



Pearson
Edexcel

Mark Scheme (Results)

January 2025

Pearson Edexcel International Advanced
Subsidiary Level in Geography (WGE01) Paper 01
Global Challenges

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2025

Question Paper Log Number P78485RA

Publications Code WGE01_01_2501_MS

All the material in this publication is copyright

© Pearson Education Ltd 2025

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.

General Guidance on Marking

All candidates must receive the same treatment.

Examiners should look for qualities to reward rather than faults to penalise. This does NOT mean giving credit for incorrect or inadequate answers, but it does mean allowing candidates to be rewarded for answers showing correct application of principles and knowledge.

Examiners should therefore read carefully and consider every response: even if it is not what is expected it may be worthy of credit.

Candidates must make their meaning clear to the examiner to gain the mark. Make sure that the answer makes sense. Do not give credit for correct words/phrases which are put together in a meaningless manner. Answers must be in the correct context.

Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the Team Leader must be consulted.

Using the mark scheme

The mark scheme gives:

- an idea of the types of response expected
- how individual marks are to be awarded
- the total mark for each question
- examples of responses that should NOT receive credit.

- 1 / means that the responses are alternatives and either answer should receive full credit.
- 2 () means that a phrase/word is not essential for the award of the mark, but helps the examiner to get the sense of the expected answer.
- 3 [] words inside square brackets are instructions or guidance for examiners.
- 4 Phrases/words in **bold** indicate that the meaning of the phrase or the actual word is **essential** to the answer.
- 5 ecf/TE/cq (error carried forward) means that a wrong answer given in an earlier part of a question is used correctly in answer to a later part of the same question.

Quality of Written Communication

Questions which involve the writing of continuous prose will expect candidates to:

- show clarity of expression
- construct and present coherent arguments
- demonstrate an effective use of grammar, punctuation and spelling.

Full marks will be awarded if the candidate has demonstrated the above abilities.

Questions where QWC is likely to be particularly important are indicated "QWC" in the mark scheme BUT this does not preclude others.

Question Number	Answer - Define the term landslide (1.3.1.1)	Mark
1 a (i)	<p style="text-align: center;">AO1 (1 mark)</p> <ul style="list-style-type: none"> • The downslope movement of a mass of rock/mass movement, debris (1) • A collapse of a mass of earth or rock from a mountain or cliff (1) 	(1)

Question Number	Answer - Suggest one possible cause of the landslide shown in Figure 1 (1.3.1.1)	Mark
1 a (ii)	<p style="text-align: center;">AO1 (1 mark)/ A02 (1 mark)</p> <p>Award 1 mark for correct suggestion for the landslide shown and a further extension mark showing use of the resource</p> <ul style="list-style-type: none"> • Earthquakes may have released seismic waves (1) weakening/loosening the soil (1) • Intense rainfall may have saturated the cliff (1) leading to the reduced soil cohesion (1) • Additional weight could have triggered a landslide i.e. building of the road (1) so increased pressure on the slope (1) • Human activities such as a burst water main (1) could have increased the pore pressure in the soil causing it to slip (1) <p>Accept other correct explanations.</p>	(2)

Question Number	Answer - Suggest one impact of the landslide on local people	Mark
1 a (iii)	<p style="text-align: center;">AO1 (1 mark) / A02 (1 mark)</p> <p>Award 1 mark for identifying a risk and a further expansion mark up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • The landslide could result in the loss of local homes (1) meaning that locals are displaced/forced to move from the area (1). • The landslide can result in the destruction or damage of buildings/ infrastructure (1) which can be expensive to rebuilt/claim from insurance companies (1). • The landslide could result in the closure of the local businesses at the bottom of the image (1) this would mean a decline in the amount of money/profit the businesses make (1). • The road has become unusable (1) meaning that locals cannot get to work/access facilities (1) <p>Accept other correct explanations.</p>	(2)

