

# Markscheme

**May 2021**

**Geography**

**Higher level**

**Paper 3**

12 pages

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**Paper 3 part (a) markbands**

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

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

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

	<p>Links with the question are <b>described</b>.</p> <ul style="list-style-type: none"> <li>• The analysis <b>outlines</b> a two-sided argument briefly (if appropriate) and is mostly descriptive, using examples as explanation.</li> <li>• Correct definitions are given, and relevant and irrelevant specialist geographical terms are used with occasional errors; or everyday language is used.</li> </ul>		
<p>13–16</p>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• All aspects of the question are addressed and the response meets the requirements of the command term.</li> <li>• Detailed evidence (that is, facts, statistics, examples or theories) are integrated in sentences and paragraphs, and links made between evidence and the question are <b>explained</b> and relevant.</li> <li>• The response <b>explains</b> how the two sides of the argument (if appropriate) are supported by <b>detailed evidence</b> that is integrated in sentences.</li> <li>• Clear, correct definitions and use of geographical language is integrated in the sentences and throughout the response.</li> </ul> <ul style="list-style-type: none"> <li>• Synthesis <b>and</b> evaluation is required at this level.</li> <li>• Links between the response and (sub)topics from the guide are <b>explained</b> and supported by the evidence in the response.</li> <li>• 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.</li> </ul> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The conclusion summarizes the evidence and argument, and links all back to the question.</li> </ul>		

1. (a) Explain how microfinance organizations and alternative trading networks can help communities to develop.

[12]

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

**Human development** is a broad multi-strand concept that has economic, social, cultural, gendered, political and other dimensions for communities.

**Microfinance organizations** provide small loans (microloans) to individuals, often women; for example, in India and Bangladesh.

Fairtrade is the most well-known **alternative trading network**.

Microfinance organizations and/or alternative trading networks can support community development:

- Financial resources are transferred to those needing them most.
- Small investments may be sufficient to allow substantial improvements in agriculture.
- Family incomes may rise / become more reliable / no longer be dependent on child labour.
- Children can attend regular schooling/purchase books; education of girls helps tackle gender inequality.
- Health benefits; access to technology; political participation.

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 the different strands of human development that microfinance organizations and alternative trading networks can support. Another approach might be to analyse the effects for different communities and located contexts. Another approach might be to critically analyse similarities and differences in the developmental impacts of microfinance organizations and alternative trading networks.

**For 4–6 marks**, expect some weakly evidenced outlining of the way microfinance organizations and/or alternative trading networks have helped people/places; or a good account of community development which lacks knowledge of understanding of microfinance and alternative trade).

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

- either the actions of microfinance organizations and alternative trading networks
- or human development processes in communities helped by either microfinance organizations or alternative trading networks.

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

*Additional guidance for answers with omissions or category errors:*

- *Responses which do not distinguish between MF and AT (or omit one) may still access the 7-9 band provided explicit analysis (AO2) of the concept of **community development** features as part of a knowledgeable (AO1) and well-structured (AO4) response.*
- *Responses which do not make use of any valid MF and AT examples (and may instead erroneously use examples of TNCs, etc.) may access the 1-3 and possibly 4-6 bands provided explicit analysis (AO2) of the concept of **communities becoming more developed** features as part of a knowledgeable (AO1) and well-structured (AO4) response.*

- (b) Discuss the challenges **and** opportunities that global superpowers create for other countries.

[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.*

**Global superpowers** are a diverse group of countries that have disproportionate power and influence compared with other states. Power has different facets – including economic, military (hard power), cultural (soft power) and geopolitical influence.

Alongside the USA, other significant global/regional powers include China, Russia and core EU states (Germany, France). The term “superpower” is contested and a case could be made for further countries belonging to this category, including India, Brazil, Qatar, Saudi Arabia, etc.

Possible **applied** themes (AO2) include **knowledge and understanding** (AO1) of the diverse challenges and opportunities associated with:

- the actions and strategies of TNCs domiciled in, for example, the USA and China, including inward investment, outsourcing, offshoring and glocalization [Guide 4.2]
- lending and financial aid given to other countries by global superpowers [Guide 4.2]
- global governance / global actions led by powerful countries e.g. action to tackle climate change [Guide 2.3]
- multi-governmental organizations (MGOs) that have been created by, or are strongly influenced by, superpower states [Guide 4.1]
- shrinking-world technologies developed and deployed by the governments, businesses and universities of superpower states [Guide 4.3]
- economic migration and remittance flows [Guide 4.2]
- the economic and demographic characteristics of global superpowers - and their attraction for TNCs domiciled in other states [Guide 4.1]
- conflict and political tensions created by the main global superpowers [Guide 4.1].

Good answers may **synthesise** (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 thoughtfully examines the overall balance of opportunities and challenges. Another approach might be to critically discuss and compare the different opportunities and challenges associated with different types of power (economic influence, ‘hard’ military power, ‘soft’ global cultural influence and geopolitical influence over MGOs). Another approach might be to discuss how the relative balance of opportunities and challenges has changed over time (with challenges increasing recently, eg, renewed nationalism). A good discussion may conclude with a substantiated final judgement on the overall balance between challenges and opportunities from the point of view of other countries making up the global community.

**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) Analyse ways in which global trade flows can affect the size of national carbon footprints.

[12]

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

Global trade flows encompass movements of food, consumer goods, digital information sales (data) and touristic movements. National carbon footprint sizes are affected by both production and consumption of goods and services. In the context of global shift of industry, views differ on whether the carbon emissions created by the production of an item should be included as part of the footprint size for the producer or consumer country.

