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**Edexcel**

Mark Scheme (Results)

October 2020

Pearson Edexcel GCE  
In Geography (9GE0)  
Paper 3

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question number	Explain the difference between colonial and neo-colonial mechanisms of maintaining power	Mark
1	<p style="text-align: center;"><b>AO1 (4 marks)</b></p> <p>Award <b>1</b> mark for identifying a key difference between colonial and neo-colonial mechanisms and a further <b>3</b> marks for expansion up to a maximum of <b>4</b> marks. For example:</p> <ul style="list-style-type: none"> <li>Colonial rule always involved the transference of control (sovereignty) of territory from one group, usually the indigenous to another (the Imperial power) whereas neo-colonialism involves no such transference of sovereignty (1) neo-colonial 'control' is exercised through indirect means, not direct (1) which include political, economic and cultural mechanisms (1) example of same – e.g. Use of global institutions such as WTO or TNC's (1)</li> </ul> <p><b>Accept any other appropriate response.</b></p>	<b>(4)</b>

Question number	Table 1 below shows data for the level of development of th 38 members of the United Nations that are landlocked countries.	Mark
2(a) (i)	<p>A Chi-squared test was used to establish whether the null or alternative hypothesis should be accepted. These hypotheses are:</p> <p><b><i>Null hypothesis:</i></b></p> <p><i>There is no significant association between the variable of level of development and being landlocked</i></p> <p><b><i>Alternative hypothesis:</i></b></p> <p><i>There is a significant association between the variable of level of development and being landlocked</i></p> <p>(i) Using the formula and the data in Table 1 below calculate the value of <math>X^2</math></p> <p style="text-align: right;">(2)</p>	<b>4</b>

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Show your working.

$$\chi^2 =$$

.....

Level of Development	Low Human Development	Medium Human Development	High Human Development	Very High Human Development
Observed	14	4	7	13
Expected	9.50	9.50	9.50	9.50
(O-E) <sup>2</sup>	20.25	30.25	6.25	12.25
(O-E) <sup>2</sup> / E	2.13	3.18	0.66	1.29

**Table 1**

**2 (a) (i)**

**AO3 (2 marks)**

**(4)**

1 mark for correct method i.e. adding the four different values of (O-E)<sup>2</sup> / E so 2.13+3.18+0.66+1.29 (1)

1 mark for correct result = 7.26 (1)

<p><b>Question number</b></p> <p><b>2(a) (ii)</b></p>	<p>(ii) To test the significance of this value for <math>X^2</math> the table below was used to determine which hypothesis should be accepted.</p> <table border="1" data-bbox="320 405 1193 663"> <tr> <td></td> <td>90% significant (0.1)</td> <td>95% significant (0.05)</td> <td>99% significant (0.01)</td> </tr> <tr> <td>Critical Value</td> <td>6.25</td> <td>7.81</td> <td>11.34</td> </tr> </table> <p>State the result of this test of significance</p> <p>.....</p> <p style="text-align: right;">(2)</p>		90% significant (0.1)	95% significant (0.05)	99% significant (0.01)	Critical Value	6.25	7.81	11.34	<p><b>Mark</b></p>
	90% significant (0.1)	95% significant (0.05)	99% significant (0.01)							
Critical Value	6.25	7.81	11.34							
<p><b>2 (a) (ii)</b></p>	<p style="text-align: center;"><b>AO3 (2 marks)</b></p> <p><b>Do not double-penalise - accept the candidates answer to 2 (a) (i)</b></p> <p>One mark for the significance level – the second mark for the acceptance/rejection of the hypotheses</p> <p>The result is significant at the 90% level (1) so we can accept the alternative hypothesis (1)</p> <p>Or - The result is below the 95% level (1) therefore we reject the alternative hypothesis and/or accept the null hypothesis (1)</p> <p><b>Accept alternative versions of this result</b></p>	<p><b>(2)</b></p>								