Question Number	Answer - Explain how population density and governance can increase the impacts of earthquakes (1.3.2.1)	Mark
1 b	<p style="text-align: center;">AO1 (4 marks)</p> <p>Award 1 mark for a basic explanation and a further mark for a development of the explanation.</p> <p>Population density</p> <ul style="list-style-type: none"> • Higher population density (1) increases number of people at risk so potential impacts are higher (1) • In densely populated areas, more buildings/infrastructure/ economic activities are concentrated (1), making them more susceptible to damage and loss (1). • In densely populated areas, limited escape routes/overcrowded roads can slow down evacuation efforts during earthquakes (1), increasing the risk of casualties /hindering emergency response operations (1). • Higher population density puts pressure on limited resources such as food, water, shelter, and medical supplies (1) prolonging recovery efforts (1). <p>Governance</p> <ul style="list-style-type: none"> • Weak governance may result in inadequate planning/zoning regulations/ building codes (1), leading to the construction of vulnerable infrastructure in earthquake-prone areas (1). • Political elites may prioritise their interests (corruption) over those of the population (1), resulting in unequal distribution of disaster relief and recovery assistance (1). • Poor coordination may result in gaps in assistance, and delays in decision-making (1), prolonging the recovery process and increasing the overall impact of earthquakes (1). <p>Mark as 2+2 Accept other correct explanations.</p>	(4)

Question number	Answer - Explain the challenges of reducing the vulnerability of people at risk from natural hazards. (1.3.3.3)		Mark
1 (c)	<p style="text-align: center;">AO1 (6 marks)</p> <p style="text-align: center;">Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>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:</p> <p>Accept other correct explanations.</p> <ul style="list-style-type: none"> • Limited funding may hinder investments in infrastructure upgrades, early warning systems, and community preparedness programs, leaving populations more vulnerable to the impacts of natural hazards. • Poverty limits access to resources necessary for preparedness and recovery, making it challenging for disadvantaged groups to mitigate their vulnerability effectively. • Many vulnerable locations, especially in low-income countries, lack the financial resources and infrastructure necessary to implement comprehensive disaster risk reduction measures. • Weak governance structures and inadequate enforcement of regulations contribute to vulnerability in hazard-prone areas. Lack of coordination among government agencies, non-governmental organizations (NGOs), and communities hampers effective disaster response and risk reduction efforts. • Rapid population growth and urbanisation increase vulnerability to natural hazards by increasing exposure and placing additional strain on infrastructure and resources. • Unplanned urban expansion often occurs in hazard-prone areas such as floodplains, steep slopes, and coastal zones, leading to higher population densities and greater vulnerability to disasters. <p>Accept other correct explanations.</p>		(6)
Level	Mark	Descriptor	
	0	No rewardable material.	
Level 1	1-2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	Answer - How many times larger are North America's CO2 emissions per capita than Latin America's? (1.3.5.1)	Mark
2 a (i)	A02 (1 marks) B: 4 times larger	(1)

Question Number	Answer - Suggest two reasons for the different levels of CO2 emissions per capita in North America and Africa. (1.3.5.1)	Mark
2 a (ii)	<p>A01 (3 marks) and A02 (1 mark)</p> <ul style="list-style-type: none"> • North America has a high standard of living/ industrialised economy/developed country (1), so demand for energy from energy intensive sources such as oil, gas and coal is high /people can afford cars, technology (1) • North America has energy-intensive sectors such as transportation/manufacturing/residential energy use resulting in high per capita emissions (1), these sectors are heavily reliant on fossil fuels (1). • North America is heavily reliant on fossil fuels (1), which is needed for electricity generation/heating/ transportation contributing to higher carbon emissions per person (1). • Industries in Africa are often less energy-intensive/primary industries (1) and rely more on traditional or renewable energy sources (1). • A significant portion of the population in Africa still lacks access to modern energy services, such as electricity and clean cooking fuels (1)., which reduces overall energy consumption (1). <p>Mark as 2 + 2 Accept other correct explanations.</p>	(4)

Question Number	Answer - Explain how these feedback mechanisms could lead to climate change tipping points (1.3.5.2)	Mark
2 (b)	<p>A01 (4 marks)</p> <p>Award 1 mark for each basic explanation and a further mark for a development of the explanation.</p> <p>Forest 'die back'</p> <ul style="list-style-type: none"> • Forest dieback results in the loss of carbon sequestration/stores (1), leading to increased levels of CO₂ in the atmosphere and exacerbating global warming (1). • Forest dieback can trigger a positive feedback loop/where the loss of trees and vegetation reduces the capacity of forests to 	(4)

