

Markscheme

May 2022

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.

<p>10–12</p>	<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. 	

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.

<p>9–12</p>	<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. 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"> • 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>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> <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.

1. (a) Using examples, explain how **two** types of financial flow connect different places together.

[12]

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

Financial flows link places, societies and environments together to varying degrees and at varying scales: a good geographical response may explain links between particular urban or rural localities in addition to international linkages. One flow can generate multiple connections / links / interdependencies, which could be economic, social, cultural or political in character. Flows between places are sometimes asymmetric (one-way flows, for example the sending of aid) or more balanced (two-way flows, for example remittance flows accompany migration in the other direction, with both flows connecting together host and source countries).

Possible themes include:

- Foreign Direct Investment (FDI) by transnational corporations (TNCs) – links are economic but may become cultural too, as cultural traits are exchanged alongside flows of money and commodities (particular local places may become highly connected eg export processing zones)
- global trade in financial services – particular trading centres / cities / hubs (Zurich, Singapore) may become especially well connected (flows may also connect two hubs within the same country (New York and Los Angeles)
- international aid, loans and debt relief – aid may be targeted at particular places inside countries eg disaster relief aid flows; the connections are economic but also political (this can be a soft power strategy used by some states to build friendship with other countries)
- global/international flows of migrant remittances – linking together local-scale places (eg particular cities and rural villages) within different countries.

Credit material dealing with trade in commodities (where return flows of money from sales/profits can be inferred) if the account serves to further the geographic analysis of how places become connected together by flows.

Good answers may **apply** (AO2) a **wider range** of knowledge and understanding (AO1) in a **well-structured** way (AO4). One approach might be to explain connections at varying scales (local places and states, for example). Another approach might be to provide a structured systematic explanation of the different kinds of connection which the two chosen flows create (migration can foster economic, cultural and political linkages for example). Another approach might be to analyse the strength/symmetry of the connections (for example, analysing the relative strength and significance of migration and remittance flows for two linked countries).

For 4–6 marks, expect some weakly-evidenced outlining of one or two flows (most likely using narrow supporting evidence such as a very basic or general remittance or trade study)

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

- either the connectivity which is fostered by the two chosen financial flows (may begin to explain cultural and political connections in addition to economic connections)
- or the varied dimensions/geography of place connectivity (eg explains connections at different national and more local scales, or asymmetrical connections).

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

- (b) “The environmental costs of global economic growth outweigh the social gains.” To what extent do you agree with 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.

Environmental costs stem from industrialization, agribusiness, transport, urbanization – ie the totality of economic growth and development. **Global economic growth** can be viewed as the rise over time in global gross domestic product (GDP) per capita and increased industrialization/urbanization. **Social gains** of economic growth include improved life expectancy, health and diet; access to education; and changing social attitudes eg empowerment of women and minority groups.

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

Environmental costs:

- Global shift of polluting industries and transboundary pollution (6.2)
- Food production system and agribusiness issues (6.2)
- Localized pollution and waste (Unit 3)
- Climate change impacts (Unit 2)

Social gains:

- Improved HDI scores (5.1)
- Gender equality progress (5.1)
- Affirmative action is support of diversity (5.1)
- Progressive cultural changes eg attitudes towards the environment (6.3)

Do not credit poorly focused writing about environmental benefits and/or social costs – the question does not ask for these to be debated. Any such material may be marked as ‘irrelevant’ if its inclusion cannot be justified (eg see point below about differing perspectives).

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, and the balance of costs and gains in particular place contexts (for example in relation to global shift). Another approach might be to critically evaluate different environmental costs (climate change, transboundary pollution, biodiversity loss, etc) and the extent to which they are experienced at local and/or global scales. Another approach might be to evaluate differing perspectives on whether social changes are viewed as ‘gains’ or problems (such as the spread of cultural traits via social media). Another approach might be to evaluate the possibility of problems being mitigated (new technologies and changing attitudes). A good discussion may conclude with a substantiated final judgement on the overall balance of newly-created and solved problems.

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 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.

2. (a) Analyse how interactions between places can be affected by the physical environment. **[12]**

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

The physical environment sets parameters that can limit or accelerate interactions between places at varying scales: a good geographical response may analyse interactions between particular urban or rural localities in addition to international interactions.

- The focus should be an analysis of the physical environment's effects, not a discussion of alternative influences on interactions between countries, such as political isolationism.
- However, credit may and should be given to an analysis of how far physical isolation can be overcome using technology (and the recognition that the role of the physical environment as a limiting factor is often over-stated).
- Only limited credit should be given to highly deterministic answers asserting that climate limits human development (unless any arguments can be substantiated).

Possible themes include:

- natural resource availability
- potentially limiting effects of isolation for rural or mountainous areas, or islands
- the importance of a coastline for trade
- the role of physical factors supporting activities that generate global flows, for example touristic flows
- the role of technology in overcoming isolation
- the importance of transit chokepoints such as Strait of Hormuz.

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 aspects of the physical environment that may impact on interactions and connectivity. Another approach might be to analyse the influence of the physical environment at varying scales (local, national and world region scales). Another approach might be to critically analyse how far physical challenges can be mitigated for example by technology. Another approach might be to sequentially analyse different activities that depend on physical environments (tourism, trade, *etc*).