Question number		Mark
2 (b)	<p>(b) Explain why the result you have reached for the <math>X^2</math> test in 2 (a) (ii) may not be a reliable guide to the relationship between a country being landlocked and its level of development.</p> <p><b>Indicative content</b></p>	4
2(b)	<p style="text-align: center;"><b>AO3 (4 marks)</b></p> <p>For each reason, award <b>1</b> mark for identifying why this result may not be a reliable guide to the relationship between a country being landlocked and its level of development.</p> <p>The result is significant at the 90% level but not at 95% or 99% (1) so the relationship is not the strongest (possible) (1)</p> <p>The 38 'land-locked' countries may not tell the whole picture (1) if there are other countries that are land-locked not included (1)</p> <p>A statistical test such as this does not show a causal relationship (1) so further work would to be done to establish possible links (1)</p> <p>Definitions of 'development' change and/or are arbitrary (1) so this result might change year on year (1)</p> <p>Table suggests that the distribution is quite polarised (1) which suggests need for further research (1)</p> <p><b>Accept any other appropriate response.</b></p>	<p><b>(4)</b></p> <p><b>(1+1) + (1+1)</b></p>

<b>Question number</b>	<p>Study Figures 1, 2, 3a and 3b in Section A of the Resource Booklet,</p> <p>Analyse the evidence that the trade profile of Latin America might hinder its development.</p>
<b>3</b>	<p style="text-align: center;"><b>AO1 (4 marks)/AO3 (4 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Raw materials/Natural resources were the basic reason behind colonialism with its negative impact on development</li> <li>• And remain the basic motive behind neo-colonialism with its controversial impact on development – many of the TNCs extracting minerals are likely to be based in the USA or Europe</li> <li>• Car manufacture takes close in countries close to the USA – maybe branch plants in easy reach of that market</li> <li>• The oil trade data situation suggests that markets for refined oil are small in LA</li> <li>• Both modernisation and dependency theories argue that developing a manufacturing sector is central to economic development</li> <li>• Development based on minerals and other primary products is subject to global trends and exposed by the development of substitutes and alternatives</li> <li>• Many of countries have unequal social structures with winners and losers within countries</li> <li>• The winners may have a vested interest in maintaining the status quo thus both economic and social development is not in their interests</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• <b>Figure 2</b> shows the most important export of almost all LA countries is a raw or semi-processed material</li> <li>• <b>Figure 2</b> also shows a number of exceptions including Mexico (cars) – these exceptions are exclusively Caribbean or Central American</li> <li>• <b>Figure 3a</b> shows that it isn't just a question of the most important export (as shown on Figure 2) but goes deeper with four of top five LA exports are agricultural or mineral products</li> <li>• <b>Figure 3a</b> shows that cars are the only manufactured good in the top 5 exports whilst all the top 5 imports are processed or manufactured goods – also including automobiles</li> </ul>



	<ul style="list-style-type: none"> <li>• <b>Figure 3a</b> also shows that crude oil is the most important export whereas refined oil is the most important import</li> <li>• <b>Figure 3b</b> shows that the prices for ag/mining and fuels have fallen over time</li> <li>• <b>Figure 3b</b> shows that raw material prices rise in times of crisis and with the rise of China</li> <li>• <b>Figure 3b</b> also shows that this fall has been uneven but index prices have fallen from <math>&gt;1.2</math> to <math>&lt;0.6</math></li> </ul> <p><b>Accept any other appropriate responses.</b></p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Investigates the question/issue to produce a limited analysis of data/evidence, making few connections to geographical ideas. (AO3)</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant but may include some inaccuracies. (AO1)</li> <li>• Critically investigates the question/issue to produce an analysis of data/evidence, making some logical connections to geographical ideas, which are mostly relevant. (AO3)</li> </ul>
Level 3	7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Critically investigates the question/issue to produce a coherent analysis of data/evidence, making logical connections to relevant geographical ideas. (AO3)</li> </ul>

