

Markscheme

November 2019

Geography

Higher level

Paper 3

12 pages

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Paper 3 part (a) markbands

Marks	Level descriptor		
	AO1: Knowledge and understanding of specified content AO2: Application and analysis of knowledge and understanding	AO3: Synthesis and evaluation	AO4: Selection, use and application of a variety of appropriate skills and techniques
0	The work does not reach a standard described by the descriptors below.		
1–3	The response is general, not focused on the question, and lacks detail and structure.		
	<ul style="list-style-type: none"> • The response is very brief or general, listing a series of unconnected comments or largely irrelevant information. Evidence is general or relevant to the topic, but not to the question. • Evidence (that is, facts, statistics, examples or theories) is listed, lacks detail, and the relevance to the question is unclear. • Evidence is not used to formulate an argument or an analysis. • Everyday language is used; there is little use of geographical terminology or it is used with errors in understanding. 	<ul style="list-style-type: none"> • No evidence of synthesis or evaluation is expected. 	<ul style="list-style-type: none"> • Information is listed but is not grouped together in paragraphs, or paragraphing is erratic. • If present, the conclusion is brief, does not summarize the argument and/or does not address the question.
4–6	The response only partially addresses the question; evidence is both relevant and irrelevant and is largely unstructured.		
	<ul style="list-style-type: none"> • The response partially addresses the question and/or does not meet the requirements of the command term. Key evidence is not included. • A mix of relevant and irrelevant evidence is outlined (that is, facts, statistics, examples or theories) and any links to the question are only listed. • The evidence presented supports only one element or interpretation of the question. • Key geographical terms are defined briefly. The terminology used is both relevant and irrelevant to the question. 	<ul style="list-style-type: none"> • No evidence of synthesis or evaluation is expected. 	<ul style="list-style-type: none"> • Paragraphs do not reflect grouping of information that addresses a specific element of the question. • If present, the conclusion is one-sided, addressing only part of the question.
7–9	The response addresses most parts of the question and outlines an analysis supported by relevant evidence but may lack clear links between paragraphs.		
	<ul style="list-style-type: none"> • The question is broken down into parts and most parts of the question are addressed in the response, with supporting evidence for each aspect of the question. The response meets the requirements of the command term. • Relevant evidence (that is, facts, statistics, examples or theories) is described, focused on the question and mostly correct. Links with the question are described. • The analysis outlines a two-sided argument briefly (if appropriate) and is mostly descriptive, using examples as explanation. • Correct definitions are given, and relevant and irrelevant specialist geographical terms are used with occasional errors; or everyday language is used. 	<ul style="list-style-type: none"> • No evidence of synthesis or evaluation is expected. 	<ul style="list-style-type: none"> • A series of standalone paragraphs each addressing a specific element of the question but lacking clear links connecting them all into a coherent whole. • The conclusion repeats and summarizes the analysis or argument, but may contain new information as well.

10–12	<p>The response addresses all aspects of the question; the analysis is explained using evidence integrated in the paragraphs, and it is well structured.</p> <ul style="list-style-type: none">• All aspects of the question are addressed and the response meets the requirements of the command term.• Detailed evidence (that is, facts, statistics, examples or theories) are integrated in sentences and paragraphs, and links made between evidence and the question are explained and relevant.• The response explains how the two sides of the argument (if appropriate) are supported by detailed evidence that is integrated in sentences.• Clear, correct definitions and use of geographical language is integrated in the sentences and throughout the response. <ul style="list-style-type: none">• No evidence of synthesis or evaluation is expected. <ul style="list-style-type: none">• Paragraphs focus on a relevant point of the argument and integrate the supporting evidence. Paragraphs are linked and support the logical flow of the argument and response.• The conclusion summarizes the evidence and argument, and links all back to the question.
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Paper 3 part (b) markbands

