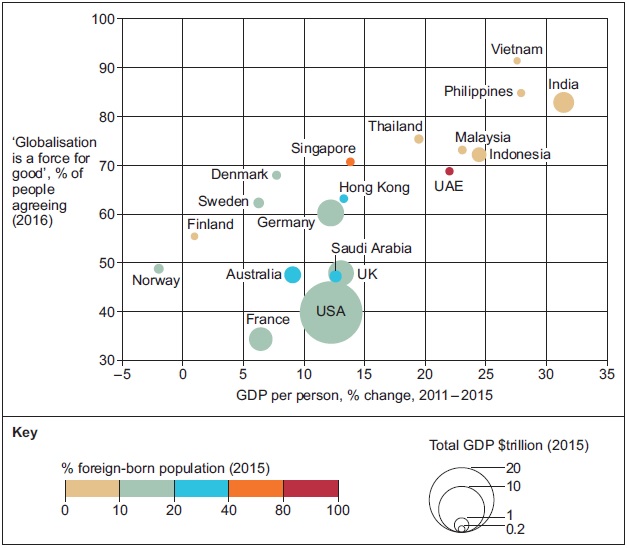
**Q1.** The graph shows the relationship between the change in gross domestic product (GDP) per person and attitudes towards globalisation for selected countries. Information is also provided on total GDP and the percentage of foreign-born population in those countries.



Analyse the data shown on the graph.

**[6 marks]**

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**Q3.** To what extent has globalisation contributed to patterns of population change in a country or society you have studied?

**[9 marks]**

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**Q4.** To what extent are water conflicts the result of globalisation?

**[9 marks]**

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**Q5. Figure 1** shows a container ship in a port on the island of Heimaey, Iceland.

**Figure 1**

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Using **Figure 1** and your own knowledge, assess the role of transport as a factor in globalisation.

**[6 marks]**

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**Q6.** Assess the importance of factors in globalisation in supporting the response to major seismic hazards.

**[9 marks]**

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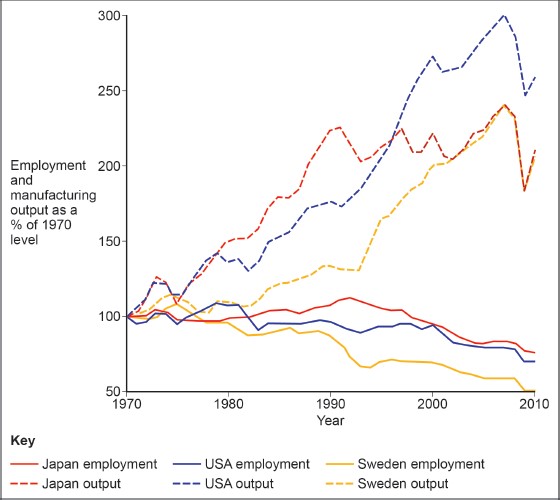
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**Q7.** The graph below shows employment and manufacturing output data for Japan, USA and Sweden between 1970 and 2010.



Analyse the data presented in the graph above.

**[6 marks]**

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**Q8.** ‘The impact of globalisation has transformed and improved places beyond recognition.’

With reference to your distant place, critically assess this statement.

**[20 marks]**

**Q9.** For **one** urban area you have studied, to what extent are environmental problems a consequence of globalisation?

**[9 marks]**

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**Q10.** Explain how trade agreements are a factor in globalisation.

**[4 marks]**

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Mark schemes

**Q1.**

**AO3** – Analysis of the graph to show relationships between attitudes towards globalisation, change in GDP, total GDP, and the percentage of foreign-born population.

**Level 2 (4–6 marks)**

**AO3** – Clear analysis of the quantitative and qualitative evidence provided which makes appropriate use of data to support. Clear connections between different aspects of the data.

**Level 1 (1–3 marks)**

**AO3** – Basic analysis of the quantitative and qualitative evidence provided which makes limited use of data to support. Basic or limited connections between different aspects of the data.

Notes for answers

This question requires analysis of attitudes towards globalisation in the countries shown in figure 1. They should consider the connections between attitude and change in GDP and may also consider the connections with overall GDP and / or percentage of the foreign-born population.

**AO3**

•   Generally, there is a positive correlation between a positive attitude and greater increase in GDP, for example, more than double the percentage of people agree globalisation is positive in India than France, and India has about 26% greater change in GDP.