For 4–6 marks, expect some weakly-evidenced outlining of one or more ways the physical environment limits or helps human activity (connectivity may only be implied).

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

- either multiple ways (two or more) in which the physical environment helps and/or hinders spatial interactions
- or interactions in varied place contexts (may consider different scales and/or access to technology).

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

- (b) “New technologies solve more global problems than they create.” To what extent do you agree with 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.

New technologies may include social media, artificial intelligence (AI), drones, crowd-sourcing and surveillance, *etc.* Credit may be given for a discussion of historical technologies (1990s - internet; 1950s - container shipping) which were ‘new’ in their day provided they are applied to a discussion of legitimate global problems. **Global problems** may be economic, social, cultural and environmental; short-term or long-term. Some are created by technology, others are solved by them (the content of a good answer should provide some balance, but do not expect a perfect balance). Credit consideration of local/individual problems (such as identity theft, or ‘fake news’ in a particular country’s election) if the answer addresses (or implies strongly) these are issues which the entire global community is facing.

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

- the shrinking world (4.2)
- isolated societies (4.3)
- supply chain monitoring (4.2, 6.3)
- various kinds of environmental monitoring (6.2, 6.3)
- cybersecurity issues (at a global scale) (6.3)
- crowdsourcing capabilities (at a global scale) (6.3).

Some answers may describe a range of online issues (hacking, identity theft, bullying/trolling etc) for the citizens of ‘global society’ in general. These are unlikely to progress to the 9-12 band without some located knowledge of actual contexts where these issues are manifest.

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, and the extent to which problems are being created or solved in a planetary-scale context. Another approach might be to critically evaluate different types of technology (ICT, robotics, drones, 3D printing, transport), and the extent to which they each create or solve problems for specific evidenced places - and sometimes do both. Another approach might be to evaluate the extent to which perspectives may vary on whether the changes they cause are viewed as problems or not (such as the spread of cultural traits and memes via social media). A good discussion may conclude with a substantiated final judgement on the overall balance of newly-created and solved problems.

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) Explain the strengths of the United Nations (UN) Sustainable Development Goals as a way of supporting the human development process. [12]

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

The focus should be on what the SDGs' criteria are, and why there is inherent value in this approach to setting goals using diverse criteria. The **UN Sustainable Development Goals** make use of 17 social, economic, environmental and political criteria. Their strength derives (i) from this holistic/multi-strand approach to understanding the **human development process** (i.e. their theoretical/philosophical/ontological merit) and (ii) the way they can be used as targets to guide and measure development *progress* (i.e. their practical/empirical value).

Possible strengths include:

- the inclusion of climate and biodiversity goals/targets
- the highlighting of gender as an important issue
- the primacy of poverty and hunger alleviation
- the way countries and regions can monitor progress towards these goals
- the way the SDGs provide the global community with a 'shared roadmap' or blueprint for development (*prior to marking, this can be viewed at: <https://sdgs.un.org/goals>*).

Do not credit explanation of weaknesses or failures of the SDGs (or the concept of development) – the question clearly does not ask for those elements to be explained on this occasion. Any such material should be marked as 'irrelevant'.

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 explanation of firstly the philosophical/contextual value of the SDGs and, secondly, their practical/goal-orientated usefulness. Another approach might be to explain different types of goal (social, economic, environmental and political criteria) and the strengths of this holistic approach.

For 4–6 marks, expect some weakly-evidenced outlining of the SDGs and/or human development.

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

- either different dimensions of the human development process that are included in the SDGs
- or the practical value/strength of using multiple criteria to generate targets and measure outcomes.

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

- (b) “Economic challenges are the main cause of opposition to globalization.”

To what extent do you agree with 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.

Opposition to globalization movements can take many forms. Economic challenges and injustices stemming from global shift, immigration or neo-colonialism may give rise to different forms and strengths of opposition. However, non-economic concerns with sovereignty and cultural identity are important foci for opposition too; also, environmental concerns such as climate change and biodiversity losses.

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

- actual and perceived costs of economic migration for places (4.2)
- winners and losers of free trade (4.3)
- accusations of economic harm linked with work of global lending institutions, and ideas about neo-colonialism (and before this, colonialism) (4.1, 4.2)
- cultural imperialism and cultural change (5.2, 5.3)
- sovereignty threats (6.1)
- environmental costs of globalization (6.2).

Material focused on political or trade barriers to globalization should explain their origin ie how these barriers are a result of anti-globalization opposition or movements. Material dealing with physical barriers (isolation, relief) will most likely need to be marked as irrelevant.

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, and the extent which economic challenges have primacy in the debate in different place contexts. Another approach might be to critically evaluate different kinds of cultural/social interaction which have occurred independent of economic changes, and the extent to which these may be a main cause of opposition to globalization. Another approach might be to evaluate the extent to which perspectives may vary on whether economic changes and challenges are actually real or perceived. A good discussion may conclude with a substantiated final judgement on the overall importance of economic challenges.

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.