no freedom. Small islands are poor but have good human rights records.
- This suggests that the relationship between wealth and better human rights is not always straightforward.
- Political ideology may also play a role in the level of commitment to human rights. Saudi Arabia and China, which are rich but have poor human rights records, are ruled by a monarchy and a communist party respectively.
- India also has a growing economy but has a better human rights record than Saudi Arabia. This suggests that wealth is not necessarily the only factor that contributes to a higher commitment to human rights.
- However, countries that are developed and democratic are less likely to have poor human rights records.
- Many developed and democratic nations are usually part of IGOs (e.g. the UN) and are held accountable for human rights laws and are, therefore, held accountable for human rights.
- Even in developed countries being wealthy, they too can violate human rights. For example, the UK has been accused of torturing prisoners/terrorists despite the international laws.
- Human rights can also vary within a country and change for certain groups. For example, in the UK women are still not equal to men in some areas, such as pay.
- Indigenous people may also experience different human rights laws to the majority, such as Australia.

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6. a. i. Allow 1 AO1 mark for correct identification of the reasons why people may migrate.  
Allow 3 further AO1 marks for developing the answer.

Possible answers:

- The causes of migration vary considerably from economic and political.
- Some migrants move to find better jobs and often send remittances home.
- Others may migrate to be with family overseas.
- Conflict and political upheaval can also force people to migrate away from their homes in search of asylum elsewhere.
- Environmental changes such as natural disasters or climate change can also lead to migration.

6. b. Up to 3 marks can be awarded for AO1. A further 3 marks can be awarded for AO2.

		Descriptor
Level 1 (1–2 marks)		AO1: The student shows basic comprehension and presents only a few details which may be incorrect and not in line with the context of the question.
		AO2: The student addresses a narrow range of ideas, and details few inferences and links made.
Level 2 (3–4 marks)		AO1: The student shows comprehension and some factual recall, which is generally in line with the context of the question.
		AO2: The student addresses a range of ideas, to a reasonable degree, and makes some inferences and links made.
Level 3 (5–6 marks)		AO1: The student shows good comprehension and factual recall, which is well tailored to the context of the question.
		AO2: The student addresses a wide range of detailed ideas, with well-developed inferences and links made.

Possible answers:

AO1:

- Global brands are often owned by TNCs from developed or emerging countries.
- Global brands are an aspect of globalisation which has allowed them to spread across the world.
- Global brands are an aspect of globalisation which has allowed them to spread across the world and maximise profits.
- Figure 8 demonstrates how widespread global brands can be.

AO2:

- The cultural values they carry are helping to form a global culture which can erode the national identity of many countries.
- In particular, global food brands often change traditional approaches to food and have tried to limit this impact.
- Global culture can be seen as trying to replace national identity and can be seen as eroding the values and values of certain cultures.
- This is particularly true for non-Western countries.
- Global branded products tend to be mass produced and so can flood markets and threaten traditional industries, reducing the country's identity.
- The tensions surrounding global brands are also demonstrated in figure 8, where some countries have McDonald's.
- There are also some countries that no longer have McDonald's, suggesting the global brands are not always accepted from their culture.

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6. c. AO1 (8 marks)

Level	Mark	Descriptor
Level 1	(1–2 marks)	<ul style="list-style-type: none"> <li>The student shows limited factual recall and comprehension are incorrect or not in line with the context of the question.</li> <li>Few concepts are articulated, and these are brief.</li> </ul>
Level 2	(3–5 marks)	<ul style="list-style-type: none"> <li>The student shows evidence of factual recall and comprehension often correct and generally in line with the context of the question.</li> <li>Concepts are articulated and are more developed.</li> </ul>
Level 3	(6–8 marks)	<ul style="list-style-type: none"> <li>The student shows strong evidence of factual recall and comprehension are correct and in line with the context of the question.</li> <li>Developed concepts are successfully articulated.</li> </ul>

Possible answers:

- Structural adjustment programmes (SAPs) are set up by the IMF and offered in order to help them develop, as long as they fulfil certain conditions.
- These conditions range from the deregulation of their market, to enforcing incomes in order to stabilise the financial situation of the country.
- HIPC policies were formed by the IMF and the World Bank to help reduce debt. With a similar idea to SAPs, they also required the recipient country to meet certain conditions.
- Some argue that SAPs leave the developing country in a worse off position than they were before, as they are forced to buy in to economic policies that may not be the best for them but are required.
- This, in turn, exacerbates the problem rather than fixing it.
- It can leave developing nations with spiralling debt and increase levels of poverty.
- Both programmes have also been criticised for disempowering the government by reducing national sovereignty.
- Both the IMF and the World Bank were created with westernised views of the economic system. Enforcing the same system onto developing nations comes from a position of power, as these developing nations are still controlled and indebted to another country.

