

Markscheme

May 2017

Geography

Higher level









Paper 3


10 pages

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The following are the annotations available to use when marking responses.

| Annotation | Explanation |
|---|---|
|  | Unclear |
|  | Incorrect Point |
|  | Good Response/Good Point |
| AQ | Answers the Question |
| NAQ | Not Answered Question |
|  | Apply to blank pages |
|  | On-page comment text box (for adding specific comments) |
|  | Highlight (can be expanded) |
| CON | Contradiction |
| DEV | Development |
| DES | Descriptive |
| EG | Example |
| EXC | Excellent Point |
| GP | Good Point |
|  | Wavy Underline Tool |
| NE | Not Enough |
| GEN | Generalisation |
| BOD | Benefit Of Doubt |
| NMRD | Not Much Reasoning or Discussion |
| GKI | Good Knowledge of Issue |
| PU | Unfinished point |
|  | Different perspectives |
| *SYN | Synthesis |
| BaEv | Basic evaluation |
| AdEv | Advanced evaluation |

You **must** make sure you have looked at all pages. Please put the  annotation on any blank page, to indicate that you have seen it.

Paper 3 markbands

Part (a)

| Level descriptor | Knowledge/ understanding AO1 | Application/ analysis AO2 | Skills AO4 | Marks 0–10 |
|------------------|--|---|--|------------|
| A | No relevant knowledge, or inappropriate | The question has been completely misinterpreted or omitted | None appropriate | 0 |
| B | Little relevant knowledge and/or understanding | Important aspects of the question are ignored | Little attempt at organization of material | 1–3 |
| C | Some relevant knowledge and understanding | Answer partially addresses the question | Some indication of structure or organization | 4–6 |
| D | Generally accurate knowledge and understanding | Answer is developed and covers most aspects of the question | Appropriate structure with generally appropriate terminology | 7–8 |
| E | Accurate, relevant knowledge and understanding | Well-developed answer that covers most or all aspects of the question | Well-structured response with sound terminology | 9–10 |

Part (b)

| Level descriptor | Knowledge/ understanding AO1 | Application/ analysis AO2 | Synthesis/ evaluation AO3 | Skills AO4 | Marks 0–15 |
|------------------|--|---|---|--|------------|
| A | No relevant knowledge, or inappropriate | The question has been completely misinterpreted or omitted | No synthesis/ evaluation | None appropriate | 0 |
| B | Little relevant knowledge and/or understanding | Important aspects of the question are ignored | Little attempt at synthesis/ evaluation | Little attempt at organization of material | 1–4 |
| C | Some relevant knowledge and understanding | Answer partially addresses the question | Basic synthesis/ basic or unsubstantiated evaluation | Some indication of structure or organization | 5–8 |
| D | Generally accurate knowledge and understanding | Answer is developed and covers most aspects of the question | Synthesis that may be partially undeveloped/ evaluation that may be partially unsubstantiated | Appropriate structure with generally appropriate terminology | 9–12 |
| E | Accurate, relevant knowledge and understanding | Well-developed answer that covers most or all aspects of the question | Clear, developed synthesis/clear, substantiated evaluation | Well-structured response with sound terminology | 13–15 |

1. (a) Explain how the actions of world trading organizations and financial institutions (such as the International Monetary Fund) influence global financial flows. [10]

AO1/2 Indicative content

Credit reference to the IMF, World Bank, WTO, New Development Bank (NDB), China Development Bank. Also credit trading blocs/MGOs such as ASEAN, APEC, NAFTA and EU/EEA.

Financial flows may include:

- loans (with structural adjustment programmes)
- commodities (with the WTO encouraging free trade)
- remittances (linked with EU rules; or development policies of the World Bank)
- movements of capital and FDI (made easier by EU or NAFTA, etc)
- aid flows (providing this can be linked with the work of world trading organizations and financial institutions).

Credit other valid flows and institutions.