Possible ways in which global trade flows affect national carbon footprint sizes:

- Countries manufacturing high volumes of goods for export (*eg* China) have large carbon footprints.
- Countries rearing large numbers of cattle or growing large amounts of crops (*eg* palm oil) may have high carbon/methane emissions.
- Countries importing large volumes of fossil fuels subsequently use these fuels, emitting carbon.
- The emissions created by the transport of goods may contribute to the national footprint of the country where the company is domiciled/headquartered.
- Data flows can have surprisingly high footprints (*eg* bitcoin trading).

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 flows/movements (different commodities, people, data) can all result in increased carbon emission sizes. Another approach might be to analyse, in turn, direct and indirect responsibility for carbon emissions (*eg*, questioning whether the producer or consumer of goods is responsible).

**For 4–6 marks**, expect some weakly evidenced outlining of one or two different ways in which trade flows affect carbon footprints (most likely the analysis of two different types/aspects of trade flows).

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

- either a range (two or more) of different global trade flows / economic activities
- or complex national footprints in a global context (imports, exports, offshoring *etc*)

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

- (b) “Cultural changes caused by globalization have affected urban and rural places equally.”  
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 **cultural changes** brought by globalization include changes to society, language and the landscape. Theories of cultural imperialism/Americanization/McDonaldization view the commodification of everyday life as a highly important cultural change. **Urban and rural places** in high-income, emerging and low-income countries alike may be exposed to different global flows and interactions, including tourism, trade, migration and social media. However, the degree of influence and its effects varies according to context.

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

- diaspora populations increase cultural diversity in places where they have become established, typically urban areas [Guide 5.2]
- TNCs have exported cultural traits globally, including music, language, food and clothing. These changes may penetrate rural areas, not just urban areas [Guide 5.2]
- a digital divide between urban and remote rural areas may limit the latter’s exposure to global flows [Guide 4.3]
- some rural areas are home to groups who voluntarily opt out of globalization and prefer local sourcing of food *etc* [Guide 5.3]
- entire countries may be disconnected in some ways from global interactions: both their urban and rural areas may be resistant to cultural change as a result [Guide 5.3]
- economic development may mean the differences between rural and urban core areas lessen in any case, which complicates the analysis [Guide 5.1].

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 processes of cultural change in contrasting contexts (at different stages of development, or differing degrees of isolation). Another approach might be to discuss the extent of cultural change experienced by different places with varying power to resist particular global flows and interactions. A good discussion may conclude with a substantiated final judgement on the overall degree to which the statement is true given the diversity of different urban/rural places/types.

**For 5–8 marks**, expect weakly evidenced 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 how the actions of **two** global groups or organizations have resulted in countries being more interconnected. [12]

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

**Global groups and organizations** can include the G7/8/20, OECD, OPEC, UN, EU, IMF, BRICs, WHO among many others. Their actions include rules, incentives and sometimes sanctions and penalties. Interconnectivity may be analysed in terms of economic (trade), sociocultural (eg, migration), political or environmental interactions.

Possible actions:

- The IMF lends money to states; in return, it usually requires increased participation in free trade.
- EU members have four freedoms of movement and so increased participation in trade, migration, *etc.*
- OPEC countries agree amongst themselves on how best to participate in global energy trade.
- Decisions made by G-groups and OECD members affect both themselves and non-member countries.

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 actions (agreements, sanctions, *etc.*). Another approach might be to provide a structured systematic analysis of different types of interconnectivity (through trade, migration, data and ideas). Another approach might be to analyse positive and negative ways in which interconnectivity develops (eg, dependency theory).

**For 4–6 marks**, expect some weakly evidenced outlining of the actions/influence of one or two global groups/organizations (do not expect balance).

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

- either how the actions of two global groups/organizations have impacted on countries
- or ways in which countries can be made more interconnected by global groups.

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

*Additional guidance for omissions or category errors in answers:*

- *Responses which only include one valid global group/organization may access the 7-9 band provided explicit analysis (AO2) of the concept of **interconnected countries** features as part of a knowledgeable (AO1) and well-structured (AO4) response.*
- *Responses which do not make use of valid global groups/organizations (and may instead erroneously use examples of TNCs, etc) may still access the 1-3 or 4-6 bands provided explicit analysis (AO2) of the concept of **interconnected countries** features as part of a knowledgeable (AO1) and well-structured (AO4) response.*

- (b) Discuss how different businesses and societies have been affected by the growth of global supply chains. [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.*

**Global supply chain growth** encompasses outsourcing and offshoring strategies, and the development of sometimes complex networks of businesses / factories / offices / suppliers. **Effects** may be positive or negative; economic, social, cultural or environmental; short term or long term. These effects are experienced by: **businesses** (successful TNCs and their suppliers; also failing businesses exposed to global competition); and producer and consumer **societies** in a range of geographic contexts.

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

- positive effects for those TNCs (and their shareholders) that use supply chains to great advantage [*Guide 4.2*]
- negative effects for local forms of economic activity that cannot compete with the low costs of the global supply chain model [*Guide 5.3*]
- negative effects for local communities where deindustrialization has occurred [*Guide 5.3*]
- negative effects for local communities who suffer poor working conditions within global supply chains [*Guide 5.1*]
- positive effects of affordable products, technology and innovation by TNCs whose success is attributable in part to supply chains, *eg Apple* [*Guide 4.3*]
- negative environmental effects for societies/communities [*Guide 5.2*].

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 global business supply chains on communities in particular places (deindustrialized areas, export processing zones). Another approach might be to discuss ways in which global supply chains have effects on human health and welfare at different scales (local or global). A good discussion may conclude with a substantiated final judgement on the overall balance between different (positive and negative) effects, or for different stakeholders (businesses and societies).

**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 (with a reasonable balance of effects for businesses and societies)
- or a critical conclusion (or ongoing evaluation) informed by geographical concepts and/or perspectives.

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