•   At times the relationship is less clear, for example the UAE and Denmark have a similar % of people who agree yet Denmark’s change in GDP is about 14.5% less. This is also true for Norway and Britain where again a similar % of people agree globalisation is positive, but Norway saw a -2% change compared to Britain with a +13% change.

•   There also appears to be a connection between overall GDP and a positive attitude towards globalisation in that countries with lower GDPs tend to have a more positive attitude, for example the US has by far the largest GDP and the second lowest % of people agreeing whereas the highest % agreeing is Vietnam which has a very small GDP.

•   It is also clear that countries with the lowest % of foreign-born populations also tend to be more positive towards globalisation. So the 6 highest countries in terms of agreeing with globalisation (above 70%) all have <10% foreign-born populations. Although Finland the only other country with <10% has only 55% of people in agreement.

Credit any other valid analysis.

**AO3 = 6**

**[Total 6 marks]**

**Q3.**

**AO1** – Knowledge and understanding of population change in one country or society. Knowledge and understanding of the dimensions of globalisation.

**AO2** – Applies knowledge and understanding to analyse and evaluate the extent to which globalisation has caused population change in the country or society studied.

Mark scheme

**Level 3 (7–9 marks)**

**AO1** – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change. These underpin the response throughout.

**AO2** – Applies knowledge and understanding appropriately with detail. Connections and relationships between different aspects of study are fully developed with complete relevance. Analysis and evaluation is detailed and well supported with appropriate evidence. A well balanced and coherent argument is presented.

**Level 2 (4–6 marks)**

**AO1** – Demonstrates some appropriate knowledge and understanding of concepts, processes, interactions and change. These are mostly relevant though there may be some minor inaccuracy.

**AO2** – Applies some knowledge and understanding appropriately. Connections and relationships between different aspects of study are emerging / evident with some relevance. Analysis and evaluation evident and supported with some appropriate evidence. A clear but partial argument is presented.

**Level 1 (1–3 marks)**

**AO1** – Demonstrates basic / limited knowledge and understanding of concepts, processes, interactions and change. These offer limited relevance with inaccuracy.

**AO2** – Applies limited knowledge and understanding. Connections and relationships between different aspects of study are basic with limited relevance. Analysis and evaluation basic and supported with limited appropriate evidence. A basic argument is presented.

Notes for answers

This question makes connections across two different units, namely Global Governance and Population and the environment. Responses should focus on dimensions of globalisation (GG) and the requirement to study population change in one country (PE).

Responses will vary according to the country or society studied. They may take the view that globalisation is not the dominant factor; this is acceptable as long as they present a valid alternative argument explaining why globalisation is not a factor.

**Max L1** for generic responses with no identifiable country or society.

**AO1**

•   Awareness of factors in natural population change. Key vital population rates, specifically birth and death rates. Knowledge and understanding of the factors affecting population change.

•   Knowledge of changes in birth and death rates in the country studied. For example, in China there has been a rapid decrease in the birth rate due to the one-child policy. Death rates have also fallen considerably but recently have begun to rise due to an ageing population.

•   Knowledge of specific patterns of overall population change in the country studied. Likely future scenarios of change based on current rates.

•   Temporal change in overall population growth rates in the country studied and reasons for such change.

•   Knowledge of the dimensions of globalisation – flows of capital, labour, products, services and information.

**AO2**

•   Evaluation of the causes of population change and their relative importance. This will vary according to the case-study. For example, Uganda has recently seen a fall in birth rates, the most important factor in this has been improved education and access to family planning as a result of a government programme.

•   Analysis of the reasons for patterns of change across the country studied. For example birth rates have fallen much faster in Chinese cities such as Shanghai as opposed to rural regions. This is the result of the one-child policy being easier to police in cities but also education levels and career opportunities are greater in cities.

•   Analysis of the link between globalisation and population change. Greater employment in TNCs leads to a fall in birth rates as women have more career opportunities. TNCs often provide better healthcare, leading to a fall in death rates. Improved services provided by organisations such as Oxfam has led to a fall in death rates in rural areas.

•   Analysis of the link between globalisation and the pattern of change in the country studied. In China, employment opportunities are greater in cities, where TNCs operate. This has caused much out-migration from rural areas, leading to population decline in some areas.

•   Evaluation of the extent to which population change is caused by globalisation. This will depend on country studied. For example, in China globalisation has made a huge contribution to patterns of population change whereas in Uganda it is perhaps less important.

