

# Markscheme

**May 2023**

**Geography**

**Higher level**

**Paper 3**

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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		
	<p><b>AO1: Knowledge and understanding of specified content</b></p> <p><b>AO2: Application and analysis of knowledge and understanding</b></p>	<p><b>AO3: Synthesis and evaluation</b></p>	<p><b>AO4: Selection, use and application of a variety of appropriate skills and techniques</b></p>
0	The work does not reach a standard described by the descriptors below.		
1–4	<p><b>The response is general, not focused on the question, and lacks detail and structure.</b></p>		
	<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	<p><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></p>		
	<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	<p><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></p>		
	<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> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="220 663 665 1247"> <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> </td> <td data-bbox="665 663 1115 1247"> <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> </td> <td data-bbox="1115 663 1479 1247"> <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> </td> </tr> </table>			<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>
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1. (a) Analyse the economic risks that new technologies are creating for different places. [12]

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

**Economic risks** can encompass loss of income/earnings, unemployment (or loss of job security), business closures and loss of tax revenues. Identity theft may lead to catastrophic losses for targeted individuals.

**New technologies** include digital/online services/activity (including those which help facilitate the global shift of industry and online retailing), industrial automation, drones, 3D printing and artificial intelligence (AI).

**Places** are geographical contexts which may be analysed with reference to criteria such as their development indicators, urban/rural characteristics, industrial/retailing dependence, etc. In any context, the economic risks may be universal or more selective in terms of which members of a society or community are affected.

Possible technologies and risks:

- Digital retailing growth, accelerated by Covid-19, has led to the closure of many stores in high streets and cities throughout the world, affecting incomes and tax revenues.
- Digital technology allows TNCs to develop complex supply chains, resulting in deindustrialization of urban districts e.g. ‘rust belt’ US cities.
- Drones and 3D printing are ‘disruptive’ technologies which bring benefits but may lead to the loss/closure of some traditional services/types of employment.
- Identity theft, hacking, counterfeiting and the losses this brings to individuals.
- Surveillance may make it harder for some people to conduct illegal forms of trade.
- AI could have negative economic impacts (job losses or replacing humans) but also benefits (lowers costs, might help students gain qualifications and higher pay).
- Credit other ‘new’ technologies whose risks are only now becoming apparent.

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 economic risk and their possible severity (incomes, business closures, taxes etc). Another approach might be to provide a structured systematic analysis of different categories of place (high streets, industrial zones, high-income countries etc). Another approach might be to analyse the net long-term risk (e.g. new technology *both creates and destroys* jobs; thus the long-term risk may be lower than it appears at first).

**For 4–6 marks**, expect some weakly evidenced outlining of problems associated with two new/recent technologies/developments.

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

- either how two or more new technologies create different kinds of economic risk
- or varied places/geographical contexts in which technological change is happening.

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

*Historical examples can be partially credited if they include an appropriate analysis of the concept of ‘economic risk’ and show geographic understanding of how places and contexts can vary.*

- (b) To what extent do low-income countries and their citizens have global power and influence?

[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.*

**Low-income countries** are crudely classified as such according to average incomes (usually adjusted for purchasing power). Some have been re-classified as middle-income/emerging economies; however, incomes remain relatively low compared with most high-income OECD countries. Local conditions vary greatly within many LICs (e.g. rural and urban areas). *Credit any reasonable framing of 'low' or 'high' income used by candidates (e.g. China might be framed as 'lower' or 'higher' depending on context and time period used).* Some **citizens** and communities may have far greater involvement than others in, and potential influence over, global interactions e.g. growth of global culture; UN/WTO voting rights; role in environmental conferences and agreements. **Power** can be defined as an ability to create or resist change; governments use soft power (e.g. influence of media and diplomacy) and hard power (e.g. military and economic tools).

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

- influence via MGO membership e.g. African trade agreements [Guide 4.2]
- adoption of communications technology in LICs and increased involvement and influence within global social media networks [Guide 4.3]
- positive involvement in UN agreements and initiatives e.g. SDGs [Guide 5.1]
- diffusion of cultural traits originating in LICs/EEs, such as music or food [Guide 5.2]
- countries who are sources for valuable raw materials, providing them with leverage on the world stage (e.g. history of OPEC nations gaining influence)
- growth of global diaspora communities e.g. contemporary migration of Somalis, Afghans; implications of historical/colonial ties between 'core' and 'periphery' nations [Guide 5.2]
- specific instances of sporting or musical or sporting celebrities; but concerns exist about 'brain drain effect' (talented citizens may migrate elsewhere)
- role of some LIC-based organizations in global tensions/conflicts [Guide 6.1]
- influence of some LIC-based organizations over illegal global flows e.g. narcotics (Afghanistan, Colombia) [Guide 4.2].