	<p>store carbon (1), leading to further warming and stressing remaining forests, thus accelerating dieback (1).</p> <ul style="list-style-type: none"> • Forest dieback can lead to changes in the Earth's surface albedo, or reflectivity (1), as dark tree-covered areas are replaced by lighter-coloured surfaces such as bare soil or grasslands (1). <p>Ocean carbon sinks</p> <ul style="list-style-type: none"> • Weakening ocean carbon sinks means there is a risk of stored carbon being released back into the atmosphere (1), leading to climate change (1). • Ocean carbon sinks may reach a tipping point where they become less effective at absorbing CO₂ from the atmosphere (1) due to factors such as warming temperatures, changing ocean currents, and decreasing alkalinity (1). • Warming temperatures can disrupt ocean circulation patterns and reduce the mixing of surface and deep waters where CO₂ is stored (1), this can inhibit the transfer of CO₂ to deeper layers, limiting the ocean's capacity to store carbon (1). <p>Accept other correct explanations. N.B - Forest dieback is a natural response to climate change whereas deforestation is caused by human activities. Mark as 2 + 2</p>	
--	---	--

Question number	Answer - Explain why global warming may be viewed by some people as an opportunity, not a threat. (1.3.6.3)	Mark
2 (c)	<p style="text-align: center;">AO1 (6 marks) Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>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:</p> <p>Opportunities</p> <ul style="list-style-type: none"> • Extended tourism seasons in certain regions due to milder climates, providing economic benefits to local communities/tourism companies reliant on tourism. • Opportunities for people to experience new outdoor activities and recreational pursuits in areas where climate conditions have become more favorable. • Access to previously inaccessible natural resources, such as oil and gas reserves, as ice melts in polar regions, potentially boosting economic growth for governments. 	(6)

		<ul style="list-style-type: none"> • Opening of new shipping routes in the Arctic due to melting ice, reducing transportation costs and facilitating trade for TNCs and governments. • Expansion of agricultural land in previously inhospitable regions, potentially increasing food production and addressing food security concerns for governments. <p>N.B Stronger candidates may explore threats but this is not a required feature for full marks</p> <p>Accept any other valid responses.</p>	
Level	Mark	Descriptor	
	0	No rewardable material.	
Level 1	1-2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	Answer - Define the term globalisation (1.4.1.1)	Mark
3a (i)	<p style="text-align: center;">AO1 (1 mark)</p> <ul style="list-style-type: none"> • The growing economic interdependence of countries (1) • The exchange of goods/people/money/culture/technologies (1) • Increasing interconnectedness due to trade and cultural exchange (1) <p>Accept other correct definitions N.B. The question is asking for a definition of globalisation not a shrinking world.</p>	(1)

Question Number	Suggest why these countries have very high globalisation scores (1.4.1.1)	Mark
3a (ii)	<p style="text-align: center;">AO1 (3 mark) / A02 (1 marks)</p> <p>Award 1 mark for each correct explanation as to why countries have high globalisation scores.</p> <ul style="list-style-type: none"> • The countries are in Europe (1) so geographically close to each other/ therefore to trade more efficiently (1) • Countries such as the UK have open economies that actively participate in international trade (1). They engage in both imports and exports contributing to their integration into the global economy (1). • Countries such as the UK attract significant foreign direct investment (FDI) (1). This investment flows into the economy, boosting economic growth (1). • Countries such as the UK are attractive to migrants due to good quality of life (1) as there are well paid jobs/good education/ healthcare (1). • Countries such as the Netherlands have advanced infrastructure (1) that enables efficient transportation of goods and people and seamless communication across borders (1). • Governments in countries such as Switzerland often implement policies that promote economic liberalisation/deregulation, (1). These policies attract foreign investment (1). • Countries such as those in Figure 3 typically have well-developed education systems/high rates of internet penetration/ widespread adoption of technology (1), enabling them to establish digital platforms for business, communication, and innovation (1). • Countries such as those in Figure 3 often actively participate in multilateral trade agreements/ regional economic blocs/ IGOs such as the World Trade Organization (WTO), International Monetary Fund (IMF), and World Bank (1). Resulting in high levels of interdependency through regional/global decision making (1). 	(4)

