Mark Scheme (Results)

Summer 2024

Pearson Edexcel GCE
In Geography (9GE0)
Paper 3

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Summer 2024
Question Paper Log Number P74466A
Publications Code 9GE0_03_2024_MS
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General Marking Guidance

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

Question number	Explain why transnational corporations (TNCs) benefit from globalisation. Indicative content	Mark 4
1	**AO1 (4 marks)** Award **1 mark** for explaining a key basic reason why TNCs benefit from globalisation and up to a further **3** marks for extending and developing that explanatory point up to a maximum of **4** marks. Also allow more than one basic reason for **1 mark** each and extensions of those basic reasons for a For example: TNCs outsource to reduce (manufacturing) costs (1) because of cheaper labour overseas (1) and cheaper land overseas (1) and lower taxes and/or subsidies from governments (1) which increase profits and/or revenue (1) which benefit shareholders TNCs can benefit by outsourcing by accessing supplies/parts from specialist producers (1) increasing the quality of their final product (1) and reducing production costs (1) as they become assemblers rather than *stricto senso* manufacturers (1) Improvements in communications allow TNCs can access new markets to sell their products (1) increasing their sales (1) so improving their profits (1) which benefits shareholders (1) TNCs can benefit because of revolutions in transport and communication infrastructure such as containerisation and/or the world wide web (1) which improve efficiency and reduce costs (1) therefore increasing revenue and/or profits (1) for the benefit of shareholders (1) **Accept any other appropriate response.**	**(4)** **(1)+(1+1+1)** **Or** **(1+1) + (1+1)**

Question number	Complete Table 2 by calculating the valus of d^2 for the USA. Indicative content	Mark 2
2 (a) (i)	USA d = 6 Therefore 1-6 = -5 $-5^2 = 25$ **(1)** 1 mark for correct method which is 6, -5 (1) 1 for correct result = 25 **(1)** **For method mark note that data will often be on Table 1 including correct answer**	**1 + 1**

Question number	Calculate the value of r_s. Indicative content	Mark 2
2 (a) (ii)	**1 mark** for the correct method. 1–1788/1716 (allow correct use of formula even if $\sum d^2$ (298) is incorrect). **1 mark** for the correct result. (credit **wherever** it is written) Correct completion = -**0.0** (allow **0, 0.0, -0** and **-0.04) (1)** **Do not accept 0.04, 0.1, -0.1** **Do not accept answer given as a fraction** **Do not double penalise if $6\sum d^2$ is incorrect**	**1 + 1**

Question number	**The result suggests that the null hypothesis should be accepted at the 99% confidence level.** **Explain why this result may not be a reliable.** **Indicative content**	**Mark** **4**
2(b)	**AO3 (4 marks)** Expect more than one point to be developed. Strictly speaking it means that there is no statistical relationship (1) which should provoke an investigation as to why that might be the case (1) The data is unrepresentative in some way (1) the USA is an outlier for GDP and most countries are low/middle income states (1) this could require more research into what these 50 variables include (1) The sample of 12 is very small (1) so potentially unrepresentative (1) with over 190 countries to choose from (1) Three countries stand out as possible outliers – Costa Rica, Honduras and Nicaragua; with significant differences in their ranking (1) without them the relationship might have been significant (1) It isn't known when the data was gathered (1) perhaps it was gathered at different times and therefore is unreliable (1) Another statistical test might be conducted using just some of the 50 variables (1) which may have very different results (1) There is no information offered about the EVI (1) with 50 variables it might be than some of these vulnerabilities do depend on GDP per capita (1) 99% is a high hurdle (1) it might be significant at a lower level of significance (1) **Accept any other appropriate response.**	**(4)** **(1+1 + 1+1)** **Or** **1 + (1+1+ 1)**