Marks	Level descriptor		
	<p>AO1: Knowledge and understanding of specified content</p> <p>AO2: Application and analysis of knowledge and understanding</p>	<p>AO3: Synthesis and evaluation</p>	<p>AO4: Selection, use and application of a variety of appropriate skills and techniques</p>
0	The work does not reach a standard described by the descriptors below.		
1–4	<p>The response is general, not focused on the question, and lacks detail and structure.</p>		
	<ul style="list-style-type: none"> • The response is very brief or general, listing a series of unconnected comments or largely irrelevant information. Evidence is general or relevant to the topic, but not the question. • Evidence (that is, facts, statistics, examples or theories) is listed, lacks detail, and the relevance to the question is unclear. • Evidence is not used to formulate an argument or an analysis. • Everyday language is used; there is little use of geographical terminology or it is used with errors in understanding. 	<ul style="list-style-type: none"> • No synthesis or evaluation is expected at this level. • No links are presented between the response and (sub)topics in the guide. • No valid opinion or perspective on the issue is formulated. 	<ul style="list-style-type: none"> • Information is listed but is not grouped together in paragraphs, or paragraphing is erratic. • If present, the conclusion is brief, does not summarize the argument and/or does not address the question.
5–8	<p>The response only partially addresses the question with limited links to the guide; evidence is both relevant and irrelevant and is largely unstructured.</p>		
	<ul style="list-style-type: none"> • The response partially addresses the question and/or does not meet the requirements of the command term. Key evidence is not included. • A mix of relevant and irrelevant evidence is outlined (that is, facts, statistics, examples or theories) and any links to the question are only listed. • The evidence presented supports only one element or interpretation of the question. • Key geographical terms are defined briefly. Terminology used is both relevant and irrelevant to the question. 	<ul style="list-style-type: none"> • No synthesis or evaluation is expected at this level. • The link(s) between the response and the guide focus on one topic; other potential links are listed. • A valid but limited opinion or perspective on the issue is formulated. 	<ul style="list-style-type: none"> • Paragraphs do not reflect grouping of information that addresses a specific element of the question. • If present, the conclusion is one-sided, addressing only part of the question.
9–12	<p>The response addresses most parts of the question with developed links to the guide and outlines an analysis supported by relevant evidence but may lack clear links between paragraphs.</p>		
	<ul style="list-style-type: none"> • The question is broken down into parts and most parts of the question are addressed in the response, with supporting evidence for each aspect of the question. The response meets the requirements of the command term. • Relevant evidence (that is, facts, statistics, examples or theories) is described, focused on the question and mostly correct. 	<ul style="list-style-type: none"> • Synthesis or evaluation is required at this level. • Links between the response and the guide refer to multiple topics and are described. • Opinion or perspective presented is aligned with the response but the links are not made explicit or the link is a general statement. Other perspectives or interpretations are listed without details. 	<ul style="list-style-type: none"> • A series of standalone paragraphs each addressing a specific element of the question but lacking clear links connecting them all into a coherent whole. • The conclusion repeats and summarizes the analysis or argument, but may contain new information as well.

	<p>Links with the question are described.</p> <ul style="list-style-type: none"> • The analysis outlines a two-sided argument briefly (if appropriate) and is mostly descriptive, using examples as explanation. • Correct definitions are given, and relevant and irrelevant specialist geographical terms are used with occasional errors; or everyday language is used. 					
<p>13–16</p>	<p>The response addresses all aspects of the question; the analysis is explained and evaluated using evidence integrated in the paragraphs, and it is well structured.</p> <table border="1"> <tr> <td data-bbox="220 663 662 1247"> <ul style="list-style-type: none"> • All aspects of the question are addressed and the response meets the requirements of the command term. • Detailed evidence (that is, facts, statistics, examples or theories) are integrated in sentences and paragraphs, and links made between evidence and the question are explained and relevant. • The response explains how the two sides of the argument (if appropriate) are supported by detailed evidence that is integrated in sentences. • Clear, correct definitions and use of geographical language is integrated in the sentences and throughout the response. </td> <td data-bbox="662 663 1110 1247"> <ul style="list-style-type: none"> • Synthesis and evaluation is required at this level. • Links between the response and (sub)topics from the guide are explained and supported by the evidence in the response. • The opinion or perspective presented is explicitly linked to the range of evidence included in the response, including critical analysis of the relative certainty of evidence used, describing other perspectives or interpretations of evidence. </td> <td data-bbox="1110 663 1479 1247"> <ul style="list-style-type: none"> • Paragraphs focus on a relevant point of the argument and integrate the supporting evidence. Paragraphs are linked and support the logical flow of the argument and response. • The conclusion summarizes the evidence and argument, and links all back to the question. </td> </tr> </table>			<ul style="list-style-type: none"> • All aspects of the question are addressed and the response meets the requirements of the command term. • Detailed evidence (that is, facts, statistics, examples or theories) are integrated in sentences and paragraphs, and links made between evidence and the question are explained and relevant. • The response explains how the two sides of the argument (if appropriate) are supported by detailed evidence that is integrated in sentences. • Clear, correct definitions and use of geographical language is integrated in the sentences and throughout the response. 	<ul style="list-style-type: none"> • Synthesis and evaluation is required at this level. • Links between the response and (sub)topics from the guide are explained and supported by the evidence in the response. • The opinion or perspective presented is explicitly linked to the range of evidence included in the response, including critical analysis of the relative certainty of evidence used, describing other perspectives or interpretations of evidence. 	<ul style="list-style-type: none"> • Paragraphs focus on a relevant point of the argument and integrate the supporting evidence. Paragraphs are linked and support the logical flow of the argument and response. • The conclusion summarizes the evidence and argument, and links all back to the question.
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1. (a) Using examples, analyse ways in which global interactions can lead to improved gender equality. [12]