Question Number	Answer - Explain how these transport developments contribute to a 'shrinking world' (1.4.1.2)	Mark
3 b	<p style="text-align: center;">AO1 (4 marks)</p> <p>Award 1 mark for a basic explanation and a further mark for a development of the explanation up to 2 marks.</p> <p>Containerisation</p> <ul style="list-style-type: none"> • Shipping and maritime transport play a vital role in global trade (1) by transporting goods and commodities across oceans and continents (1). • Containerisation made the transport of goods more efficient/made trade cheaper (1) through inter-modal containers (1) • Maritime transport has expanded markets and supply chains (1), allowing businesses to access resources and markets from around the world (1). • Transport facilitates cultural exchange and interaction between different regions and civilisations (1), leading to the exchange of ideas, traditions, and practices (1). <p>Jet Aircraft</p> <ul style="list-style-type: none"> • The widespread availability of air travel has greatly increased global connectivity/reduced the friction of distance (1), allowing people to travel quickly and easily between distant locations (1). • Air travel has significantly reduced travel times/travel faster compared to other modes of transportation (1), enabling individuals to reach destinations across the world in a matter of hours (1). • Air travel facilitates international trade and tourism by providing efficient transportation of goods and people between countries (1), contributing to economic growth and cultural exchange (1). <p>Mark as 2+2 Accept other correct explanations.</p>	(4)

Question number	Answer - Explain how weak connections to the global economy have impacts on people in developing countries. (1.4.3.2)	Mark
3 (c)	<p style="text-align: center;">AO1 (6 marks)</p> <p>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.</p> <p>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:</p> <p>Negatives:</p> <ul style="list-style-type: none"> • Limited connections to the global economy can lead to economic stagnation in developing countries, as they miss out on opportunities for trade, investment, and technology transfer. • Without access to international markets, businesses in developing countries may struggle to grow and compete globally, leading to low productivity and stagnant economic growth rates. • Developing countries with limited connections to the global economy may rely heavily on the export of primary commodities such as agricultural products, minerals, and raw materials. • Without access to foreign investment, developing countries may struggle to finance infrastructure development, technological innovation, and human capital formation, hindering their long-term economic development. <p>Positives:</p> <ul style="list-style-type: none"> • By focusing on domestic manufacturing, developing countries can create employment opportunities, promote industrialisation, and diversify their economies. • Limited connections to the global economy can help preserve cultural identity and traditional livelihoods in developing countries. • Developing countries with weak ties to the global economy are often less vulnerable to economic downturns and shocks that originate from other parts of the world. This resilience can help buffer local economies against the negative impacts of global recessions or financial crises. • Limited exposure to global economic influences can help preserve traditional practices, cultures, and local economies. • Weak global ties can encourage innovation and experimentation in economic policies, leading to more sustainable and inclusive development pathways. • By limiting reliance on global markets, developing countries may be incentivised to pursue more sustainable development strategies that prioritise environmental conservation e.g. Costa Rica, social equity, 	(6)

		<p>and long-term economic stability over short-term gains from export-oriented growth.</p> <ul style="list-style-type: none"> • Weak connections can protect against dependency on foreign markets. This can encourage local industries and businesses to focus on domestic markets and develop self-sufficiency rather than relying solely on exports or foreign investment. <p>Accept other correct explanations.</p>	
Level	Mark	Descriptor	
	0	No rewardable material.	
Level 1	1-2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	Answer - Which global region has the most countries receiving the highest remittances?	Mark
4 a (i)	AO2 (1 mark) C: Asia	(1)

Question Number	Answer - Suggest one reason why these countries receive high remittances. (1.4.5.2)	Mark
4 a (ii)	AO1 (2 marks) Award 1 mark for a basic explanation and a further mark for a development of the explanation. <ul style="list-style-type: none"> Workers migrate abroad in search of better employment opportunities/higher wages/improved living standards (1), they often send a portion of their earnings back home to support their families (1). Countries such as India have a significant diaspora population spread across the globe (1), these send money back to their families and relatives in India to support with household expenses/education/healthcare (1). Government may have implemented various policies and initiatives to encourage and facilitate remittance inflows (1). These include simplifying remittance procedures/offering incentives for non-resident Indians (NRIs) to invest in India/ providing tax benefits on remittance transactions (1). Accept other correct descriptions.	(2)