Question number	**Study Figure 1 and Figure 2 in Section A of the Resource Booklet.** **Analyse the evidence that the people of Haiti face greater economic and social challenges than their neighbours.** **Indicative content**
3	**AO1 (4 marks)/AO3 (4 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive, and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: **AO1** • The social issues including levels of education and health must be considerable – see HDI score • With a corrupt government it is probable that little money reaches the 79% below the poverty line. • Tax revenues will be low so little money so investment in education or health • Contrast with DR is startling – 'only' 12% below poverty line and a GDP per capita x9 higher than Haiti. • Those people are clearly challenged in multiple ways – the data strongly suggests a lack of available jobs (see the annual net migration data) • Impact of 2010 earthquake still apparent more than a decade later suggesting a problem of governance. • Different challenges elsewhere and difficult to make definitive judgments about the comparative level(s) of challenge **AO3** • Figure 1 (map) shows that Haiti is mountainous with a very long coastline – communities may be isolated one from the other. • This is reinforced in Figure 1 (text) reference to steep slopes. • Figure 1 (text) - its small population size might place a limit on the range of skills of the population. • Food insecurity (Figure 1 (text)) might be caused by both too much and too little rain, but overpopulation also possibly a factor. • High population density might lead to resource shortage. • Confirmed by Figure 2 (text) –'poorest country in the Americas'. • GDP per capita the lowest (Figure 2) • Distortions of wealth obvious but not necessarily the most extreme – although 79% below poverty line is a key indicator. (Figure 2) • Migration rate the third highest at -3.2 • HDI ranking very low at 170th – all neighbours are better. • Corruption also the worst in the region – all neighbours are better excepting Venezuela.

	• Figure 3 shows that there has been divergence between Haiti and its neighbours • Figure 3 shows that economic growth is almost imperceptible suggesting that the challenges are increasing and not decreasing. **Accept any other appropriate responses.**

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

Question number	Study Figure 4, Figure 5 and Figure 6 in Section A of the Resource Booklet. Analyse the impact of tectonic and hydrometeorological hazards on the landscape and people of Haiti. Indicative content
4	**AO1 (4 marks) AO3 (4 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: **AO1** • In broad terms the future impacts are likely to become more severe on both the people and the landscape. • Climate change and the possibility of a declining resilience and increasing vulnerability of the population are likely to magnify the chances of hazards becoming disastrous. • The 2010 earthquake was not especially severe but was one of most devastating disasters in history suggesting very high vulnerability. • Landscape changes will be direct; earthquake displacement, liquefaction, soil erosion from heavy rain and storm surge damage to coasts. Landslides are a likely result of both earthquakes and hydrometeorological hazards. • With a rising population (see fertility rate) and no signs of successful governance it is not surprising that Haiti is third among the countries most affected by severe weather events. • The future impacts will be short term and long-term with food insecurity likely to increase as will out-migration. **AO3** • Figure 4 shows that tectonic hazards affect the whole island – nowhere is more than a few miles form an active fault line. • Figure 4 shows that there are different types of faults including 'several transform faults. • Figure 4 suggests that the 'shallow foci' is likely to be a factor.

	• Figure 5 shows that earthquakes are relatively common and will certainly be a future hazard as transform faults move. • Figure 5 shows that the 2010 earthquake was less powerful than that of 2021 but was much closer to the capital. • Figure 6 (aerial photograph) shows that deforestation in Haiti is much greater than in the Dominican Republic. • Figure 6 shows that land use changes have amplified the problems caused by earthquakes and meteorological hazards with many slopes steep and destabilized by deforestation. • This situation is likely to get worse with climate change as covered in Figure 6 (text) • Figure 6 (text) suggest that hurricanes will become more severe in the future. • Hotter summers and hotter days are likely to cause drought but also more severe storms when they arrive (Figure 6 text). • Figure 7 also suggests that forecast future temperatures have a large range (0.5 to 2.3) – these are quite extreme. • Sea-level rise is indirect impact of climate change – obvious impact on coastal areas and perhaps on coastal erosion. **Accept any other appropriate response.**

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

Question number	**Study the resources in Section B of the Resource Booklet.** **Evaluate the view that Haiti's colonial past is the main reason for its current level of development.** **Indicative Content (18)**
5	**AO1 (3 marks)/AO2 (9 marks)/AO3 (6 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: **AO1** • Colonialism generally involves the extraction of resources by the colonial power, often by force. • Level of development is multi-dimensional often defined as including economic, social and political measures. • Theories of development include modernisation and dependency theory but might also include resource-curse theory • Modernisation theory (Rostow) argues that states have to develop institutions that protect private property and develop the institutions that promote capitalism (private property, banks, legal systems). • Dependency theories argue that institutional reform is not enough because local elites and core economies combine to reinforce inequalities land ownership and political control. **AO2** • Development is a multi-facetted concept – it has economic, social and environmental elements of which the last is often neglected . • All economic development must start with the extraction and/or the growth of resources which is necessarily damaging to the environment. • Natural resources change over time as we develop the technology to use them – for Haiti the natural resources in question were the fertile soils which grew the sugar crop. • In some/many cases the ownership of those resources is highly uneven as are/were the benefits.