•   Evaluation of the extent to which factors others than globalisation contribute to population change. For example, impact of one-child policy in China.

•   The overall extent to which globalisation contributes to population change in the country studied. Students may come to an overall conclusion and this should be based on the evidence presented.

**Credit any other valid approach.**

**AO1 = 4**

**AO2 = 5**

**[Total 9 marks]**

**Q4.**

**AO1** – Knowledge and understanding of water conflicts. Knowledge and understanding of the dimensions of globalisation.

**AO2** – Application of knowledge and understanding to evaluate the role played by globalisation in causing water conflicts.

Mark scheme

**Level 3 (7–9 marks)**

**AO1** – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change. These underpin the response throughout.

**AO2** – Applies knowledge and understanding appropriately with detail. Connections and relationships between different aspects of study are fully developed with complete relevance. Analysis and evaluation are detailed and well supported with appropriate evidence.

**Level 2 (4–6 marks)**

**AO1** – Demonstrates clear knowledge and understanding of concepts, processes, interactions and change. These are mostly relevant though there may be some minor inaccuracy.

**AO2** – Applies clear knowledge and understanding appropriately. Connections and relationships between different aspects of study are evident with some relevance. Analysis and evaluation are evident and supported with clear and appropriate evidence.

**Level 1 (1–3 marks)**

**AO1** – Demonstrates basic knowledge and understanding of concepts, processes, interactions and change. This offers limited relevance with inaccuracy.

**AO2** – Applies limited knowledge and understanding. Connections and relationships between different aspects of study are basic with limited relevance. Analysis and evaluation are basic and supported with limited appropriate evidence.

Notes for answers

The question requires links to be made between two different units namely global governance and resource security, specifically the relationship between globalisation (GG) and water conflicts (RS). They may take the view that globalisation is not the dominant factor; this is acceptable as long as they present a valid alternative argument explaining why globalisation is not a factor.

**AO1**

•   Knowledge and understanding of water conflicts at a variety of scales from local to international.

•   Knowledge and understanding of the causes of water conflicts such as social, environmental, economic and political.

•   Specific examples of conflicts described e.g. Uttar Pradesh (local farmers versus Coca-Cola), Ganges River (Bangladesh and India), Tibetan Plateau (India and China).

•   Knowledge and understanding of the dimensions of globalisation – flows of capital, labour, products, services and information.

**AO2**

•   Awareness of the link between globalisation and water conflicts. Globalisation frequently the basis of the conflict. TNCs often extract water for use in industry. Evidence includes Uttar Pradesh, where Coca-Cola extracts water reducing the supply for local farmers. In Chile, Copper extraction by TNCs has depleted the supply of water for local farmers.

•   Evaluation of the relative importance of the causes of water conflicts. For example, in India new dams are being built by India on the Ganges, this political decision is the main source of conflict. In Gaza, political reasons are the main source of conflict although climate change and population increase also playing a part following several droughts.

•   Analysis of part played by global systems in causing water conflicts. Coca-Cola is the main cause of the conflict in Utter Pradesh whereas its influence is very limited in Gaza.

•   An analysis of different values and attitudes towards the water conflict and causes of the conflict.

•   Evaluation of the extent to which globalisation plays a part in causing water conflicts. It is often the major reason in many local conflicts where water is extracted for use by TNCs. However often a major cause is climate change or population increase which is not always related to globalisation. River's basins often cover many countries and political decisions are often at the heart of the conflict.

•   Analysis of the conflict between reducing demand in the home and the huge water losses at a corporate level and the subsequent impact on achieving sustainability. For example, in UK, 43% of homes have installed water meters. In Southern Water areas – this saves about 30 million litres a day, but Southern water reportedly loses about 87 million litres a day due to leaks from water pipes.

•   A legitimate response would be to consider whether globalisation may actually reduce water conflicts, for example, at a local-scale many farmers leave rural areas to work in TNCs, thereby reducing water demand in areas of stress. Globalisation also means that international charities have been able to employ strategies such as borehole pumps to reduce water conflicts.

•   Students should come to a conclusion as to the extent to which globalisation causes water conflicts. Any conclusion is valid as long as it supports the content of the response.

**Credit any other valid approach.**

**AO1 = 4**

**AO2 = 5**

**[Total 9 marks]**

**Q5.**

**AO1** – Knowledge and understanding of transport as a factor in globalisation.

**AO2** – Applies knowledge and understanding to the novel situation to analyse and evaluate the role of transport in globalisation.