<p><b>Question number</b></p>	<p>Study Figure 4 and Figure 5 in Section A of the Resource Booklet</p> <p>Analyse the relationship between inequalities and the level of social and economic development.</p> <p><b>Indicative content</b></p>
<p><b>4</b></p>	<p style="text-align: center;"><b>AO1 (4 marks) AO3 (4 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Competing elites fought for control over LA but had the same motives – development for their own benefit</li> <li>• Industrialisation was not seen as a useful route to economic development for these elites</li> <li>• Land and income inequalities are closely related – map confirms this – there some (incomplete) evidence for a relationship between land ownership and inequality in LA</li> <li>• Trends in Gini suggest widening inequalities at many different scales</li> <li>• Broadly speaking countries that have more developed economies have lower Gini coefficients (less inequality) suggesting a relationship</li> <li>• Different rates of development progress can be related to globalisation and its associated policies</li> <li>• Free-market liberalisation (economic liberalisation/neo-liberalism) have contributed to these changes</li> <li>• Trade has created winners and losers at many scales</li> <li>• Inequalities in land ownership are both cause and a consequence of some types of development - especially dependency theory</li> <li>• Ruling elites will usually have political power as well as economic power</li> <li>• Not all LA countries feature on Figure 5 making analysis more difficult</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• <b>Figure 4</b> shows that the Gini-coefficients in most Latin American countries are very high by global standards</li> <li>• <b>Figure 4</b> also shows that the Gini-coefficients of African countries are also high although many are not recorded at all</li> <li>• <b>Figure 4</b> shows that the Gini-coefficients of European countries are generally the lowest, especially Scandinavian countries with several &lt;0.25</li> </ul>

	<ul style="list-style-type: none"> <li>• However <b>Figure 5</b> also the USA has the same level of inequality as, for example, Mexico</li> <li>• <b>Figure 5</b> shows very high concentrations of land ownership in most of the LA countries shown</li> <li>• <b>Figure 5</b> shows a LA average in which the 1% own &gt;50% on the land</li> <li>• <b>Figure 5</b> shows a range from 77% (Peru) to 18.7% (Uruguay)</li> </ul> <p><b>Accept any other appropriate response.</b></p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Investigates the question/issue to produce a limited analysis of data/evidence, making few connections to geographical ideas. (AO3)</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant but may include some inaccuracies. (AO1)</li> <li>• Critically investigates the question/issue to produce an analysis of data/evidence, making some logical connections to geographical ideas, which are mostly relevant. (AO3)</li> </ul>
Level 3	7-8	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Critically investigates the question/issue to produce a coherent analysis of data/evidence, making logical connections to relevant geographical ideas. (AO3)</li> </ul>

<b>Question number</b>	<p>Study the resources in Sections B of the Resource Booklet.</p> <p>Evaluate the view that economic development based on natural resources inevitably leads to environmental degradation.</p> <p style="text-align: right;">(18)</p>
<b>5</b>	<p style="text-align: center;"><b>AO1 (3 marks)/AO2 (9 marks)/AO3 (6 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Globalisation impacts on the environment</li> <li>• It can cause major environmental problems through the over-exploitation of resources.</li> <li>• Rural-urban migration can cause environmental challenges.</li> <li>• Increased international travel and trade can lead to environmental problems on both local/national and international scales.</li> <li>• There are ethical and environmental concerns about the sustainability of the global economic system.</li> <li>• There are significant changes to the carbon and water cycle caused by land-use changes.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• All economic development has to start with the extraction and/or the growth of resources.</li> <li>• Natural resources change over time as we develop the technology to use them.</li> <li>• The global division of labour was and, in some places, remains one whereby the developing world relies of the supply of raw materials</li> <li>• But this is simplistic given that the USA is a major exporter of agricultural products.</li> <li>• The destruction of natural environments in Latin America brings economic benefits to some but at great cost to the environment.</li> </ul>