Marks should be allocated according to the markbands on pages 3 to 4.

Gender equality between men and women is manifested in varying ways, including income and earnings, access to education, political representation and personal freedoms.

Possible links between global interactions and improved gender equality:

- Cultural diffusion via global media and social networks (equality as an increasingly ‘global’ social norm – in relation to the workplace, gender roles in the home, or other areas of life).
- Economic opportunities for women linked with economic interactions, including microlending and work provided by TNCs (outsourcing and offshoring).
- TNC social responsibility for frameworks and examples of affirmative action.
- Global social media puts spotlight on certain issues, eg Boko Haram, which can spur action.
- Possible correlation between globalization indices (Kearney) and gender indices.

Do not credit a discussion of lessened gender equality; this is not asked for.

Good answers may **apply** (AO2) a **wider range** of knowledge and understanding (AO1) in a **well-structured** way (AO4). One approach might be to provide a structured systematic analysis of how different global interactions / flows / processes (information, investment, agreements) lead to improved gender equality. Another approach might be to analyse, in turn, direct actions and indirect influences (such as films and social media).

For 4–6 marks, expect some weakly evidenced outlining of two instances of increased gender equality on account of global interactions. Responses that neglect the gendered aspects of inequality are unlikely to reach this level.

For 7–9 marks, expect a structured, evidenced analysis of:

- either a range of different gender equality improvements
- or a range of different global interactions linked with improved gender equality.

For 10–12 marks, expect both of these traits.

- (b) Discuss the opportunities and challenges that global interactions create for different transnational corporations (TNCs).

[16]

Credit all content in line with the markbands. Marks should be allocated according to the markbands on pages 5 to 6. Credit unexpected approaches wherever relevant.

TNCs are a diverse group of businesses, including energy, heavy industry, electronics and media providers that operate across national boundaries. The discussion could vary according to the type of company being discussed (*eg* media or manufacturing companies). The opportunities and challenges relate primarily to access to new markets, but there are also practical, cultural, ethical, political and technological opportunities and challenges to discuss – though ultimately all are linked with the bigger economic picture of profit. The discussion may focus on transnational corporations acting alone or in partnership with outsourcing suppliers as part of production networks.

Possible **applied** themes (AO2) include **knowledge and understanding** (AO1) of: Opportunities:

- The growth of emerging economies and new markets for exploitation.
- The opportunity to successfully deploy strategies, such as glocalization, mergers and acquisitions, and joint ventures.
- Lower production costs in export processing zones and low wage economies, either through offshoring or outsourcing.
- The opportunity to operate within trading blocs with low tariff barriers.
- The opportunity to maximize profits through tax avoidance strategies.

Challenges:

- The challenges of anti-globalization movements / renewed to local production
- The challenge of global campaigns *eg* against plastic packaging of products
- The challenge of national trade restrictions, including protectionism.
- Physical and human supply-chain risks and the need to re-shore activity.
- Disruptive new technologies, including 3D printing and cyber-attacks.

Good answers may **synthesize** (AO3a) three or more of the above (or other) themes in a **well-structured** way (AO4).

Good answers may additionally offer a **critical evaluation** (AO3b) of the statement that examines the balance of opportunities and challenges for different kinds of TNC. Another approach might be to critically discuss how opportunities and challenges exist in particular places rather than being global in scale. Another approach might be to discuss the relative balance of opportunities and challenges changing over time (with challenges increasing recently, *eg* renewed protectionism). A good discussion may conclude with a substantiated final judgment on the overall balance between challenges and opportunities.

For 5–8 marks, expect weakly evidenced and/or imbalanced outlining of two or three relevant themes.

For 9–12 marks, expect:

- either a structured synthesis that links together several well-evidenced themes from the Guide
- or a critical conclusion (or ongoing evaluation) informed by geographical concepts and / or perspectives.

