

Paper 3 Mark scheme

Question number	Indicative content	Mark
1	<p style="text-align: center;">AO1 (4 marks)</p> <p>Award 1 mark for identifying a reason why globalisation can create inequalities (at any scale), and a further 3 marks for expansion up to a maximum of 4 marks. For example:</p> <ul style="list-style-type: none"> Globalisation has individual winners and losers (1) because some can take advantage of free trade and/or deregulation (1) which leads to increased salaries/profits (1) whilst others lose jobs/employment with shifting patterns of production (1). Globalisation has national winners and losers (1) because some states are able to take advantage of new trade/capital conditions to increase GDP (1) whilst others are 'switched-off' places because of (1) different flexibility in their economic policies and/or attitudes to neo-liberalism (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Indicative content	Mark
2 (a) (i)	<p style="text-align: center;">AO3 (2 marks)</p> <p>Award 1 mark for correct identification of five cohorts to be aggregated 13.0+19.4+14.4+10.5+7.6 (1)</p> <p>Award 1 mark for the correct value of = 64.9%</p>	(2)
Question number	Indicative content	Mark
2 (a) (ii)	<p style="text-align: center;">AO3 (2 marks)</p> <p>Award 1 mark for correct calculation of the income share of both quintiles: Top 20% allow between 53% and 55%. Bottom 20% allow anything between 7% and 8%. (1)</p> <p>Award 1 mark for correct expression of ratio in range 7.8:1 to 6.7:1 (1)</p> <p>If error(s) carries forward allow ratio mark if calculation 'correct'.</p>	(2)
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2(b)	<p style="text-align: center;">A03 (4 marks)</p> <p>For each reason, award 1 mark for identifying why the mean GDP per capita might be unreliable. For example:</p> <ul style="list-style-type: none"> • The data is non-normally distributed (1) with a right skew (1) so the mean will be higher than the median (1) and the modal class (1) so proportion with incomes under the mean always >50% (1). • GDP may be based on poorly gathered data (1) with inaccurate measurement of income/production as with the 'black economy' (1) or non-declaration of higher income earners (1) so mean may be lower/higher than recorded (1) • It is unclear/contested how GDP per capita relates to development (1) as other factors contribute to most definitions of development (1) such as education levels and/or life expectancy(1) as with the HDI (1). <p>Accept any other appropriate response.</p>	(4)
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3	<p style="text-align: center;">AO1 (4 marks)/AO3 (4 marks)</p> <p>Marking instructions</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>Indicative content guidance</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>AO1</p> <ul style="list-style-type: none"> • GDP measures the total value of goods and services produced in an economy over a given time period. • Wages are paid from the value of those goods/services produced and in most economies the rest is made up of profit. • Since the 1970s real wages have stagnated in many countries whilst profits have increased, which will affect the relationship. • Not everyone earns a wage/salary so different levels of dependency in a population structure will affect the relationship. • Inequality of income distribution will mean that national average wage is as misleading a figure as GDP per capita. • There will be variations in taxation rates from country to country, which may account for some of the differences. <p>AO3</p> <ul style="list-style-type: none"> • Generally, national average salary levels are higher than GDP per capita levels – this is true of all but the ‘top’ four countries listed. • The relationship is not clear with obvious examples of countries where wages are relatively high but GDP per capita relatively low (e.g. Denmark). • The data for national average salary may be as unreliable as the data for GDP per capita. • Hong Kong has the lowest salary/wage level with GDP per capita more than double the wage level. • Singapore and Hong Kong have the largest gaps suggesting that there is something particular about these economies. • A Spearman test of correlation on this data would probably result in a null hypotheses having to be accepted. • There are only 16 developed countries shown on Figure 4 so one would need data from many more countries at different stages of development to make more definitive statements about the relationship. <p>Accept any other appropriate response.</p>

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	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Investigates the question/issue to produce a limited analysis of data/evidence, making few connections to geographical ideas. (AO3)
Level 2	4–6	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant but may include some inaccuracies. (AO1) • Critically investigates the question/issue to produce an analysis of data/evidence, making some logical connections to geographical ideas, which are mostly relevant. (AO3)
Level 3	7–8	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Critically investigates the question/issue to produce a coherent analysis of data/evidence, making logical connections to relevant geographical ideas. (AO3)