<p><b>Question number</b></p>	<p>Study the resources in Sections B of the Resource Booklet.</p> <p>Evaluate the view that economic development based on natural resources inevitably leads to environmental degradation.</p> <p style="text-align: right;">(18)</p>
	<ul style="list-style-type: none"> <li>• Climate change is likely to accelerate this destruction.</li> <li>• There are significant positive feedback loops in both carbon and water cycles including rainforest destruction leading to further climate change which in turn accelerates global warming and so on.</li> <li>• There are efforts to reduce resource usage but they are not globally coordinated.</li> <li>• 'Inevitable' is a strong position but can be justified.</li> <li>• Kuznets suggests decline in environmental impact in post-industrial societies but that fits uneasily in a world of globalised production lines</li> <li>• High GDP per capita can facilitate research into energy sources and production methods that are cleaner suggesting a more positive impact</li> <li>• More sustainable options might be possible but there is a tension between capitalism and environmentalism with emerging countries playing a major role, including Brazil.</li> <li>• Political leadership that ignores the challenges of climate change because they deny the challenge e.g. Trump, Bolsanaro, are perhaps a temporary impediment to environmental protection.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• <b>Figure 6</b> shows that forest losses have been between 4 million km<sup>2</sup> and &gt;6 million km<sup>2</sup> in every year</li> <li>• <b>Figure 6</b> shows that cumulative losses have risen consistently</li> <li>• <b>Figure 6</b> shows that there are significant losses to commercial cropland</li> <li>• <b>Figure 6</b> suggests that carbon loss is very closely related to land-use change</li> <li>• <b>Figure 6 (text)</b> gives information about the relationship between raw material exploitation and environmental losses</li> <li>• <b>Figure 6 (text)</b> suggests that land use change is the second largest cause of anthropogenic carbon emissions which also impacts on biodiversity</li> <li>• <b>Figure 6 (text)</b> also identifies LA as the global region most responsible for these land use changes</li> </ul>

<b>Question number</b>	<p>Study the resources in Sections B of the Resource Booklet.</p> <p>Evaluate the view that economic development based on natural resources inevitably leads to environmental degradation.</p> <p style="text-align: right;">(18)</p>
	<ul style="list-style-type: none"> <li>• <b>Figure 6 (text)</b> suggests inequalities play a role in forest losses with displaced peasant farmers</li> <li>• <b>Figure 7</b> shows that future climate change will have a considerable but varied impact on Latin America with changing patterns of precipitation</li> <li>• <b>Figure 7</b> shows that there are several climate change hotspots, not least Amazonia</li> <li>• <b>Figure 7</b> shows that there will be a sharp increase in extinctions because of climate change</li> <li>• <b>Figure 7</b> shows that depletion of fisheries is likely and coral reefs are under threat</li> <li>• <b>Figure 7</b> shows melting glaciers in the Andes</li> <li>• <b>Figure 7</b> shows significant sea level rise on eastern coasts of Mexico and Honduras poses a significant threat as it does to as coastal cities</li> </ul> <p><b>Accept any other appropriate response.</b></p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas, making limited and rarely logical connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)</li> <li>• Makes superficial judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3)</li> </ul>

Level	Mark	Descriptor
		<ul style="list-style-type: none"> <li>• Investigates the question/issue to produce a limited interpretation of quantitative and qualitative data/evidence, but lacks meaningful connections to geographical ideas from across the course of study. (AO3)</li> </ul>
Level 2	7–12	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant but may include some inaccuracies. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas to find some logical connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is supported by some evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an argument that may be unbalanced or partially coherent. (AO2)</li> <li>• Makes some valid judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3)</li> <li>• Investigates the question/issue to produce an interpretation of quantitative and qualitative data/evidence, making some meaningful connections to geographical ideas from across the course of study. (AO3)</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)</li> </ul>

Level	Mark	Descriptor
		<ul style="list-style-type: none"><li data-bbox="533 286 1369 412">• Makes valid judgements about the value and reliability of quantitative and qualitative data/evidence throughout. (AO3)</li><li data-bbox="533 425 1388 629">• Critically investigates the question/issue to produce a coherent interpretation of quantitative and qualitative data/evidence, making meaningful connections to relevant geographical ideas from across the course of study throughout the response. (AO3)</li></ul>