Mark scheme

**Level 2 (4–6 marks)**

**AO1** – Demonstrates clear knowledge and understanding of concepts, processes, interactions and change.

**AO2** – Applies knowledge and understanding to the novel situation offering clear analysis and evaluation drawn appropriately from the context provided. Connections and relationships between different aspects of study are evident with clear relevance.

**Level 1 (1–3 marks)**

**AO1** – Demonstrates basic knowledge and understanding of concepts, processes, interactions, change.

**AO2** – Applies limited knowledge and understanding to the novel situation offering basic analysis and evaluation drawn from the context provided. Connections and relationships between different aspects of study are basic with limited relevance.

Notes for answers

This question requires knowledge of transport as a factor in globalisation. Students should apply this knowledge to assess the importance of shipping and shipping containers in globalisation. They may also consider other forms of transport as AO1 knowledge and understanding.

For Level 2 there must be reference to **Figure 1**.

**AO1**

•   Factors in globalisation: transport

•   Other factors in globalisation: the development of technologies, systems and relationships, including financial, security, communications, management and information systems and trade agreements

•   Global features and trends in the volume and pattern of international trade and investment associated with globalisation.

**AO2**

•   Evaluation of the role played by transport – without transport developments the scale of globalisation would not be possible.

•   The shipping containers in **Figure 1** are very large, allowing for goods to be transported in huge volumes, increasing profit margins and allowing for mass production of goods. They are also standardised allowing them to be packed efficiently onto ships.

•   The containers appear to be from 2 companies – the dominance of large TNCs is also a factor in globalisation as these companies are large enough to be able to afford to export goods all over the world.

•   Analysis of the role of shipping containers in globalisation – they allowed international trade to happen on a scale never seen previously. Large heavy goods can be exported and imported over large distances between many countries.

•   Role of shipping containers in transporting cheap goods to countries has also enabled greater integration for consumers across the globe.

•   Assessment of transport as a tool in globalisation might consider that Iceland is inaccessible but large container ships mean that it makes it more profitable rather than a small ship that wouldn’t be able to transport a large volume

•   There may be an overall assessment of the role of transport which may consider it relative to other factors. This is a legitimate approach.

Credit any other valid approach.

**AO1 = 2, AO2 = 4**

**[Total 6 marks]**

**Q6.**

**AO1** − Knowledge and understanding of aspects of globalisation and global interdependence, including factors in globalisation. Knowledge and understanding of the response to seismic events.

**AO2** − Application of knowledge and understanding in analysing and evaluating the benefits of globalisation in supporting the response to hazards.

Mark scheme

**Level 3 (7−9 marks)**

**AO1** − Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change. These underpin the response throughout.

**AO2** − Applies knowledge and understanding appropriately with detail. Connections and relationships between different aspects of study are fully developed with complete relevance. Analysis and evaluation is detailed and well supported with appropriate evidence. A well balanced and coherent argument is presented.

**Level 2 (4−6 marks)**

**AO1** − Demonstrates clear knowledge and understanding of concepts, processes, interactions and change. These are mostly relevant though there may be some minor inaccuracy.

**AO2** − Applies clear knowledge and understanding appropriately. Connections and relationships between different aspects of study are evident with some relevance. Analysis and evaluation evident and supported with clear and appropriate evidence. A clear but partial argument is presented.

**Level 1 (1−3 marks)**

**AO1** − Demonstrates basic knowledge and understanding of concepts, processes, interactions and change. This offers limited relevance with inaccuracy.

**AO2** − Applies limited knowledge and understanding. Connections and relationships between different aspects of study are basic with limited relevance. Analysis and evaluation basic and supported with limited appropriate evidence. A basic argument is presented

Notes for answers

**AO1**

•   Factors in globalisation include the development of technologies, systems and relationships, including financial, transport, security, communications, management and information systems and trade agreements. All of these factors have supported the process of globalisation, but also in times of crisis provide the same vehicles to provide essential support to countries suffering the impacts of natural disasters such as seismic hazards.

•   Case studies may include Japan 2011 or the Indian Ocean Tsunami in 2004 as major seismic events needing integrated international effort as part of a global response. Other seismic events such as Haiti in 2010 or Sichuan in 2008 may also feature. The focus must consider responses to the event.

**AO2**

•   Analysis − In a crisis following a global seismic event, factors in globalisation invariably support the response to the event.