Question Number	Answer - Explain one negative impact of high remittance flows on host countries. (1.4.5.2)	Mark
4 a (iii)	AO1 (4 marks) Award 1 mark for each basic explanation and a further mark for a development of the explanation. <ul style="list-style-type: none"> Money sent home in the form of remittances is not being spent within the host countries (1) therefore there is a lack of a multiplier effect/trickle down in the economy/less money spent in taxes (1) Money is not being spent in the economy (1) so less being gained by taxes which can be used to fund healthcare/education etc (1) The host country economy could stagnate/decline (1) so there is less money to spend on healthcare/education etc (1) Accept other correct explanations. N.B. Do not credit impact on source countries	(2)

Question Number	Answer Explain two reasons why it is difficult to meet housing needs in developing and emerging megacities. (1.4.6.2)	Mark
4 b	<p style="text-align: center;">AO1 (4 marks)</p> <p>Award 1 mark for each basic explanation and a further mark for a development of the explanation.</p> <ul style="list-style-type: none"> • Developing cities often experience rapid population growth as people migrate from rural areas to urban centres in search of better opportunities (1), this rapid urbanisation outpaces the ability of cities to provide adequate housing infrastructure, leading to overcrowding/ informal settlements (1). • Many residents in developing cities struggle to afford housing (1) due to factors such as rising land prices/limited housing supply/ low incomes (1). • The lack of affordable housing options forces people to live in substandard housing conditions/informal settlements (1) increasing issues of poverty and inequality (1). • Lack of regulations (1) means that informal housing is built in unsafe areas/results in ongoing urban sprawl (1) • Developing megacities lack the economy/funds to invest in meeting housing demand (1) leading to overcrowding/ informal settlements/ as money is being spent on other needs e.g. healthcare(1). <p>Accept other correct explanations. N.B. Candidates are not expected to talk about both developing and emerging megacities.</p>	(4)

Question number	Answer - Explain the environmental challenges in megacities caused by their rapid growth. (1.4.6.3)	Mark
4 (c)	<p style="text-align: center;">AO1 (6 marks)</p> <p style="text-align: center;">Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>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:</p> <ul style="list-style-type: none"> • Rapid megacity growth often leads to urban sprawl, resulting in the conversion of natural habitats and agricultural lands into built-up areas, contributing to habitat loss, biodiversity decline, and ecosystem fragmentation. • The concentration of population, vehicles, industries, and construction activities in megacities increases air pollution levels, leading to increased emissions of pollutants such as particulate 	(6)

		<p>matter, nitrogen oxides, sulfur dioxide and associated health problems.</p> <ul style="list-style-type: none"> • Rapid population growth and increased motorisation in megacities lead to traffic congestion, resulting in longer commuting times, increased fuel consumption, greenhouse gas emissions, and air pollution. • Megacities face challenges in meeting the water demand of their growing populations, leading to over-extraction of groundwater, depletion of water sources, and contamination of water bodies due to inadequate wastewater treatment and industrial discharge. • Rapid urbanisation and consumption patterns in megacities generate large volumes of solid waste and hazardous materials, overwhelming existing waste management systems, leading to improper disposal, landfill overflow and pollution of land and water bodies. <p>Accept any valid responses</p>	
Level	Mark	Descriptor	
	0	No rewardable material.	
Level 1	1-2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	Suggest reasons for the trends in average deaths caused by these natural disasters. (1.3.3.1/1.3.3.2)
5 (a)	<p style="text-align: center;">AO1 (5 marks)/AO2 (5 marks)</p> <p>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.</p> <p>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:</p> <p>AO1:</p> <ul style="list-style-type: none"> • UN defines natural disasters as 'a serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources. • Overall, there has been a decline in the number of deaths caused by natural disasters since 1970 due to a number of factors including improved early warning systems, better infrastructure and building regulations, increased preparedness and disaster response, advancements in forecasting and monitoring and improved awareness and education. • The decline in deaths is not equally felt across the hazards shown, with droughts causing the most deaths but infrequently affect the population, whereas earthquakes occur more frequently with variations in the numbers of deaths. <p>AO2:</p> <ul style="list-style-type: none"> • The development and implementation of advanced early warning systems have enabled faster and more effective dissemination of alerts and evacuation orders, reducing the number of deaths from earthquakes. • Increased investment in disaster preparedness, including infrastructure improvements, community training, and emergency response capabilities, has led to more efficient and coordinated responses to earthquakes and floods, saving lives. • Improved urban planning practices and land use policies, such as building codes, zoning regulations, and infrastructure resilience measures, have reduced vulnerability to earthquakes, flooding, liquefaction zones and minimised casualties in densely populated areas. • Rapid population growth and urbanisation have led to increased exposure to natural hazards, with more people living in hazard-prone areas and vulnerable urban settlements, resulting in higher death tolls from natural disasters. • Deforestation, soil erosion, and other forms of environmental degradation, combined with land use changes such as urban expansion and agricultural intensification, have heightened the risk of natural disasters such as floods, droughts, however mitigation efforts might have reduced death tolls.

