

Markscheme

November 2017

Geography

Higher level

Paper 3

9 pages

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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) Using examples, analyse the role of global interactions in the growth of environmental awareness.

[10]

AO1/2 indicative content:

- Relevant global interactions may include flows of data and information, such as internet campaigning by civil society organizations. Also credit other types of interaction playing a role, including migrants or tourists who help awareness of issues to diffuse to new places.
- Campaigning may be linked to specific issues, such as transboundary pollution. Environmental awareness is a blanket term covering many issues. Other examples could include global climate change, biodiversity, deforestation, *etc.*
- Credit the idea that global interactions/globalisation/global development has given rise to environmental challenges (climate change, resource security) and that people are now aware of these issues.

Good answers might offer a structured (**AO4**) analysis of different types of global interaction (information, commodity flows) or different environmental causes (climate change, biodiversity). Another approach might be to analyse rising environmental awareness in specific contexts, *eg* the diffusion of environmental awareness to people in different or new contexts (new consumers in emerging economies).

For band C (4–6 marks), an example of the growth of environmental awareness (such as an NGO campaign or film) will be outlined and linked weakly with global interactions (such as ICT use, or the global trade flows which cause the issues).

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

- either the role of a range of global interactions (such as data flows and trade flows)
- or two detailed examples of the growth of environmental awareness/ campaigns.

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

- (b) Discuss the reasons for the global diffusion of consumer culture.

[15]

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

Consumer culture can be understood as a lifestyle in capitalist societies wherein the consumption of goods and services occupies a central role, in terms of people's use of leisure time, aspirations, and even their personal identity construction. It is sometimes associated negatively with unsustainable/"throwaway" use of commodities/resources. It can also be associated positively with the progression of people beyond poverty and into the consumer classes. Global diffusion patterns include the growth of consumer classes in emerging economies.

Possible AO1/2 indicative content:

- shrinking world technologies and the global diffusion of media/aspirations [Guide 3]
- financial flows from core to periphery regions [Guide 2]
- poverty alleviation, financial flows and the growth of new markets [Guide 3]
- branded commodities and the power of TNCs to build markets [Guide 5]
- migration, tourism and population movements [Guide 3, 5].

Answers scoring highly according to the AO3 criteria for evaluation might:

- critically discuss the relative importance of different reasons/global interactions which either aid diffusion of cultural traits or help to build incomes/markets
- discuss different traits of consumer culture, such as the diffusion of music, fast food, branded commodities, etc
- distinguish between the means of diffusion (eg TNCs) and the reasons why people are receptive to the arrival of "global culture" (eg state policies).

Do not award AO1/2 credit for lengthy case studies of places/countries where consumer culture has not diffused to / has been blocked, such as North Korea. However, some AO3 credit could be awarded for briefly drawing a contrast between liberal states and non-liberal states (such as North Korea) in order to demonstrate the high importance of liberal government as a reason for cultural diffusion.

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

For band D (9–12 marks), expect:

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

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

2. (a) Analyse the causes **and** environmental consequences of the international relocation of polluting industries.

[10]

AO1/2 indicative content:

- The international relocation of polluting industries refers primarily to the global shift of manufacturing from the developed to the developing world; also credit the increased uptake of outsourcing contracts by manufacturers in lower-wage economies.
- The main cause is avoidance of high labour and land costs, and “red tape” in developed countries; but the movement may also be market-driven if new industries are being established in proximity to emerging markets. Another theme might be international movements of recycling industries (and linked flows of e-waste).
- The consequences for people and places vary according to context. They may include impacts on the atmosphere/hydrosphere/biosphere, and short- or long-term health costs for societies.

Good answers may make use of detailed exemplification and/or specialist terminology. Or they may analyse the varied types of cause and environmental consequence, perhaps for different categories of polluting industry, in a well-structured (**AO4**) way. Another approach might be to analyse some of the temporal (long-term) and spatial (pattern) dimensions of the consequences.

Band D credit may be given for the use of any case studies which illustrate changing global patterns of economic activity – including inward investment, outsourcing, and refuse flows – provided that the causes are relevant and the consequences are environmental (rather than social).

For band C (4–6 marks), expect some weakly evidenced outlining of a narrow range of causes and/or environmental consequences of changing global patterns of economic activity.

For band D (7–8 marks), expect a structured, well evidenced and balanced analysis which includes:

- *either varied and detailed causes of changing global patterns of economic activity*
- *or detailed environmental consequences of international industrial relocation.*

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

- (b) “Barriers to globalization are no longer falling but are rising instead.” Discuss this statement.