•   Analysis − Technology is used to aid communication and transport bringing immediate relief to affected areas.

•   Analysis − Technology allows family members to communicate across great distances, especially important in times of crisis where families are separated.

•   Analysis − Countries use their own aid budgets to support seismic events which require the combined efforts of nations to support in response, especially important where countries lack the resource to address the issues independently.

•   Evaluation − It really depends upon the supporting material but there must be some assessment of the value / importance of the support facilitated by global action in responding to seismic events.

•   Evaluation − More sophisticated responses should show awareness of the lack of consistency around the global response to seismic hazards. There are a number of complicating issues which factors in globalisation cannot alone solve. Political alliances / situations, stages of development, levels of corruptions and internal conflicts are just some of the issues which hinder the response to major seismic events.

•   Overall evaluation − There should be some overall assessment of the importance of factors in globalisation in supporting the response to seismic hazards.

**AO1 = 4, AO2 = 5**

**[Total 9 marks]**

**Q7.**

**AO3** − Uses the graph to analyse the main trends and relationships shown within the data. Also shows awareness of anomalies and evidence of data manipulation.

Mark scheme

**Level 2 (4−6 marks)**

**AO3** − Clear analysis of the quantitative evidence provided, which makes appropriate use of data in support. Clear connection(s) between different aspects of the data and evidence.

**Level 1 (1−3 marks)**

**AO3** − Basic analysis of the quantitative evidence provided, which makes limited use of data and evidence in support. Basic connection(s) between different aspects of the data and evidence.

Notes for answers

**AO3**

•   In broad terms, manufacturing output is increasing for all countries at a time when employment for all countries has shown a decrease (based upon the 1970 baseline).

•   More sophisticated response may point towards the increased productivity suggested by the data. The USA has a peak output of around 300% of the 1970 baseline in 2006 but only 75% of the employment levels in this sector.

•   One anomaly is Japan, which between 1983 and 1997, experienced an increased on employment based upon the 1970 based upon the 1970 baseline. Employment was approximately 5% above the 1970 baseline.

•   Some may manipulate data in support – for example, Japan’s employment in manufacturing is around 75% of the 1970 baseline whereas Sweden’s is approximately 25% lower than this at only 50%.

•   Whilst all have experienced decline in manufacturing employment, there is considerable variation and fluctuation. For example, Sweden in the early 1990s saw a significant decline, whereas, Japan’s employment in this sector actually increased.

•   In broad terms productivity has shown much more variation than employment levels. Whilst all three countries have considerably increased productivity over the period there has been considerable fluctuation.

•   One anomaly is 2007 output. All countries experience a sharp decline at an almost identical point in time. The decline is also by a very similar amount for all three countries.

**AO3 = 6**

**[Total 6 marks]**

**Q8.**

**AO1** – Knowledge and understanding of the impacts of globalisation – positive and negative. Knowledge and understanding of the changing characteristics of the distant place.

**AO2** – Applies this knowledge and understanding to assess the extent to which globalisation has changed the characteristics of the distant place studied.

Notes for answers

The question links different parts of the specification namely Global Systems & Global Governance and Changing Places, specifically the impacts of globalisation and changes in the developing character of the distant place.

Responses will vary considerably depending very much on the nature of the distant place and the impact globalisation has had. Any impact of globalisation is creditworthy, and students may consider a wide range of impacts such as growth, development, inequalities, conflict and environmental impacts. The context should be **change** in character in the distant place. The command is ‘critically assess’ so there should be a discursive element present. They are asked ‘with reference to distant place’ but the stem refers to places so they may be in another place and as long as the focus is on the distant place then this would be acceptable.

**AO1**

•   Knowledge and understanding of the characteristics of the distant place. This might include socio-economic characteristics, demographics, employment, built environment, land-use.

•   Knowledge and understanding of how the place characteristics have changed over time. Change over time could be described at a variety of scales and this will very much depend on the place chosen. For example, it may include change over the past century, or it may just be recent changes due to migration or a factory closure.

•   Knowledge of how changes over time affect the character and / or lived experience in the place chosen.

•   Background knowledge of the place and factors affecting the nature of the place.

•   Knowledge and understanding of the concept of globalisation.

•   Generic awareness of the impacts of globalisation. Clone towns remove place identity. Deindustrialisation due to competition from abroad causes unemployment and inner city decline.