<b>Question number</b>	<p>Evaluate the view that Latin American countries cannot develop whilst the USA remains the dominant global superpower. <b>(24)</b></p> <p><b>Indicative content</b></p>
<b>6</b>	<p style="text-align: center;"><b>AO1 (4 marks)/AO2 (12 marks)/AO3 (8 marks)</b></p> <p><b>Marking instructions</b></p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p><b>Indicative content guidance</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>There is no 'correct' answer here, although answers that argue that whilst climate change is significant in the long term the short term threats of political disputes and trading issues are more of a threat in the short term, are likely to dominate</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• The USA is the dominant military power and exercises substantial economic power although not unchallenged</li> <li>• Globalisation in its current version has widened the development gap.</li> <li>• There are winners and losers on many scales.</li> <li>• Inequalities within countries are closely related to the political system and power relations.</li> <li>• Superpowers and emerging countries have substantial resource demands which have affected the environment negatively.</li> <li>• Resource usage is very uneven and probably not sustainable.</li> <li>• There are important IGOs that control the world economy including the IMF, WTO and World Bank.</li> <li>• TNCs are important in the global economy and the global economy</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• The globalisation and the global 'system' are contested terms and global inequalities can be both defined and quantified in many ways.</li> <li>• Benefits of globalization may be economic but also social, political, cultural and environmental but they unevenly spread in most Latin American countries.</li> <li>• The gap between rich and poor has increased partly because of the distribution of power in the global economy.</li> <li>• Global institutions including IGOs and TNCs are largely if not exclusively controlled by the USA, Europe and Japan – some emerging countries are challenging this uneven distribution of power.</li> </ul>

<b>Question number</b>	Evaluate the view that Latin American countries cannot develop whilst the USA remains the dominant global superpower. <b>(24)</b>  <b>Indicative content</b>
	<ul style="list-style-type: none"> <li>• There is a long history of self-interest in both colonialism and neo-colonialism – the USA has been the dominant neo-colonial power in Latin America</li> <li>• Environmental inequalities are ultimately of global concern but the ‘local’ impact is largely although not exclusively worse in the developing world.</li> <li>• The international division of labour involves a race to the bottom in the search for cheaper labour costs and other inputs which is driven by TNCs and facilitated by free trade rules.</li> <li>• The current global system shifts surplus (and profits) from developing world to develop including the USA although not exclusively so.</li> <li>• Some countries have made progress in both GDP growth and in terms of the (broader) HDI, notably China but also other emerging countries.</li> <li>• In most cases this has led to improvements in the standard of living for most but not all of their populations, however their environments have suffered and sustainability is in question both for economic growth and long-term social stability which should be considered part of ‘sustainable’ development.</li> <li>• So the impact on ‘countries’ is uneven both between and within these countries.</li> <li>• Inequalities in many domains (economic, social and political) within countries have increased as CEOs and elites have profited from the global system whilst others have seen secondary jobs disappear.</li> <li>• Globalisation has in the view of some been responsible for growing inequalities because of its association with neo-liberal policies (above all free-trade, privatization and deregulation.</li> <li>• Its supporters point to growth in trade and global incomes as well as numbers lifted out of poverty but evidence form Latin America is nuanced</li> <li>• Latin American elites have been content to collaborate in maintaining these inequalities – in other words the USA has needed allies on the ground.</li> <li>• A possible paradox arises that if inequalities are a consequence of US supported globalisation correcting those inequalities might only be achieved by retreating from a fully globalised world, as with Bolivia.</li> <li>• Bolivia’s recent history suggest tensions between globalisation (in some of its forms) and economic growth, equity and political empowerment for small countries.</li> <li>• Morales’s reforms suggest that there are other pathways, but these may conflict with the wishes of superpowers, especially the USA.</li> </ul>