		<ul style="list-style-type: none"> • Persistent poverty and socioeconomic disparities exacerbate vulnerability to natural disasters, as marginalised communities lack access to adequate housing, healthcare, education, and emergency services, increasing their susceptibility to harm and death during disasters. • The intensification of climate change has exacerbated the frequency, severity, and unpredictability of floods and droughts, amplifying their destructive impact on human lives and livelihoods, particularly in vulnerable regions with limited adaptive capacity. • Despite efforts to enhance disaster risk reduction measures, many countries still face challenges in implementing comprehensive strategies, including weak governance, inadequate funding, and limited community engagement, resulting in continued high death tolls in developing countries (masked by developed countries in the resource) from natural disasters.
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge. (AO1) • Demonstrates isolated elements of geographical understanding, some of which may be inaccurate. (AO1) • Applies knowledge and understanding to geographical information / ideas, making limited logical connections / relationships. (AO2) • Applies knowledge and understanding to geographical information / ideas to produce an interpretation that is not relevant and / or supported by evidence. (AO2)
Level 2	5-7	<ul style="list-style-type: none"> • Demonstrates geographical knowledge, which is mostly relevant and may include some inaccuracies. (AO1) • Demonstrates geographical understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding to geographical information / ideas logically, making some relevant connections / relationships. (AO2) • Applies knowledge and understanding to geographical information / ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2)
Level 3	8-10	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge throughout. (AO1) • Demonstrates accurate and relevant geographical understanding throughout. (AO1) • Applies knowledge and understanding to geographical information / ideas logically, making relevant connections / relationships. (AO2) • Applies knowledge and understanding to geographical information / ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2)

Question number	“Current actions by national governments to reduce carbon emissions are not enough to solve the global warming crisis” To what extent do you agree? (1.3.6.1/1.3.5.2)
5 (b)	<p style="text-align: center;">AO1 (5 marks)/AO2 (15 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance (page 3) 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:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks • Level 4 AO1 performance: 4 marks <p>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:</p> <p>AO1</p> <ul style="list-style-type: none"> • Mitigating carbon emissions refers to reducing the amount of carbon dioxide (CO₂) and other greenhouse gases released into the atmosphere, thereby reducing climate change and its associated impacts. • There are several strategies and actions that can be taken to mitigate carbon emissions; transition to renewable energy, increased energy efficiency, carbon capture and storage, afforestation, promoting sustainable agriculture and raising public awareness and behaviour change. • Global warming refers to the long-term increase in Earth's average surface temperature and is primarily attributed to the accumulation of GHGs in the atmosphere, particularly carbon dioxide (CO₂). <p>AO2 Agree:</p> <ul style="list-style-type: none"> • Current mitigation efforts are not achieving the necessary reductions in carbon emissions to limit global warming to safe levels. Data from the Intergovernmental Panel on Climate Change (IPCC) highlights the gap between current emissions reduction efforts and the necessary targets to limit global warming to 1.5 or 2 degrees Celsius. • Many current initiatives focus on incremental changes rather than transformative measures needed to address the scale of the crisis. • Despite advancements in renewable energy, the world still heavily relies on fossil fuels for energy production, contributing significantly to carbon emissions. For example, countries like China and India continue to rely heavily on coal for electricity generation due to economic and energy security concerns. • Political and economic interests often hinder the implementation of more ambitious climate policies, resulting in watered-down measures. • Mitigating climate change requires concerted global efforts, but many countries prioritise short-term economic gains over long-term sustainability.