Good answers might provide data and evidence for financial flows or they may offer a structured (AO4) explanation of how different institutions influence different types of flow. Another approach might be to explain financial flows in ways that show they are sometimes interrelated and could influence one another (lending can help a country to develop, in turn attracting FDI; this in turn may encourage migration and remittances).

For band C (4–6), two financial flows should be outlined and linked weakly with the influence/actions of one or more financial institutions.

For band D (7–8), expect a structured, well-evidenced analysis of

- either two or more detailed financial flows
- or detailed actions/ influence of different named institutions

For band E (9–10), expect both band D traits.

- (b) Discuss the economic and environmental consequences of more people choosing to buy locally produced food and goods rather than globalized products.

[15]

Credit all content in line with the markbands. Credit unexpected approaches wherever relevant.

Possible AO1/2 indicative content

Themes for synthesis from the geography guide include:

- fewer food miles
- reduced carbon/ecological footprint / climate change mitigation
- less trade/financial flows between core/periphery (de-globalization)
- renewed economic growth in localities where local production is renewed
- rejection of globalization production / TNCs / falling profits for agribusiness
- reduced interdependency between countries
- protectionism / isolation / less need for MGOs.

Answers scoring highly according to the AO3 criteria for evaluation:

- might be structured around different kinds of geographical consequences (*eg* consequences for old producer and new producer regions; costs and benefits for different groups/places)
- might systematically discuss the effects of changes for different types of globalized product.

For band C (5–8), expect weakly-evidenced outlining of two or three relevant economic and/or environmental themes from the geography guide.

For band D (9–12), expect

- either a structured synthesis which links together several well-evidenced and well-focused themes from the geography guide (both economic and environmental)
- or a critical conclusion (or ongoing evaluation).

For band E (13–15), expect both of these traits.

2. (a) Using examples, analyse the role civil societies play in national resistance to global interactions.

[10]

AO1/2 Indicative content

Civil society is defined in the geography guide as: “Any organization or movement that works in the area between the household, the private sector and the state to negotiate matters of public concern. Civil societies include non-governmental organizations (NGOs), community groups, trade unions, academic institutions and faith-based organizations.”

Citizens can:

- form anti-globalization movements and groups (eg Occupy)
- vote for/establish nationalist parties/policies (anti-immigration eg UKIP; resource nationalism)
- support local sourcing or other initiatives
- organize resistance movements against globalization/global capitalism/modernity which are informed by their ethnicity/identity (eg First Nations in Canada; Ogoni in Nigeria; Amish in USA).

Credit other valid forms of civil society resistance in particular national contexts.

Do not credit government or state actions. Do not credit actions of TNCs.

Good answers are likely to provide detailed exemplification. They are also likely to make a better effort to analyse “the role” that citizens/organizations play in determining how a country/government responds to global interactions/globalization (direct and indirect, or lawful and illegal means, for example). Or they may be more selective in the way they analyse global interactions (eg by breaking this concept into constituent parts such as flows of migrants, imports, data, etc).

For band C (4–6), an outline should be provided of either the general resistance role of civil society or two weakly-evidenced examples of civil society resistance.

For band D (7–8), expect a structured, well-evidenced analysis of

- either two or more detailed examples of civil society resistance
- or the varied ways civil society plays a role in resisting global interactions.

For band E (9–10), expect both band D traits.

- (b) Examine the ways in which the world’s cities and their societies are becoming increasingly uniform.

[15]

Credit all content in line with the markbands. Credit unexpected approaches wherever relevant.

Possible AO1/2 Indicative content

Uniformity in this context refers to global homogeneity, *ie* all places coming to resemble one another through the adoption of common visual styles and forms. While it can be argued that many cities are becoming increasingly uniform, the proposition needs to be examined more carefully in the context of societies (many of which now have record levels of diversity due to migration).

- Themes for synthesis from the geography guide include: urban landscape/styles
- migrants/diaspora/ethnic neighbourhoods
- presence of TNCs/logos/brands
- cultural uniformity (languages spoken, foods consumed, restaurants)
- technology and the “global village” and time–space compression.

