

# Markscheme

**May 2023**

**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 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>• 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) Analyse how global patterns of aid and lending have created a more interconnected world.

[12]

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

**Aid and lending** are important global capital flows within global systems. The distinction between them is important – insofar as debt must be repaid (unless debt cancellation occurs). Aid comes in many different forms e.g. bilateral, multilateral, tied, emergency.

Important **global patterns** include historical and ongoing capital transfers from a global core of higher-income states to the global periphery. Additionally, large transfers have taken place between high-income countries (e.g. US lending to UK in 1945). More recently, China and other BRIC countries have supplied aid and loans to many other countries (so-called 'south–south' transfers) e.g. China's Belt and Road project.

**Interconnected world** may be analysed in terms of economic links, political interactions (including spread of neo-liberal ideas linked with 'soft power' of US/IMF).

Possible links between aid, lending and interconnectivity:

- International aid fosters linkages between donor and recipient countries/ organizations (including donations made by governments, MGOs and NGOs).
- The IMF lends money to states; in return, it usually requires increased participation in free trade, contributing to a more interconnected world economy.
- EU members have access to shared funds/lending as part of a highly interconnected MGO.
- Aid may have conditions attached (e.g. for countries where human rights have not been upheld, such as access to education for girls) which may contribute to long-term changes in the way one country interacts with others.
- The UN, MGOs and NGOs have finance, welfare and development staff who work overseas, contributing to international migration and diaspora growth.

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 aid and lending patterns (historical core–periphery flows; more recent Belt and Road lending; lending patterns of major NGOs/civil society organizations). Another approach might be to provide a structured systematic analysis of different types of interconnectivity (e.g. economic and also political interconnectivity due to SAPs and the diffusion of neoliberal ideas). Another approach might be to analyse positive and negative aspects of interconnectivity linked with aid and lending (with possible use of subject literature e.g. models of Frank, Wallerstein).

*Responses which do not focus on aid/lending (and may instead erroneously use examples of inward investment by TNCs, etc.) may still access the 1-3 or 4-6 bands provided explicit analysis (AO2) of the concept of an interconnected world features as part of a knowledgeable (AO1) and well-structured (AO4) response.*

**For 4–6 marks**, expect some weakly evidenced outlining of two or more instances of aid and/or lending.

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

- either global patterns of aid and lending (do not expect perfect balance)
- or ways in which the world has become more interconnected due to aid and/or lending.

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

- (b) To what extent have national governments and multi-governmental organizations (MGOs) lost control of global interactions? [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.*

**National governments and multi-governmental organizations** include state actors (e.g. nationally or regionally powerful countries such as US, China, Australia, Japan, UK) and global/regional organizations such as the G7/8/20, OECD, OPEC, UN, EU, IMF, BRICs, WHO among many others.

**Control of global interactions** includes the laws, rules, enforcements, incentives and sanctions that are used to manage/restrict/encourage different global flows of people, money, information, commodities etc. Many factors make regulation a challenge. Global development and population growth are linked with movements of people, commodities and ideas that can be difficult to control, including organized criminal networks and refugee flows.

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

- Superpower states influence global interactions using hard and soft power [Guide 4.1]
- EU members have controlled internal trade, migration, investment etc. OPEC countries use their collective power to help influence global energy prices [Guide 4.1]
- Shrinking world technologies are difficult to control for a range of reasons [Guide 4.3]
- TNCs, especially technology companies, have enormous power on account of their investments and the ideas and cultures that spread via different forms of trade, including music, language, food and clothing. These changes may be hard for governments to control and resist [Guide 5.2]
- Civil society organizations and protest groups may challenge the actions of national governments, especially in relation to internet censorship [Guide 5.3]
- Hacking and identity theft may be hard to monitor and deal with [Guide 6.1]
- Profit repatriation and tax avoidance by TNCs and wealthy individuals [Guide 6.1]
- However, states are now using a range of new technologies and approaches to counter various risks (cybersecurity, e-passports) [Guide 6.3]
- Nationalism/populism, re-shoring, Brexit and other developments show state government are re-asserting sovereignty and control over global interactions in varying contexts.

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 different processes of control in contrasting contexts (e.g. laws, agreements, uses of technology). Another approach might be to evaluate the extent of any loss of control for different countries or places with varying power over global interactions. A good evaluation may conclude with a substantiated final judgement on the overall degree to which the statement is true given the diversity of different global interactions and national contexts.

**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.



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.*

**Diaspora** is a spread/scattered population of common ancestry or heritage. Widely used examples include the Brazilian, Chinese, Indian, Jewish, Nigerian and Scottish 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.

The **cultural identity** of different areas (landscape elements) - and their societies (music, food, language) - may become modified by diaspora growth.

**Places** in 'host' and 'source' countries alike, and at varying scales, may become altered. Influence may be far greater on some neighbourhoods than it is on larger-scale cities as a whole through the creation of ethnic villages (but ghettoization could limit cultural influence on other parts of the same local place).

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.

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 global financial flows can be affected by the actions of governments.

[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.*

**Financial flows** include trade, capital movements, aid and debt payments and remittances. These flows can be increased or decreased according to the political frameworks they must operate in at varying scales. **Governments** may be national but there are also local governments and multi-governmental organizations to consider. **Actions** include incentives but also penalties and sanctions.