**AO2**

•   Links between globalisation and the place will very much depend on the place used.

•   Analysis of how globalisation has impacted on the distant place. A multinational company may have built a factory increasing employment and improving local infrastructure. Deindustrialisation could have caused factories to close, leaving derelict buildings making the area look neglected.

•   Analysis of how globalisation has had a positive transformation on the place chosen. For example, in Rusholme, immigration in the 1960s means that there is a whole street dominated by Asian restaurants and shops. The ‘Curry Mile’ is famous and people come from a wide area, providing income for local businesses and jobs for inner-city residents.

•   Analysis of how globalisation has had a negative transformation. For example, Princesshay in Exeter used to be a shopping area of independent shops, now Exeter is the most cloned town in the UK and looks like any other town, stripping it of its identity.

•   Evaluation of the extent to which globalisation has had an impact on the place chosen. In Stratford, London, there has been a complete transformation; however much of this is the result of government policy and sports-led regeneration rather than globalisation.

•   Evaluation of the role of globalisation in changing places may consider the changes in demographic and cultural characteristics or economic changes. Migration as a result of greater interdependence may have encouraged different ethnic groups to move into the area. Lived experience is dramatically changed due to the arrival of different shops, religious buildings and traditions. Economic change as a result of TNCs moving onto the high street results in homogenisation of town centres meaning the loss of independent retailers and subsequent livelihoods.

•   There may be a comparison of the extent of the impact of globalisation in the distant place in relation to other places and the degree to which they have been transformed.

•   A legitimate response could consider other factors that have transformed a place as long as the focus is in determining the extent to which globalisation is a factor.

•   Overall assessment of the role of globalisation should consider the extent of change in the character and / or people’s lived experience in the distant place and an evaluation of the role played in that by globalisation.

Credit any other valid approach. Evaluation should be based upon preceding content.

**Level 4 (16–20 marks)**

•   Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question (AO2).

•   Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout (AO2).

•   Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).

•   Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout (AO1).

•   Full and accurate knowledge and understanding of key concepts and processes throughout (AO1).

•   Detailed awareness of scale and temporal change which is well integrated where appropriate (AO1).

**Level 3 (11–15 marks)**

•   Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question (AO2).

•   Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding (AO2).

•   Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).

•   Generally clear and relevant knowledge and understanding of place(s) and environments (AO1).

•   Generally clear and accurate knowledge and understanding of key concepts and processes (AO1).

•   Generally clear awareness of scale and temporal change which is integrated where appropriate (AO1).

**Level 2 (6–10 marks)**

•   Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question (AO2).

•   Some partially relevant analysis and evaluation in the application of knowledge and understanding (AO2).

•   Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).

•   Some relevant knowledge and understanding of place(s) and environments which is partially relevant (AO1).

•   Some knowledge and understanding of key concepts, processes and interactions and change (AO1).

•   Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies (AO1).

**Level 1 (1–5 marks)**

•   Very limited and/or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question (AO2).

•   Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence (AO2).

•   Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).

•   Very limited relevant knowledge and understanding of place(s) and environments (AO1).

•   Isolated knowledge and understanding of key concepts and processes (AO1).

•   Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies (AO1).

**Level 0 (0 marks)**

•   Nothing worthy of credit.

**AO1 = 10, AO2 = 10**

**[Total 20 marks]**

**Q9.**

**AO1** – Knowledge and understanding of environmental problems in one urban area and knowledge and understanding of the concept of globalisation and the dimensions of globalisation – flows of capital, labour, products, services and information, patterns of production, distribution and consumption.

**AO2** – Application of knowledge and understanding to analyse and evaluate the extent to which environmental problems are the result of globalisation.

Mark scheme

**Level 3 (7–9 marks)**

**AO1** – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change. These underpin the response throughout.

**AO2** – Applies knowledge and understanding appropriately with detail. Connections and relationships between different aspects of study are fully developed with complete relevance. Analysis and evaluation is detailed and well supported with appropriate evidence. A well balanced and coherent argument is presented.

**Level 2 (4–6 marks)**

**AO1** – Demonstrates some appropriate knowledge and understanding of concepts, processes, interactions and change. These are mostly relevant though there may be some minor inaccuracy.

**AO2** – Applies some knowledge and understanding appropriately. Connections and relationships between different aspects of study are emerging/evident with some relevance. Analysis and evaluation evident and supported with some appropriate evidence. A clear but partial argument is presented.