Do not over-credit answers that argue against the proposition that places are becoming uniform: this is not asked for. However, it is perfectly acceptable to reflect critically on the degree of uniformity as part of the examination of the statement.

Answers scoring highly according to the AO3 criteria for evaluation:

- might be structured around an examination of different aspects and degrees of uniformity (*eg* contrasts entirely homogenous “clone towns” with cities that have retained a greater degree of including character/heritage, and some examination of the reasons for this)
- might examine more carefully the distinction between the city landscape and the actual societies that live there (which can be very diverse, despite an apparently “uniform” landscape).

For band C (5–8), expect weakly-evidenced outlining of two or three relevant themes from the geography guide which focus on how cities/societies are becoming uniform.

For band D (9–12), expect

- either a structured synthesis which links together several well-evidenced and well-focused themes from the geography guide
- or a critical conclusion (or ongoing evaluation).

For band E (13–15), expect both of these traits.

3. (a) Explain why the increasing needs of some countries for *one or more* raw materials are a cause of environmental concern.

[10]

AO1/2 Indicative content

Raw material(s) can include timber, copper, soya, oil, shale gas *etc.*

An account focused only on water should not progress beyond [6].

- The environmental concerns should clearly relate to the raw material chosen.
- There may be local and global dimensions (deforestation causing local degradation in addition to rising global carbon emissions).
- The countries/markets for the raw material can be identified.

Good answers may explain explicitly why there is concern over the increasing demand made by certain countries and may provide evidence to support this (*eg* China's predicted growth in demand). Another approach might be to structure the explanation carefully around different categories of environmental concern.

For band C (4–6), an outline should be provided of either environmental problems/concerns linked with using raw material(s) or the needs of some countries.

For band D (7–8), expect a structured, evidenced analysis of

- either detailed environmental concerns linked with raw material(s) use/demand
- or the increasing resource needs for specified countries.

For band E (9–10), expect both band D traits.

- (b) “People living in the world’s most peripheral regions do not experience a ‘shrinking world’.” To what extent do you agree with this statement?

[15]

Credit all content in line with the markbands. Credit unexpected approaches wherever relevant.

Possible AO1/2 indicative content

Peripheral regions: this is a contested term and is open to a variety of interpretations, ranging from isolated tribes, to landlocked African nations, to India and China (in relation to the G7/8 global “core”). Credit the “political periphery” of North Korea also. Each approach should be judged on its merits in terms of supporting evidence and argument.

Shrinking world: this refers to the way distant places are perceived to be nearer due to falling transport times and the instantaneous nature of electronic communications and data transfers.

Themes for synthesis from the geography guide include:

- Even peripheral places are connected to global/regional internet/mobile networks.
- Peripheral places are connected to the core via flows of aid (including internet donations following disasters).
- The global spread of consumerism affects even peripheral places through the availability of imported food and goods.
- Media corporations have fostered widespread consumption of films and TV.
- Peripheral societies are visited by tourists.
- Exposure to global movements of pollution/waste may foster the sense of a shrinking world.

Answers scoring highly according to the AO3 criteria for evaluation:

- might be structured around different strands of the shrinking world effect, *eg* use of transport, arrival of tourists, exposure to information flows
- might reflect critically on what is meant by “most peripheral”, who lives there, and the extent to which different groups of people in peripheral areas have differing experiences/perspectives on a shrinking world
- might reflect on the extent to which the world’s poor are sometimes compelled to travel as refugees or economic migrants, often considerable distances; while poor places are visited by representatives of the wealthy (charities, agencies), which provides some sense of “shrinking world” to both parties.

For band C (5–8), expect weakly-evidenced outlining of two or three relevant shrinking world/globalization themes from the geography guide.

For band D (9–12), expect

- either a structured synthesis which links together several well-evidenced and well-focused themes from the geography guide
- or a critical conclusion (or ongoing evaluation).

For band E (13–15), expect both of these traits.