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

- The political opening-up of emerging economies/new superpowers (India, China) with new markets for exploitation [Guide 4.1]
- National investment rules and laws that allow TNCs to deploy (or not) financial strategies such as mergers and acquisitions and joint ventures [Guide 4.3]
- Political actions to lower production costs for TNCs in export processing zones [Guide 4.3]
- MGOs and the opportunity to operate within trading blocs with low tariff barriers [Guide 4.3]
- Political decisions by governments to opt out of globalization/global data flows (e.g. US technology companies cannot invest or sell their services easily in China) [Guide 5.3]
- Political decisions by governments to provide aid and loans [Guide 5.1]
- Political decisions by governments affecting migration, which in turn fosters remittances [Guide 5.3].

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, which discusses how government actions connect and interact with the financial decisions of other stakeholders e.g. TNCs. Another approach might be to critically discuss how financial flows linking particular places might be either increased or decreased. Another approach might be to discuss the relative importance of government actions at different scales. A good discussion may conclude with a substantiated final judgement on the relative importance or significance of different kinds of action.

*Do not over-credit a detailed discussion of the actions of non-governmental stakeholders (TNCs, NGOs, etc.) unless the account is logically linked with government actions and attitudes (e.g. discussion of how governments allow or disallow FDI, free trade etc).*

**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 how people’s perception of a “shrinking world” has been influenced by different transport and communications technologies.

[12]

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

**Transport and communications technology** includes: shipping, railways and airplanes, spanning civilian, commercial and military spheres of activity; telephone and broadband services, and the growth of different social media platforms and services. The timeline of innovation stretches back over centuries or thousands of years.

The **shrinking world** effect is the perception that distant places feel closer together and more closely interconnected in ‘time-space’ than in the past when travel times were longer.

**People’s perception** is shaped in a range of ways, including their participation in tourism and travel (i.e. flows of people); receipt of goods and services from distant places (i.e. flows of trade); global social networking and use of global entertainment platforms e.g. Amazon, Netflix (i.e. flows of ideas). People’s perceptions depend additionally on: their local geographical and developmental context; their age and other identity criteria; their access to and use of online/digital technologies such as Zoom and Teams (or lack of access in some countries and contexts).

Likely themes for analysis include:

- Successive revolutions in sail and steam technology, and the falling time taken to circumnavigate the globe by sea.
- The telegraph, telephone and internet; accelerated use of teleworking and online learning during lockdowns.
- The importance of air travel in reducing time travel between continents, and increasing access to low-cost air travel over time.
- The key role of the motor car for individuals and societies with a growing middle-class of consumers.
- Other key breakthroughs such as: high-speed rail travel; space travel (photographs of planet Earth and their influence on culture and people’s perceptions).

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 way different technologies, in chronological order, have influenced the shrinking world effect as experienced by connected groups of people. Another approach might be to analyse the relative importance of different technologies. Another approach might be to analyse the varying perceptions of different communities in located contexts.

**For 4–6 marks**, expect some weakly evidenced outlining of the way two or more types of transport/technology have connected people and places in generalized ways.

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

- either a range of technologies that allow people to experience the shrinking world effect (for example via travel, trade and information exchange)
- or the varying perceptions of different individuals and societies with varying access to, or use of, technologies.

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

- (b) To what extent have people in wealthy countries benefitted from global interactions? [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.*

**People** may **benefit** in varied ways– including positive and quantifiable changes in income/wealth, health and welfare, rights and freedoms, along with harder-to-quantify/subjective benefits such as happiness and sense of belonging/identity/culture.

**Global interactions** and flows have multiple dimensions, spanning trade, lending, migration, information exchanges, governance etc. One view is that some local societies in wealthy countries have experienced economic losses due to de-industrialization, while the opposing view is that the global shift of polluting industries has benefited HICs. Views diverge (e.g. in UK, US) on whether cultural and political globalization is beneficial /desirable.

**Wealthy countries** is a broad category which includes high-income countries (HICs) and might also include emerging economies (EEs) and OPEC countries - a wide range of interpretations are allowed. Differing experiences of people can be explored at local scales (urban and rural areas). Impacts on particular societies may not be uniform: improvements (or otherwise) may vary according to income, race and other identity criteria.

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

- global governance to tackle climate change which affects all countries [Guide 2.3]
- the actions of TNCs, including inward investment, outsourcing, offshoring and glocalization, and their impact on the lives of societies in HICs and EEs [Guide 4.2]
- new technologies and benefits (and challenges) they bring [Guide 4.3]
- economic migration and remittance flows, and their links with the societies and economies of wealthy countries [Guide 4.2]
- global and local cultural changes (linked with music and social media for example), loss of sovereignty, and varying perspectives on these changes [Guide 5.2]
- technological and environmental risks associated with global interactions (these should be explicitly linked with impacts on HICs and/or EEs) [Guide 6.1-6.2]
- tax avoidance by TNCs could increase personal wealth of some individuals (company owners and shareholders) but governments lose income [Guide 6.1].

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 critically discusses different perspectives on which changes are most beneficial – and which are not. Another approach might be to evaluate the extent to which the most powerful wealthy countries have benefited most (e.g. comparing the US with China). Another approach might be to evaluate the contribution made by different global processes (trade, migration, data flows etc.) to quality of life improvements in specified local places. A good evaluation may conclude with a substantiated final judgement on the overall impact of global interactions on the societies and environments of wealthy countries.

**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.