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 evaluates the distinction between different types of power and influence. Another approach might be to evaluate the connectivity and potential influence of particular places (megacities compared with isolated areas) and different countries. Another approach might be to evaluate the influence of LICs as global environmental stakeholders who may be able to influence global governance of climate change or other concerning issues. A good evaluation may conclude with a substantiated final judgement on the overall influence held by LIC citizens and governments in a global context.

**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 reasons why some national governments introduce trade restrictions.

[12]

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

**Reasons** include: economic, social and political arguments favouring protectionism; politically-motivated sanctions; environmental/social/ethical reasons for restriction of some trade flows. Contemporary examples could include the USA, China or Bolivia. Also, the war in Ukraine.

**Trade restriction** methods include tariffs, quotas, sanctions, *etc.* The most likely foci are protectionism and resource nationalism (in relation to e.g. rare earths).

**National governments** may introduce policies on a targeted/sectoral basis; or may have a wider agenda (e.g. N Korea).

Emphasis should be placed on the reasons why national governments seek to restrict trade with some or all nations. These may include:

- the perception that it is economically advantageous to do so (imports may threaten a country's domestic industries and economic growth)
- evidence that other countries are not "playing by the rules" (e.g. Chinese government support/subsidies for industries runs afoul of WTO free trade rulings) – this may apply to particular sectors only, however
- political reasons/trade embargoes (e.g. USA with Cuba, Iran; sanctions)
- the perception that benefits of free trade do not outweigh harm done to deindustrialized regions and communities
- the political manifestos of elected leaders and parties (possibly in relation to populist or nationalist agendas, and re-shoring promises).

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 response based around different categories of reason/rationale (there may be economic, social, political gains). Another approach might be to analyse, in turn, the differing strength and/or scale of trade restrictions (ranging from complete embargo to highly-targeted actions e.g. tariffs on solar panels or processors).

**For 4–6 marks**, expect some outlining of one or two generalized reasons/methods. Response is either partial, narrow or lacks supporting evidence.

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

- either two or more reasons why governments may restrict trade using different methods (e.g. protectionism, geopolitical reasons, sanctions)
- or a wider variety of national/political reasons and contexts (e.g. varying scale or strength of restrictions/protectionism/nationalism).

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

- (b) “Physical factors are the main reason why cultural diversity varies from place to place.”  
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.*

**Physical factors**, depending on the scale of analysis, include relief, terrain, climate, accessibility, ecosystems access to a coastline, proximity to other places/countries/people.

**Cultural diversity** describes the heterogeneity of a population, measured according to traits/criteria such as ethnicity, race, language, clothing, music, diet, etc. Allow for a wide interpretation of this concept.

**Place** is a concept applicable at scales varying from neighbourhood to national geographies, or varying contexts such as rural and urban areas. Good answers are likely to show understanding of this. Physical place characteristics (climate) may in turn influence culture and cultural landscape (clothing; housing character).

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

- what is meant by cultural diversity and cultural traits
- the role of migration and diasporas in giving rise to diversity
- the geography of physically isolated areas (island states, remote and hard-to-reach rural areas)
- political factors affecting cultural diversity and cultural isolation (e.g. migration rules)
- historical factors responsible for cultural diversity/homogeneity e.g. colonialism
- shrinking world/spread of global culture and the lessening of diversity in some places e.g. loss of languages.

*Candidates may show greater familiarity with non-physical factors/reasons. They should, however, try to engage with physical factors and reasons. Unbalanced responses (with very few or detailed physical factors/reasons mentioned) are unlikely to reach to the top end of the 9-12 band.*

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, which discusses its veracity at different scales or for different contexts (local, rural, urban, national). Another approach might be to critically discuss different perspectives on what cultural diversity means, e.g. dimensions of language/religion/ethnicity, and the extent to which physical factors/isolation could affect each of these dimensions. A good discussion may conclude with a substantiated final judgement on the relative importance or significance of physical factors.

**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, including one physical factor
- 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.