	<ul style="list-style-type: none"> The Paris Agreement, adopted in 2015, aims to limit global warming to well below 2 degrees Celsius above pre-industrial levels, with efforts to limit it to 1.5 degrees Celsius. Studies indicate that the aggregate effect of these commitments would still lead to a temperature increase well above 2 degrees Celsius. <p>Against:</p> <ul style="list-style-type: none"> Governments and organizations have implemented various policies and regulations aimed at reducing carbon emissions, such as carbon pricing, renewable energy incentives, and emissions standards. Advances in renewable energy technologies, energy efficiency, and carbon capture and storage (CCS) offer promising solutions to reduce emissions. There is increasing public awareness and concern about climate change, leading to individual behaviour changes and demands for more ambitious climate action. Many businesses are adopting sustainable practices and investing in renewable energy, recognising the economic benefits of addressing climate change. Agreements like the Paris Agreement demonstrate global commitment to addressing climate change, providing a framework for coordinated action.
--	---

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-5	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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)

		<ul style="list-style-type: none"> • Applies knowledge and understanding of geographical ideas in order to produce a partial but coherent interpretation that is supported by some evidence. (A02) • 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. (A02)
Level 4	16-20	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (A01) • Applies knowledge and understanding of geographical information / ideas to find fully logical and relevant connections / relationships. (A02) • Applies knowledge and understanding of geographical information / ideas to produce a full and coherent interpretation that is supported by evidence. (A02) • 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. (A02)

Question number	Suggest why the average age of the population causes different costs and benefits for these global regions. (1.4.4.1/1.4.4.2)
6 (a)	<p style="text-align: center;">AO1 (5 marks)/AO2 (5 marks)</p> <p>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.</p> <p>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:</p> <p>AO1</p> <ul style="list-style-type: none"> • Demographic challenges refer to the societal and economic issues arising from the characteristics and dynamics of a population. • Demographic challenges can have wide-ranging implications for various aspects of society, including healthcare, education, labor markets, social welfare systems, and political stability. • Demographic challenges facing world regions are likely to differ in the future due to a variety of factors, including differences in fertility rates, population growth rates, ageing trends, migration patterns, levels of economic development, and government policies. • Median age shows variation by world region with Africa being the only region experiencing a youthful population with a median age of 20, compared to ageing populations in Europe (43), North America (39) and Ocean (33) <p>AO2</p> <ul style="list-style-type: none"> • Different regions have varying population growth rates influenced by factors such as fertility rates, mortality rates, and migration patterns. For example, Africa is projected to experience rapid population growth due to high fertility rates which can lead to costs such as high need for education and healthcare. Benefits however are the potential future workforce that could lead to economic growth. • Developed regions are facing declining or stagnant populations in the future as their populations shift to retirement. This potentially could lead to cost such as a decline in economic growth but could be overcome by replacement by migration. • The age structure of populations varies between regions, with regions such as North America and Oceania facing aging populations. Ageing populations pose costs related to healthcare, pensions, and workforce productivity, while youth bulges in Africa may strain education systems and job markets. • Urbanisation rates differ across regions, with some regions experiencing rapid urbanisation while others remain predominantly rural. Urbanisation can exacerbate costs related to infrastructure, housing, healthcare, and social services. • Disparities in healthcare infrastructure and access to healthcare services contribute to variations in demographic challenges. Regions with inadequate