<b>Question number</b>	Evaluate the view that Latin American countries cannot develop whilst the USA remains the dominant global superpower. <b>(24)</b>  <b>Indicative content</b>
	<ul style="list-style-type: none"> <li>• Bolivia’s model of development suggests a retreat from globalisation – could also be taken as evidence that development is possible by seeking new partners despite the objections of the USA</li> <li>• USA under Trump is/was a very different state and there is no obvious reason to believe that China will be any less avaricious in its motivation(s) should it challenge the USA’s ‘backyard’ role.</li> <li>• An alternative view would be that ‘Latin American countries cannot develop in a world dominated by global institutions that are controlled by superpowers’</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• <b>Table 1</b> suggests that physical Geography may have some role in development</li> <li>• <b>Figure 1 (text)</b> suggests a very long history of inequalities with few benefits for the indigenous people (long before the USA was even a state)</li> <li>• <b>Figure 2</b> shows that most developed countries export manufactured goods whereas most developing countries rely on raw material and agricultural exports.</li> <li>• <b>Figure 3a</b> reinforces Figure 2 from a Latin American point of view.</li> <li>• <b>Figure 3b</b> suggests that the terms of trade move against the supply regions such as Latin America reinforcing the negative impact of neo-colonialism.</li> <li>• <b>Figure 4</b> shows that huge inequalities are a major characteristic of Latin American societies and product of its economic development .</li> <li>• <b>Figure 5 (and later Figure 10 and text)</b> reinforce the idea that land ownership and wealth is deeply skewed in Latin America as a consequence of its dependence on exporting raw materials.</li> <li>• <b>Figures 6 and 7</b> show how the current model of development is likely to be very damaging to the environment.</li> <li>• <b>Figure 8</b> (and text) shows that the USA has been a very significant power in the ‘backyard’ in which it has exercised both ‘hard power’ and ‘soft power’</li> <li>• <b>Figure 9 (text)</b> provides evidence both of the physical challenges but also colonial history (Potosi).</li> <li>• <b>Figure 9 (photos)</b> suggest evidence for the internal divisions and the challenges of its geography but also shows the damage done by commercial agriculture.</li> <li>• <b>Figure 9</b> also provides evidence that Bolivia’s poverty may also be a consequence of its internal geography – the physical challenges –.</li> </ul>

<b>Question number</b>	Evaluate the view that Latin American countries cannot develop whilst the USA remains the dominant global superpower. <b>(24)</b>  <b>Indicative content</b>
	<ul style="list-style-type: none"><li>• <b>Figure 10 (text)</b> suggests alternative methods of development are available but also the risks of that pathway in exposing internal divisions in that country.</li><li>• <b>Figure 10</b> illustrates the extraordinary levels of poverty (% poverty of over 98% in the top quintile)</li><li>• <b>Figure 11 (text)</b> provides some evidence that China is keen to replace the USA as the regional (super)power of choice.</li><li>• <b>Figure 11 (text and photo)</b> suggests that there may be environmental and cultural issues with future development plans.</li><li>• Some of the data is potentially unreliable because of its date (not always specified) or its selectivity (Figure 5)</li></ul>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-6	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas, making limited and rarely logical connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)</li> <li>• Makes superficial judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3)</li> <li>• Investigates the question/issue to produce a limited interpretation of quantitative and qualitative data/evidence, but lacks meaningful connections to geographical ideas from across the course of study. (AO3)</li> </ul>

Level	Mark	Descriptor
Level 2	7-12	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)</li> <li>• Makes some valid judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3)</li> <li>• Investigates the question/issue to produce an interpretation of quantitative and qualitative data/evidence, making few connections to geographical ideas from across the course of study, which may not be meaningful. (AO3)</li> </ul>

Level	Mark	Descriptor
Level 3	13-18	<ul style="list-style-type: none"> <li>• Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is supported by some evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)</li> <li>• Makes mostly valid judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3)</li> <li>• Critically investigates the question/issue to produce a coherent interpretation of quantitative and qualitative data/evidence, making connections to relevant geographical ideas from across the course of study, some of which are meaningful. (AO3)</li> </ul>

Level	Mark	Descriptor
Level 4	19-24	<ul style="list-style-type: none"> <li>• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)</li> <li>• Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2)</li> <li>• Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)</li> <li>• Makes valid judgements about the value and reliability of quantitative and qualitative data/evidence throughout. (AO3)</li> <li>• Critically investigates the question/issue to produce a coherent interpretation of quantitative and qualitative data/evidence, comprehensively making meaningful connections to relevant geographical ideas from across the course of study throughout the response. (AO3)</li> </ul>