**Level 1 (1–3 marks)**

**AO1** – Demonstrates basic / limited knowledge and understanding of concepts, processes, interactions and change. These offer limited relevance with inaccuracy.

**AO2** – Applies limited knowledge and understanding. Connections and relationships between different aspects of study are basic with limited relevance. Analysis and evaluation basic and supported with limited appropriate evidence. A basic argument is presented.

Notes for answers

This question links two different units of the specification, namely contemporary urban environments and global systems and global governance. Students are required to assess the extent to which globalisation (GG) is responsible for environmental problems in one urban area (CUE). Responses will be very much dependent on the urban area chosen. They may take the view that globalisation is not the dominant factor, and this is acceptable as long as they present a valid alternative argument explaining why globalisation is not a factor.

**Max L1** for generic responses with no identifiable urban area. If more than one urban area included, credit best response.

**AO1**

•   Knowledge and understanding of environmental problems in urban areas. These might include dereliction, waste disposal, lack of green space, traffic congestion, air pollution and water pollution.

•   Case-study of one urban area. Understanding of the environmental problems found in the urban area.

•   Knowledge and understanding of the concept of globalisation – flows of money, labour and products. Patterns of industrialisation.

•   Knowledge and understanding of the issues resulting from globalisation such as unequal flows of money and people, ideas and technology.

**AO2**

•   Evaluation of the extent to which environmental problems in an urban area are the result of globalisation. For example, increased wealth in has led to an increase in waste. Dereliction of many former factories in urban areas in UK occurred as a result of globalisation as much industry was transferred to Asia.

•   Analysis of extent to which globalisation results in environmental problems in the urban area studied. For example, Bangalore produces 20 000 tonnes of e-waste a year. This is the result of increased flows of money in the IT sector with firms like Google having bases in the city. 90% of the waste is removed using the informal sector – poor slum dwellers sort the waste but with no regulations this causes further environmental problems as toxic chemicals are released into the environment.

•   Responses could consider how unequal flows of money impact on the ability of urban areas to deal with the environmental problem such as waste disposal. Many western cities are now able to export large volumes of their waste each year, reducing their waste problem. Analysis of how globalisation has caused a flow of labour into many cities such as Dhaka in Bangladesh with many global brands locating there. This causes water pollution due to increased dwellers in slums producing sewage.

•   Analysis of the extent to which environmental problems are not the result of globalisation. Water pollution in many European cities is the result of old sewage infrastructure and poor waste disposal practice, for example disposal of wet wipes and fat disposal into main sewers. Similarly air pollution resulting from traffic congestion is difficult to relate directly to globalisation.

•   Overall evaluation of the extent to globalisation of money is responsible for environmental problems should reflect whole response but will very much depend on the urban area chosen.

**Credit any other valid approach.**

**AO1 = 4**

**AO2 = 5**

**[Total 9 marks]**

**Q10.**

Point marked

Allow 1 mark per valid point with extra mark(s) for developed points (d). For example:

Notes for answers

Allow credit for specific knowledge and understanding of what trade agreements are and how they lead to globalisation. Candidates may also consider that trade agreements have occurred as a result of globalisation.

•   Trade agreements are formed by countries joining together to form a trade bloc that encourages trade between themselves and promotes economic co-operation (1), for example NAFTA (1)(d).

•   Trade agreements are a factor in globalisation by encouraging trade across a number of countries. This may lead to increased investment from other countries (1) for example Audi has built a factory in Mexico in order to gain access to other NAFTA countries (1).

•   Trade agreements can lead to people moving more freely to seek work in the trading bloc (1). This encourages globalisation by increasing links between countries as often supporting goods and services will follow (1)(d).

•   Bilateral agreements allow trade between two countries and can therefore enable greater flow of goods and labour between the two countries (1).

•   Without trade agreement some countries wouldn’t trade with others (1). Therefore, agreements such as the WTO which covers trade in goods, services and designs (1)(d) help trade flow freely by providing a forum for negotiations encouraging trade across the globe (1)(d).

•   However, it can also be argued that trade agreements are necessary because of globalisation (1). Countries need to act as bloc to be able to negotiate on a global scale due to unequal power (1)(d).

**The notes for answers are not exhaustive. Credit any valid points.**

Credit given for how lack of agreements, e.g. quotas and tariffs, will act against globalisation.