For 13–16 marks, expect both of these traits.

2. (a) Using examples, analyse the influence of diaspora populations on the cultural identity of different places. [12]

Marks should be allocated according to the markbands on pages 3 to 4.

A diaspora is a scattered population of common ancestry or heritage. Widely used examples include the global Indian, Chinese, Scottish, Irish, English, French and Jewish diasporas amongst many others. A country's diaspora consists of its own overseas citizens, and citizens of other countries who are descended from earlier generations of migrants.

Possible influences of diaspora populations on cultural identity:

- By their presence, diaspora populations increase cultural diversity in particular places where they have become established.
- Diaspora populations may help to modify the culture of particular places as part of a “melting pot” effect; cultural traits including music, language, food and clothing may all be modified by the arrival of migrants and establishment of diaspora communities (US culture can be analysed as a hybrid culture made up of traits contributed by many different diasporas).
- The physical landscape can be modified by the construction of places of worship or specialist ethnic retailers and restaurants.
- The cultural identity of source countries is affected too: tourism in countries such as Ireland caters to the expectations of visitors from the diaspora, possibly resulting in the fossilization of source countries' cultures.
- Influence may be far greater on particular neighbourhoods than it is on larger-scale cities or regions as a whole through the creation of ethnic villages (but ghettoization could limit cultural influence on other parts of the same local place).

Good answers may **apply** (AO2) a **wider range** of knowledge and understanding (AO1) in a **well-structured** way (AO4). One approach might be to provide a structured systematic analysis that clearly analyses different ways in which cultural identity is influenced, including a range of cultural traits. Another approach might be to analyse the influence of diasporas on different countries, including the source country. Another approach might be to systematically analyse different examples of diasporas in varied geographic contexts.

For 4–6 marks, expect some weakly evidenced outlining of the way one or more diaspora populations have influenced local places.

For 7–9 marks, expect a structured, evidenced analysis of:

- either the varied ways in which local cultures have been influenced by the presence of different diaspora populations
- or the influence on local culture of diasporas in different geographical contexts, such as source and host countries

For 10–12 marks, expect both of these traits.

- (b) Discuss ways in which communications technology can help **and** hinder human development processes. **[16]**

Credit all content in line with the markbands. Marks should be allocated according to the markbands on pages 5 to 6. Credit unexpected approaches wherever relevant.

Communications technology includes the internet, email and social networks; it is necessary for the functioning of “the internet of things”, drones, artificial intelligence, *etc.* Human development refers not just to economic growth but also to broader social, cultural and political changes over time. Human development can be studied at a national scale and also at a more local level (development may vary between rural and urban areas of a country, for example). Candidates may have varying interpretations of what “human development processes” may mean and these should be credited wherever relevant. Credit may be given for discussion of transportation networks, though an answer which focuses mainly on transport networks is unlikely to progress beyond the 5–8 band.

Possible **applied** themes (AO2) include **knowledge and understanding** (AO1) of:

- different strands of human development (and the human development index) and ways in which communications could help support literacy, healthcare, *etc.*
- the UN Sustainable Development Goals and the extent to which technology can help support them
- microfinance and alternative trading networks with developmental goals that may rely on communications technology
- the role of TNCs in creating / spreading wealth and the extent to which they rely on communications technology for their functioning and operation
- the role of communications technology in supporting global shifts that have hindered further economic growth in deindustrialized “rust belt” regions
- the role of communications technology in supporting criminal networks and activities with negative effects for people and places
- near-future technological threats for economies, employment and societies, including artificial intelligence (AI) and robotics
- the disruptive effect of drone warfare in some parts of the world.

Good answers may **synthesize** (AO3a) three or more of the above (or other) themes in a **well-structured** (AO4) way.

Good answers may additionally offer a **critical evaluation** (AO3b) of the statement that discusses the effects of communication technology on different strands of the human development process (economic, social, political, *etc.*). Another approach might be to discuss ways in which technology helps or hinders development at different scales (local or national), or possible changes over time. A good discussion may conclude with a substantiated final judgment on the overall balance between “help” and “hinder”.

For 5–8 marks, expect weakly evidenced and / or imbalanced outlining of two or three relevant themes.

For 9–12 marks, expect:

- either a structured synthesis that links together several well-evidenced themes from the Guide
- or a critical conclusion (or ongoing evaluation) informed by geographical concepts and / or perspectives.