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4	<p style="text-align: center;">AO1 (4 marks) AO3 (4 marks)</p> <p>Marking instructions</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>Indicative content guidance</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>AO1</p> <ul style="list-style-type: none"> • Small countries have fewer resources and thus more need to trade – it is also likely that they will need to have more personal and political contact with neighbours, hence having higher scores in measures of globalisation. • Countries that belong to large trade blocs (e.g. EU) are inevitably likely to have more contact in many domains with their neighbours, and therefore higher scores. • Some countries have pursued policies that promote movement across borders as a route to development – Singapore is a prime example of this. • Higher scores on globalisation indexes might reflect greater global power (e.g. USA) with, for example, more embassies and more TNCs with global reach. • Higher scores on globalisation indexes might reflect greater wealth allowing, for example, more technical connectivity as on the AT Kearney index. <p>AO3</p> <ul style="list-style-type: none"> • 5 of the 10 countries appear on both lists suggesting some similarity in the criteria used. • 9 out of 10 countries on Figure 5 are European states but Figure 6 list features only 4. • Figure 6 is much more varied geographically including ‘surprising’ countries such as Jordan and Estonia. • Scores very close for Figure 5 with little to choose between the top 10, whilst Figure 6 data has closely bunched 3-10 but Singapore and Hong Kong stand apart. • Much more variety in importance of constituent elements in Figure 6 data, for example United States scores very highly for ‘technological connectivity’ but poorly for ‘economic integration’ and ‘personal contact’. • Suggests choice of variable has large impact on outcomes. <p>Accept any other appropriate response.</p>

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Level 2	4–6	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant but may include some inaccuracies. (AO1) • Critically investigates the question/issue to produce an analysis of data/evidence, making some logical connections to geographical ideas, which are mostly relevant. (AO3)
Level 3	7–8	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Critically investigates the question/issue to produce a coherent analysis of data/evidence, making logical connections to relevant geographical ideas. (AO3)

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5	<p data-bbox="542 260 1240 291" style="text-align: center;">AO1 (3 marks)/AO2 (9 marks)/AO3 (6 marks)</p> <p data-bbox="350 394 659 426">Marking instructions</p> <p data-bbox="350 436 1390 506">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 data-bbox="350 520 769 552">Indicative content guidance</p> <p data-bbox="350 562 1419 669">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 data-bbox="350 684 412 716">AO1</p> <ul data-bbox="399 722 1427 1010" style="list-style-type: none"> • Globalisation in some states, including Singapore, has created greater inequalities. • Inequalities can threaten the sustainability of some economic growth models and can pose threats to social cohesion. • Economic growth can bring benefits for some but also creates pressures on the environment. • Population growth through in-migration will change the nature of specific cultures and national identity. <p data-bbox="350 1016 412 1047">AO2</p> <ul data-bbox="399 1054 1427 1885" style="list-style-type: none"> • Singapore's population growth is a necessary consequence of its absence of any other resources. • In order to sustain its economic growth it needs to maintain population growth but this will place some strains on its resource base such as energy and water usage. • Population growth may result in a degradation of Singapore's environment with more high-rise buildings and more overcrowding. • City-states, both real such as Singapore and ersatz such as Hong Kong, are inevitably going to have high eco/carbon footprints because of their resource shortages. • All cities are dependent on imports (e.g. London) but only Singapore is a city- state so comparisons with other states are unrealistic. • For a city-state (as opposed to a state such as the USA) rapid economic growth is inevitably going to lead to more trade therefore more impact on the environment. • Economic sustainability is highly dependent on international economic health and also on attitudes to tax havens. • Growing inequalities may threaten the long-term model with low wages and migrant labour without minimum wage legislation posing threats to Singapore's social cohesion. • The management of both water and energy needs presents evidence in both directions – for example water management includes the growth of desalination, which is energy intensive, but also recycling of water which

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	<p>is energy neutral.</p> <ul style="list-style-type: none"> • The existence of an authoritarian government suggests some challenges for addressing the long-term issues (e.g. recognition of democratic rights) but also provides a power base that may be efficient in addressing the challenges given its track record of creating growth. <p>AO3</p> <ul style="list-style-type: none"> • Economic growth is strong with a transformation of GDP from \$500 to \$55 000 in its 50- year history. • Figures 2 and 3 show high levels of inequalities that pose challenges for sustainability. • The constriction of lack of land (710km²) places physical constraints on growth. • Figure 7 and text suggest that land use planning includes considerable areas of heavy industry but also mixed land use. • Dependence on imported water is a limitation on sustainability but being addressed with new sources being explored. • Figure 9 suggests that tourism is part of the economy but also that there are attempts to conserve water in a sustainable way. • With a high carbon footprint there are issues surrounding energy sustainability. <p>Accept any other appropriate response.</p>

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Level 1	1–6	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical information/ideas, making limited and rarely logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2) • 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) • Makes superficial judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3) • 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)
Level 2	7–12	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant but may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas to find some logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is supported by some evidence. (AO2) • 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) • Makes some valid judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3) • 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)
Level 3	13–18	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2)