**AO4 = 4**

**[Total 4 marks]**

Examiner reports

**Q3.**

This cross-specification question proved quite challenging. It required students to link their knowledge of patterns of population change in one country or society to the extent to which globalisation was responsible for the pattern. Many students simply described AO1 knowledge of population change with only passing reference to globalisation. Some tried to fit the reasons for change to globalisation - for example by stating that the ‘one child policy’ was an example of globalisation. It would have been better for students to have looked at other influences with reference to globalisation as the question requires students to assess the extent of the contribution made by globalisation. Therefore, it would be perfectly legitimate to show why other factors made a larger contribution.

A wide range of countries featured frequently including the UK, China, Japan and Iran. Not surprisingly, the focus tended to be on migratory patterns rather than natural population change.

Clearer geographical thinking would have raised performance on this question, for example by considering important geographical concepts such as scale and temporal change in their responses.

**Q4.**

This cross-specification question proved quite challenging, requiring students to link their knowledge of water conflicts or society to the extent to which globalisation was responsible for the conflict. Many students simply set out their AO1 knowledge of water conflicts with only a passing reference to globalisation. The question required students to assess the extent of the contribution made by globalisation, so it would be perfectly legitimate to show why other factors such as climate change made a larger contribution.

Clearer geographical thinking would have raised performance on this question, for example by considering important geographical concepts such as scale and temporal change in their responses.

**Q5.**

Most students made use of Figure 1, by referring to containerisation. They were able to apply their own knowledge of this to the image and suggest how this had played a role in globalisation. Some students were able to suggest how transport enabled Iceland to have global links despite its geographical isolation. The question discriminated well, weaker answered focussed very heavily on ideas about containerisation, whereas the stronger responses considered the role of transport in relation to other factors such as communication. The weakest responses failed to refer to Figure 1 explicitly and simply provided generic responses about the links between transport and globalisation.

**Q7.**

Some students appeared to misunderstand the y axis. This was comparing each country’s employment and manufacturing output as a percentage of its own 1970 data. Essentially the data was indicating the increased productivity over time in the three countries, as well as subtle variations between them. It was not clear that all students understood this. Some tried to make comparisons which could not be evidenced e.g. that Japan had more people employed in manufacturing than the USA by 2010. These responses missed the opportunity to relate the percentages to the 1970 levels and instead incorrectly inferred comparisons of total numbers employed. Only 38% achieved Level 2 on this question with an average of 3.15 out of available marks. Those who drifted into reasons for the lower employment levels were applying knowledge (AO2) and therefore not answering the question. There was no credit for this approach.

**Q8.**

Many students struggled with this question. It was the cross-specification question where students were asked to apply knowledge from the *Global systems and global governance* unit to *Changing places*. Many students were able to do this successfully, drawing on their knowledge of factors in globalisation and applying it to their distant place. Supervising teachers should be reminded that place selection is the key to success. Students perform better where they have investigated the place chosen in depth either through fieldwork or secondary research. Scale of place is critical and studies of an area of a city such as Stratford are often more manageable and provide better outcomes than whole cites such as London. Some students produced very limited responses as they didn’t identify a distant place and instead chose a TNC or a whole country such as China. This is a good example of where students need to consider the question carefully and plan before launching into their response.

**Q9.**

This cross-specification question proved quite challenging, requiring students to link their knowledge of environmental problems in one urban area to the extent to which globalisation was responsible. Many students simply set out AO1 knowledge of environmental problems in their urban area with only passing reference to globalisation. Some students incorrectly used urban microclimates to exemplify environmental problems. The most commonly used urban areas were London and Mumbai. Many students did not note the ‘one’ in bold and covered two urban areas.

The most effective responses chose one area and then considered the extent to which globalisation contributed to their environmental problems. In these responses, environmental problems often went beyond air pollution, looking at waste disposal and urban sprawl. These were then linked effectively to the role played in causing them such as migration, TNCs and transport. These answers frequently incorporated extent by examining the degree to which other factors were responsible, such as government policies. A few students expressed a considered view that globalisation actually reduced environmental problems as it had provided a solution and increased wealth to deal with the problem.

Clearer geographical thinking would have raised students’ performances on this question, for example by considering important geographical concepts such as scale and temporal change in their responses.

**Q10.**

Most students had some knowledge of trade agreements and were able to illustrate it with examples. However, many were unable to explain how they are a factor in globalisation, simply stating the link and thereby failing to score maximum marks. Less effective responses considered the role of trade rather than trade agreements.