[15]

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

Globalization is defined in the subject guide. Real barriers include border controls and walls (political barriers) and virtual firewalls (technological barriers). There are also the real or perceived cultural barriers of language and religion. The concept of a “barrier” is broad and may be interpreted in many ways and from different perspectives.

Possible AO1/2 indicative content:

- falling barriers for data: the shrinking world and time–space convergence [*Guide 2*]
- falling barriers due to cultural exchange, diaspora growth [*Guide 5*]
- falling barriers due to the global diffusion of branded commodities [*Guide 5*]
- increasing barriers for international migration (barriers and/or policies) [*Guide 3, 5*]
- increasing barriers as governments react to the real or perceived loss of sovereignty through retreat from multigovernmental organizations or increased protectionism [*Guide 6, 3*]
- isolated societies for whom barriers neither rise nor fall [*Guide 7*].

Answers scoring highly according to the AO3 criteria for evaluation:

- might offer a structured discussion of different categories of barrier
- might systematically discuss both sides of the argument before arriving at a judgement that progresses beyond simply concluding the statement is both true and false (one approach could be to argue that the statement is more true for some types of global interaction than it is for others)
- might address the truth of the statement on different timescales (*eg* taking a long view rather than focusing on more recent events only).

For band C (5–8 marks), expect weakly evidenced outlining of two or three relevant themes from the geography guide focused on whether or not there are barriers to globalization.

For band D (9–12 marks), 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 marks), expect both of these traits.

3. (a) Using examples, analyse the reasons why some places have become international outsourcing hubs.

[10]

AO1/2 indicative content:

- The outsourcing definition is included in the subject guide. Hubs are well-networked places within global networks.
- Global information flows have helped some places, such as Bangalore and Manila, to become hubs for international outsourcing centres (call centres). ICT and information flows are also an important reason for the growth of outsourcing of manufacturing and agriculture (allowing complex networks of supply and demand to function).
- In addition to ICT, other factors play a role and may provide reasons for the growth of outsourcing in certain places, such as government incentives and human resources (including literacy and languages spoken).

Good, structured (**AO4**) answers may provide detailed exemplification of outsourcing hubs (cities and districts rather than merely countries). They may analyse the reasons why particular locations have a comparative advantage over others in terms of ICT provision or other production costs compared with other places. Or they may be more selective in the way they analyse outsourcing by breaking this into constituent parts, such as manufacturing and services or agriculture sectors.

For band C (4–6 marks), expect weak outlining of the reasons why international outsourcing happens in a recognizable country or city.

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

- either the reasons for international outsourcing to specific places
- or different categories/sectors of international outsourcing.

For band E (9–10 marks), expect both aspects to be addressed.

- (b) Examine the challenges that increased global adoption of information and communications technology (ICT) brings to different places.

[15]

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

ICT refers to internet, broadband, mobiles and smartphones used by citizens, businesses and governments. From this arise multiple contexts for possible local challenges to be examined. Countries/national governments are creditable as places in addition to more local areas and neighbourhoods. The growing global pattern of adoption shows rapid uptake in Asia, Latin America and Africa (though at a slower rate than in Asia).

There are economic, social, cultural and political challenges and these vary according to the context.

Possible AO1/2 indicative content:

- the challenges of the shrinking world effect including unchecked flows of culture [Guide 2]
- global diffusion of culture is lined with cultural imperialism/loss of identity [Guide 5]
- loss of sovereignty for states/governments unable to control citizens' internet access [Guide 6]
- the way ICT enables increased outsourcing and offshoring, which may have negative impacts [Guide 3]
- use of ICT by anti-globalization and terror groups (perspectives will vary on this) [Guide 7]
- the challenge of the digital divide and lack of participation in ICT (factors include income, age, literacy level), which in turn link to disparities in wealth at varying scales [Guide 3]
- e-waste is a product of growing ICT use [Guide 4].

Answers scoring highly according to the AO3 criteria for evaluation:

- might offer a carefully structured examination of different challenges in specific geographic contexts
- might offer a structured examination of the way different categories of ICT are affecting places and user groups
- might examine challenges from multiple perspectives, such as that of the state or its individual citizens (and in relation to people's age, culture and identity).

Do not award AO1/2 credit for lengthy case studies of benefits derived from ICT, such as Kenya's M-Pesa scheme: this is not asked for. However, some AO3 credit may be gained for any ongoing evaluation of the way certain challenges can – in part – be alleviated/offset/ameliorated by the benefits ICT nonetheless brings.

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

For band D (9–12 marks), 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 marks), expect both of these traits.