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6	<p style="text-align: center;">AO1 (4 marks)/AO2 (12 marks)/AO3 (8 marks)</p> <p>Marking instructions</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>Indicative content guidance</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 'more curse than blessing' are likely to be the most common; answers should present both sides and use evidence from the Resource Booklet to support their assertions.</p> <p>AO1</p> <ul style="list-style-type: none"> • There are contrasting development theories that are not compatible/commensurate and so provide very different models/strategies for developing countries. • Modernisation theories suggest that the growth of a manufacturing industry based on the establishment of (capitalist) institutions is central to economic growth. • On the other hand, dependency (and world systems) theory suggests that the global system is organised in such a way to prevent developing countries from establishing their own manufacturing base. • Asian Tigers have been used as 'models' especially in terms of their institutions, including governance and education. <p>AO2</p> <p>Possible arguments for 'much to learn'.</p> <ul style="list-style-type: none"> • Singapore's high rankings in globalisation indices suggests that it is a very open economy and society that is 'switched on', which will encourage inward investment in a pro-business environment. • The role of central planning from a strong state has been replicated in many emerging economies, most notably in South Korea. • An authoritarian democracy can push through much needed reforms much more quickly than more accountable states, which might, consequentially, lead to faster growth. • The importance of developing an infrastructure that facilitates economic growth is significant – in Singapore this includes housing, transport and energy and water management. • The role of education is important especially for countries with limited natural resources so investment in education becomes vital. • Political independence needs to be followed by economic independence, which is also a function of a strongly centralised state. • A low- tax regime and the establishment of a 'tax haven' encourages inward investment and attracts skilled workers from overseas who boost GDP per capita. • Deregulating capital movements has attracted inward investment that will promote growth in many sectors but especially in tertiary services such as banking, accountancy and corporate law.

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	<p>Possible arguments against 'much to learn'</p> <ul style="list-style-type: none"> • Models generalise truths and provide hypotheses for future study but Singapore is untypical in many ways so not a good model. • Singapore is a city-state, unlike any other country, so any 'lessons' need to be interpreted very carefully giving that it has no poor hinterland (e.g. unlike China/India) • Singapore is a major port – much of its economic wealth is based on that so land-locked countries (Bolivia) or remote SIDs (Small Island Developing States e.g. Tuvalu) cannot reasonably learn much from Singapore. • Its global location is vital to its development and cannot be replicated by states in less favourable locations on international trade routes or with such important neighbours (e.g. China). • Political freedom appears to have been compromised suggesting a narrow interpretation of what constitutes development. • The role of migrant labour is obviously significant and its omission from the published data suggests that the level of development of the whole population has been overstated. • Singapore is completely dependent on imported energy and, to a lesser extent, water – presumably it also imports all of its food – this makes it hard to support the idea that it is an ideal model of development. • The model is a form of state led capitalism, which may not be ideologically attractive or acceptable in a different social and cultural context. • There may also be ideological objections and international action to prevent the emergence of yet another global tax haven making the Singapore 'Way' a thing of the past. <p>AO3</p> <ul style="list-style-type: none"> • Figure 1 shows Singapore's global position and the proximity of important trading partners. • The preamble to Figure 1 suggests that Singapore has developed dramatically despite many obstacles, including the possible risks of population growth. • Figure 2 shows that inequalities are very considerable with high income groups creating a right-skewed profile at the extreme end of developed states. • Figure 3 reinforces the idea of inequalities with very wide disparities between top and bottom quintiles. • Figure 4 suggests that growth has not benefitted all and the preamble to Figure 3 underlines the fallibility of the data both with migrant workers excluded and a low- tax economy attracting inward investment from global 'winners' that distorts the data. • Figures 5 and 6 present a view of Singapore suggesting that it is highly globalised – 5th on the KOF index, 1st on the AT Kearney index suggesting that encouraging 'globalisation' as defined by these indices might lead to high GDP per capita. • Figures 7, 8, 9 and 10 and their preambles present a nuanced view of the costs/benefits of this type of development for social, economic and environmental sustainability.

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	<ul style="list-style-type: none"> • The preamble to Figure 11 identifies the Asian Tiger economies but also suggests that political leadership was/is important. • The preamble to Figure 11 also suggests that trade is vital to Singapore's growth but data shows that exports and imports are often the same products/commodities. • Figure 11 shows the importance of state planning in the growth of the economy.

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Level 2	7-12	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2) • Makes some valid judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3) • 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)

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Level 3	13-18	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1) • Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is supported by some evidence. (AO2) • 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) • Makes mostly valid judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3) • 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)
Level 4	19-24	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2) • 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) • Makes valid judgements about the value and reliability of quantitative and qualitative data/evidence throughout. (AO3) • 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)