Question number	**Study the resources in Section B of the Resource Booklet.** **Evaluate the view that Haiti's colonial past is the main reason for its current level of development.** **Indicative Content (18)**
	• The pathway to economic development has invariably meant the development of a manufacturing base which in turn requires a sizeable domestic market to build a comparative advantage through expertise and scale economies – colonialism did not encourage this type of development. • The destruction of natural environments in many countries brings economic benefits to some but at great cost to the environment – this was the case in Haiti and remains so today. • Climate change is likely to accelerate this destruction making sustainability much more challenging. • This is a positive feedback loop in which, for example, expanding international tourism leads to further greenhouse gas emissions which in turn accelerates global warming and so on, threatening low-lying nations and coastlines with more powerful storms. • More sustainable options might be possible but there is a tension between capitalism and environmentalism with developed countries playing a major role, including their TNCs. • Figure 2 carries some messages about Haiti's governance both indirectly through the HDI data and more directly through the measurement of corruption perception. • Figure 3 might be interpreted as a counter view assuming that many countries have similar histories – Jamaica might be quoted here given the parallels. **AO3** • Much of **Section A** shows that Haiti has many physical challenges that will also play a role it its low level of development. • These challenges • **Figure 2** also shows that Haiti is something of an outlier with social and economic data that is often measurably worse than many of its neighbours. • **Figure 3** shows that the divergence between Haiti and its neighbours appears to have been quite recent. • **Figure 7 (map)** shows that many regions of the Americas were affected by the slave trade. • **Figure 7 (map)** also shows that many slaves went to the Caribbean • **Figure 7 (map)** shows that west Africa was the main source

Question number	**Study the resources in Section B of the Resource Booklet.** **Evaluate the view that Haiti's colonial past is the main reason for its current level of development.** **Indicative Content (18)**
	• **Figure 7 (text)** identifies the history of the Caribbean as being 'complex and brutal'. • **Figure 7 (text)** also identifies the transatlantic slave trade as being 'dominated by France and Great Britain'. • **Figure 7 (text)** suggest that Jamaica was the British equivalent to the French 'Haiti'. • **Figure 7 (text)** references the enormous wealth extracted by the French (planation owners) becoming,along with Jamaica as 'the richest colonies of all time'. • **Figure 7 (text)** references the revolution and the subsequent penalties paid by the Haitian government to France crippling its economy. • **Figure 8** shows that unemployment has almost doubled in30 years • **Figure 9 (text and photo 1)** suggests that there internal obstacles to development. • **Figure 9 (text and photo 2)** suggests that there are both external internal obstacles to development. • **Figure 9 (text and photo 3)** suggests that US neo-colonial intervention has been unhelpful • **Figure 9 (text and photo 4)** suggests that tourism has been inhibited by political tensions – so may add that this is some part the fault of the US. **Accept any other appropriate response.**

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	0	No rewardable material.
Level 1	1–6	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical information/ideas, making limited and rarely logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2)

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

Level	Mark	Descriptor
		• Critically investigates the question/issue to produce a coherent interpretation of quantitative and qualitative data/evidence, making meaningful connections to relevant geographical ideas from across the course of study throughout the response. (AO3)

Question number	'If the Haitian population is to have a prosperous future it needs international action to build a sustainable economy'. Evaluate the view. **(24)** **Indicative content**
6	**AO1 (4 marks)/AO2 (12 marks)/AO3 (8 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. There are three possible sub-questions here. One is the issue of what a 'sustainable (Haitian) economy' might look like, the second is whether recent evidence suggests that 'international action' is likely to be helpful in delivering that and thirdly whether the 'population' as a whole will benefit. **AO1** • Haiti has many challenges to overcome if it is to afford its population a sustainable future. • Its current problems are enormously challenging and likely to became more so as climate change becomes more threatening. • The most obvious challenge is its very high levels of poverty exacerbated by inequalities. • Globalisation in its current version has tended to widen the development gap between countries. • Addressing climate change requires mitigation at a global scale although local actions might also have a small role. • Superpowers and emerging countries have substantial resource demands which have affected the environment negatively and are likely to continue to do so. • Resource usage is very uneven and probably not sustainable. • There are important IGOs that control the world economy including the IMF, WTO and World Bank who would have to be involved in any international action to help Haiti. • TNCs are important in the global economy and have significant influence on IGOs; in the tourism sector they would likely be significant players in Haiti. **AO2** • Haiti faces multiple issues many of which will be, and are being, exacerbated by climate change – their future is challenging because of some processes that are not controllable (e.g. hazards and location) but others that are potentially more tractable.