		<p>healthcare systems may face higher mortality rates and greater burdens from infectious diseases and other health issues.</p> <ul style="list-style-type: none"> Levels of economic development influence demographic trends and challenges. Developed regions may face challenges related to an aging workforce and declining birth rates, while developing regions may grapple with issues such as poverty, inadequate healthcare, and high birth rates. Credit responses that question the validity of the data
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<ul style="list-style-type: none"> Demonstrates isolated elements of geographical knowledge. (AO1) Demonstrates isolated elements of geographical understanding, some of which may be inaccurate. (AO1) Applies knowledge and understanding to geographical information / ideas, making limited logical connections/relationships. (AO2) Applies knowledge and understanding to geographical information / ideas to produce an interpretation that is not relevant and/or supported by evidence. (AO2)
Level 2	5-7	<ul style="list-style-type: none"> Demonstrates geographical knowledge, which is mostly relevant and may include some inaccuracies. (AO1) Demonstrates geographical understanding, which is mostly relevant and may include some inaccuracies. (AO1) Applies knowledge and understanding to geographical information / ideas logically, making some relevant connections / relationships. (AO2) Applies knowledge and understanding to geographical information / ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2)
Level 3	8-10	<ul style="list-style-type: none"> Demonstrates accurate and relevant geographical knowledge throughout. (AO1) Demonstrates accurate and relevant geographical understanding throughout. (AO1) Applies knowledge and understanding to geographical information / ideas logically, making relevant connections/relationships. (AO2) Applies knowledge and understanding to geographical information / ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2)

Question number	“Intergovernmental organisations (IGOs) are the most significant players promoting globalisation”. To what extent do you agree? (1.4.2.1/1.4.2.2/1.4.2.3)
6 (b)	<p style="text-align: center;">AO1 (5 marks)/AO2 (15 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance (page 3) 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:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks • Level 4 AO1 performance: 4 marks <p>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:</p> <p>AO1</p> <ul style="list-style-type: none"> • Intergovernmental organisations (IGOs) are composed of sovereign states, established through treaties or agreements, with the aim of promoting cooperation and addressing shared challenges on a global scale. • These organisations play a crucial role in establishing and promoting standards across various sectors, such as trade, finance, and human rights. • Bodies like the World Trade Organisation (WTO), International Monetary Fund (IMF), and United Nations (UN) facilitate cooperation among nations to develop and enforce these western norms, thereby encouraging globalisation. <p>AO2</p> <p>Agree:</p> <ul style="list-style-type: none"> • IGOs like the WTO and regional trade blocs promote trade liberalisation through agreements and negotiations, reducing barriers to international trade and investment. This fosters economic integration and interconnectedness among countries, driving globalisation. • International organisations provide platforms for global governance, facilitating coordination and cooperation among nations to address transnational challenges such as climate change, pandemics, and terrorism. • Bodies like the United Nations and its specialised agencies promote collective action and multilateral solutions, driving the global shift towards cooperation and shared responsibility. • International development organisations like the United Nations Development Programme (UNDP), World Bank, and regional development banks promote globalisation by supporting development initiatives and poverty reduction efforts in low-income countries. This then allows these countries to access global markets and become more interconnected to the global economy. <p>Disagree:</p> <ul style="list-style-type: none"> • TNCs play a dominant role in driving globalisation through their investments, production networks, and supply chains spanning multiple countries. TNCs have

	<p>significant influence over global trade, investment flows, and economic policies, often shaping the direction and pace of globalisation more than IGOs.</p> <ul style="list-style-type: none"> • Technological advancements, especially in information technology and communications, have been key drivers of globalisation, enabling instant connectivity, information exchange, and global integration. Platforms like the internet, social media, and e-commerce have facilitated the rise of global networks and communities, independent of IGO involvement. • Nation-states and governments retain considerable power and autonomy in shaping globalisation through their policies, regulations, and decisions. National development strategies often have a more direct and immediate impact on globalisation than the actions of IGOs. • Non-governmental organisations (NGOs) play significant roles in driving global issues and shaping public opinion. Their campaigns, grassroots movements influence policies, behaviours, and attitudes towards globalisation, often independently of IGOs. • Regional powers and blocs, such as the European Union, China, and the Association of Southeast Asian Nations (ASEAN), increasingly influence global dynamics through regional integration and trade agreements. Their actions and policies have wide reaching implications for globalisation, sometimes overshadowing the efforts of IGOs.
--	---

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-5	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1)

		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)