For 13–16 marks, expect both of these traits.

3. (a) Analyse the reasons why people’s freedom to participate in global interactions varies from place to place. [12]

Marks should be allocated according to the markbands on pages 3 to 4.

Personal freedoms vary according to people’s identities (of gender, ethnicity, religion, age) and locations (democratic or non-democratic states, the presence / enforcement or absence of the rule of law in different rural or urban places). Participation in global interactions has many possible interpretations, including the freedom to use the internet and social media, and freedom to travel globally and internationally, freedom to trade or be involved in other internet / economic exchanges. Ideally, the focus should be on:

- people’s freedom to participate in global interactions (“global freedoms”) rather than freedoms and rights in general.
- the freedoms of individuals within societies (weaker answers may be less explicit about the personal dimension, eg by analysing state protectionism as a 'barrier' to global interactions but failing to show how people’s freedoms are affected).

Possible reasons and place contexts:

- Government and militia controls on personal freedoms in varying contexts.
- National trade restrictions that can affect the different freedoms of people to establish businesses.
- The lack of internet freedom in some places (which civil society groups may have highlighted).
- The implications of surveillance on personal freedoms.
- The impact of anti-globalization movements on the freedoms of supporters of globalization.
- Poverty, gender and age as possible barriers to freedom.
- Religion as a possible barrier, eg the USA’s travel ban on Muslims.
- Not everyone has economic freedom to participate due to poverty.

Good answers may **apply** (AO2) a **wider range** of knowledge and understanding (AO1) in a **well-structured** way (AO4). One approach might be to provide a structured systematic analysis of different kinds of freedom and possible barriers to these freedoms (political, economic, cultural, etc). Another approach might be to analyse different kinds of global interaction (internet use, tourism, trade) and barriers to these interactions in specific located countries and contexts.

For 4–6 marks, expect some weakly evidenced outlining of one or two instances of restricted “global freedoms”.

For 7–9 marks, expect a structured, evidenced analysis of:

- either different ways in which people may potentially participate in global interactions
- or the varied reasons why freedoms are, or are not, available in different places.

For 10–12 marks, expect both of these traits.

- (b) “The negative environmental impacts of globalization are beginning to lessen.” Discuss this statement. [16]

Credit all content in line with the markbands. Marks should be allocated according to the markbands on pages 5 to 6. Credit unexpected approaches wherever relevant.

The environmental impacts or risks include transboundary or more localized pollution, carbon emissions and climate change, and broader environmental issues such as biodiversity and ecosystem services losses. These impacts are generally accelerated for societies undergoing industrialization and demographic transition; an argument may be made that post-industrial societies have reduced environmental footprints, although this is debatable (due to the offshoring of pollution and carbon emissions). As “environmental impact” is a broad category, some impacts may lessen over time while others may not. The net environmental footprint of the global economy remains very high despite steps taken by some countries.

Possible **applied themes** (AO2) include **knowledge and understanding** (AO1) of:

- transboundary pollution affecting more than one country
- localized pollution, including impact along shipping lanes
- the carbon footprints of industrializing societies, linked with global flows of goods and resources
- the offshoring of polluting manufacturing industries and the growth over time of environmentally destructive global agribusiness food production systems
- reshoring for economic activity and local food sourcing, and the implications for carbon emissions
- attempts by civil society organizations to raise environmental awareness, with positive results
- TNC corporate responsibility frameworks with environmental protection
- UN Sustainable Development Goals criteria
- global trade slowdown since 2008 and the implications for the environment.

Good answers may **synthesize** (AO3a) three or more of the above (or other) themes in a **well-structured** (AO4) way.

Good answers may additionally offer a **critical evaluation** (AO3b) of the statement that discusses different kinds of environmental impacts at varying scales (global, national or more local patterns). Another approach might be to critically discuss the varying timescale of any positive actions and impacts (some actions have achieved greater success than others in recent years). Another approach may be to critically discuss the extent to which developed countries have successfully brought about environmental improvements or have instead offshored their own carbon emissions by interacting with other places (thanks to global shift and global agribusiness). A good discussion may conclude with a substantiated final judgment on the overall level of lessening (or not) at a global scale.

For 5–8 marks, expect weakly evidenced outlining of two or three relevant themes.

For 9–12 marks, expect:

- either a structured synthesis which links together several well-evidenced themes from the Guide
- or a critical conclusion (or on-going evaluation) informed by geographical concepts and/or perspectives.

For 13–16 marks, expect both of these traits.