Question number	**'If the Haitian population is to have a prosperous future it needs international action to build a sustainable economy'. Evaluate the view.** **(24)** **Indicative content**
	• Haiti's lack of productive industry needs addressing – currently its production is completely dependent on cheap low value exports and raw materials/agricultural products. To date, globalisation policies have not encouraged the development of manufacturing industries in LIDCs such as Haiti. • The political problems are as much to do with past international interventions as they are domestic problems. That suggests caution is needed in encouraging policies that have, historically been unhelpful to the majority of the population. • Climate change is part of a much larger issue of biosphere destruction that will certainly need global action to mitigate which will have huge costs as will adaptation -in Haiti's case deforestation needs to be reversed. • There is plenty of evidence that global action to deal with climate change is as ineffective as that to address global inequalities– the prognosis since Paris has not been good and there are very few examples of global action being taken – the banning of chlorofluorocarbons might be quoted as an exception. • There are very powerful vested interests in the dominant model of pursuing economic growth at, more or less, any cost. • The model of globalisation has been built around free-trade, deregulation, privatisation and low tax regimes. It is not clear how these policies would help the mass of the Haitian population. • The United Nations has a patchy track record in engineering global action and there has been a lack of will in addressing climate change and it has no power at all to influence economic and social development other than through its agencies – once again the Haitian experience of international action has been pretty grim. • The gap between rich and poor has increased partly because of the distribution of power in the global economy. • Countries such as Haiti are not politically powerful and their 'voice' is seldom heard on the international diplomatic stage – thus they are unable to engineer change on their own **AO3** The booklet contains resources In Section A and Section B that would be used here as evidence both for and against the contention in the title. The Section C material is covered here. • **Figure 10 (text)** shows that the US has intervened frequent in Haiti.

Question number	**'If the Haitian population is to have a prosperous future it needs international action to build a sustainable economy'. Evaluate the view.** **(24)** **Indicative content**
	• **Figure 10 (text)** suggest that the neo-liberal model has dminated the recent history of Haiti • **Figure 10 (text)** suggests that successive US politicians have expressed negative and racist views concerning Haiti • **Figure 10 (Figure)** shows that Haiti's relative level globalisation is very low • **Figure 10 (figure)** shows that its overall ranking is in the bottom 10% of countries • **Figure 10 (figure)** shows that performance in all categories is very weak • **Figure 10 (figure)** rank order suggests that there is a relationship between globalisation and GDP per capita • **Figure 10 (figure)** shows that comparable neighbours have a higher ranking for globalisation and higher GDP per capita. • **Figure 11 (both)** shows just how little trade Haiti is engaged in • **Figure 11** shows that it imports largely manufactured goods but also rice (which it once self-sufficient in) and knitted fabric. • **Figure 11** shows that it almost exclusively exports goods manufactured from the imported knitted fabric

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Level 1	1–6	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical information/ideas, making limited and rarely logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2) • Makes superficial judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3) • Investigates the question/issue to produce a limited interpretation of quantitative and qualitative data/evidence, but lacks meaningful connections to geographical ideas from across the course of study. (AO3)
Level 2	7-12	• Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2) • Makes some valid judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3) • Investigates the question/issue to produce an interpretation of quantitative and qualitative data/evidence, making few connections to geographical ideas from across the course of study, which may not be meaningful. (AO3)

Level	Mark	Descriptor
Level 3	13-18	• Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1) • Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is supported by some evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2) • Makes mostly valid judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3) • Critically investigates the question/issue to produce a coherent interpretation of quantitative and qualitative data/evidence, making connections to relevant geographical ideas from across the course of study, some of which are meaningful. (AO3)
Level 4	19-24	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2) • Makes valid judgements about the value and reliability of quantitative and qualitative data/evidence throughout. (AO3) • Critically investigates the question/issue to produce a coherent interpretation of quantitative and qualitative data/evidence, comprehensively making meaningful connections to relevant geographical ideas from across the course of study throughout the response. (AO3)

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