6. d. Up to 5 marks can be awarded for AO1. A further 15 marks can be awarded for AO2.

If only AO1 content is provided, allow 1 mark for level 1 answers, 2 marks for level 2 answers and 3 marks for level 3 answers.

Level	Mark	Descriptor
Level 1	(1–5 marks)	<p>AO1: The student shows basic comprehension and presents opinions that may be incorrect and not in line with the context of the question.</p> <p>AO2:  <ul style="list-style-type: none"> <li>The student addresses a narrow range of ideas, and inferences and links made.</li> <li>Limited explanation is present.</li> <li>Ideas are poorly supported, and may be one-sided.</li> </ul> </p>
Level 2	(6–10 marks)	<p>AO1: The student shows comprehension and some factual recall, generally in line with the context of the question.</p> <p>AO2:  <ul style="list-style-type: none"> <li>The student addresses a range of ideas, to a reasonable extent, and inferences and links made.</li> <li>Some explanation is present.</li> <li>Ideas are supported, but may still be one-sided.</li> </ul> </p>
Level 3	(11–15 marks)	<p>AO1: The student shows good comprehension and factual recall, tailored to the context of the question.</p> <p>AO2:  <ul style="list-style-type: none"> <li>The student addresses a wide range of detailed ideas, and inferences and links made.</li> <li>Good explanation is present.</li> <li>Ideas are often supported, with both sides supported.</li> </ul> </p>

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Level	Mark	Descriptor
Level 4	(16–20 marks)	AO1: The student shows very good comprehension and excellent analysis. The answer is correct and tailored to the context of the question.
		AO2: <ul style="list-style-type: none"> <li>The student addresses a wide range of highly detailed points. Inferences and substantial links are made.</li> <li>Highly developed evaluation is present.</li> <li>Ideas are well supported, with both sides well-argued.</li> </ul>

Possible answers:

AO1:

- Migration has increased significantly in recent years as globalisation has made it easier.
- This has increased the diversity of countries, with higher percentages of foreign-born people.
- It can also change the demographics, politics and economy of a nation.
- Different groups and people and different nations have different points of view on migration.
- It can cause cultural and political tensions.

AO2:

- The increased diversity that migration brings can help people learn about other cultures and become more accepting of and tolerant towards them.
- Many cultures have absorbed aspects of other cultures as a result of immigration, such as the diverse array of foods available from cultures around the world.
- With globalisation and increased migration, there is a move towards a globally connected world and people are, therefore, more tolerant.
- Migration can also help to fill shortages in the labour market, especially in developed countries.
- However, migration can also create geopolitical and cultural tensions which can lead to conflict between migrants or migration.
- Some migrants may find it harder to integrate depending on how different their culture is from the host country. Often if they are similar, it is a lot easier to integrate.
- The level at which a nation chooses to integrate can cause conflict between groups of people. One group may feel the migrant group is imposing their culture on them.
- There are different points of view on migration, as evidenced by figure 10, which shows that the British public think that immigration should be reduced.
- People from host countries may think there are too many migrants and that they are taking jobs.
- Figure 10 shows that the British public think that immigration should be reduced for the politics and policies of the country. For example, immigration laws may be too strict.
- On the other hand, the host country wants to attract certain skills to their economy which they are lacking.
- If the migrants are asylum seekers who are fleeing conflict, this can also cause tensions. To shelter refugees, which is a politically sensitive topic. This has been high on the agenda in the European migration crisis.
- It can also cause a brain drain on the country of origin, putting that country under economic stress.

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## **Preview of Answers Ends Here**

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This is a limited inspection copy. Sample of answers ends here to stop students looking up answers to their assessments. See contents page for details of the rest of the resource.