International Advanced Level Geography

Unit 1 WGE01
Global Challenges – Section B
Exemplar scripts with examiner commentaries

Issue 1. June 2017 examination series

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Introduction

This guide has been created using student responses to the 2017 International A Level Paper 1 (WGEO/01). The answers and examiner commentaries in this guide can be used to show the standards in the IAL Geography assessment. The guide will focus on a variety of questions across the paper. From questions 1-4, in section A*, focus is on questions which require students to apply their geographical skills, for example how to tackle describing distribution or interpreting scatter graphs, or how to apply knowledge and understanding of concepts to command words. All aspects of Section B, the extended writing topics, are covered to exemplify elements of good practice.

Paper 1 Global Challenges focuses on the meaning, the causes and the management of global challenges as well as how we can influence global challenges through our own attitudes and actions. There are two compulsory topics:

1) Topic 1 – World at risk

2) Topic 2 Going Global.

Both topics are covered in sections A and B of the paper:

- Section A: data response, knowledge based and level-marked questions
- Section B: choice of World at Risk or Going Global longer essay questions.

Paper 1 is worth 60% of the IAS total marks and 30% of the IAL total marks. The examination is 1 hour and 45 minutes and totals 90 marks. Section A is made up of 4 questions, broken down into MCQ, data-response, short-answer and open-ended questions, each totalling 15 marks. Section B comprises of 2 extended writing questions, a 10 mark data response and a 20 mark essay question.

Our command words are defined in our specification, please see page 95, and will remain the same for the lifetime of the specification. Questions will only ever use a single command word and command words are used consistently across question types and mark tariffs.

This document should be used alongside other IAL Geography teaching and learning materials available on the website here.

The May/June 2017 WGE01 Question paper, mark scheme and examiner report are here.

*Section A in a different document

Exemplar scripts Section B

Example 1 – Question 5 (a)

Study Figure 5 in the Resource Booklet.

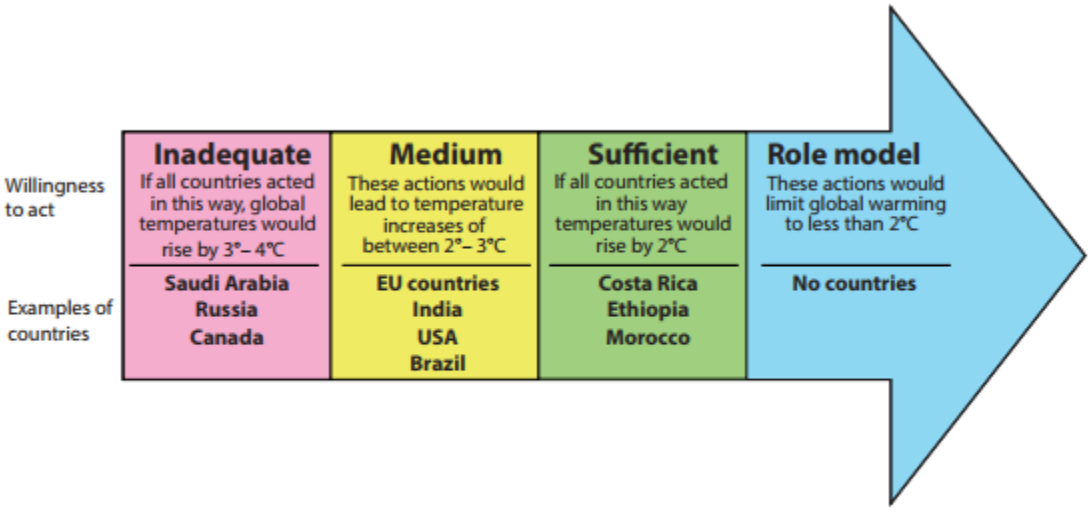


Figure 5

Willingness to act to reduce emissions at the 2015 Paris climate change summit

(a) Explain why some countries are more willing to take greater actions to reduce emissions.

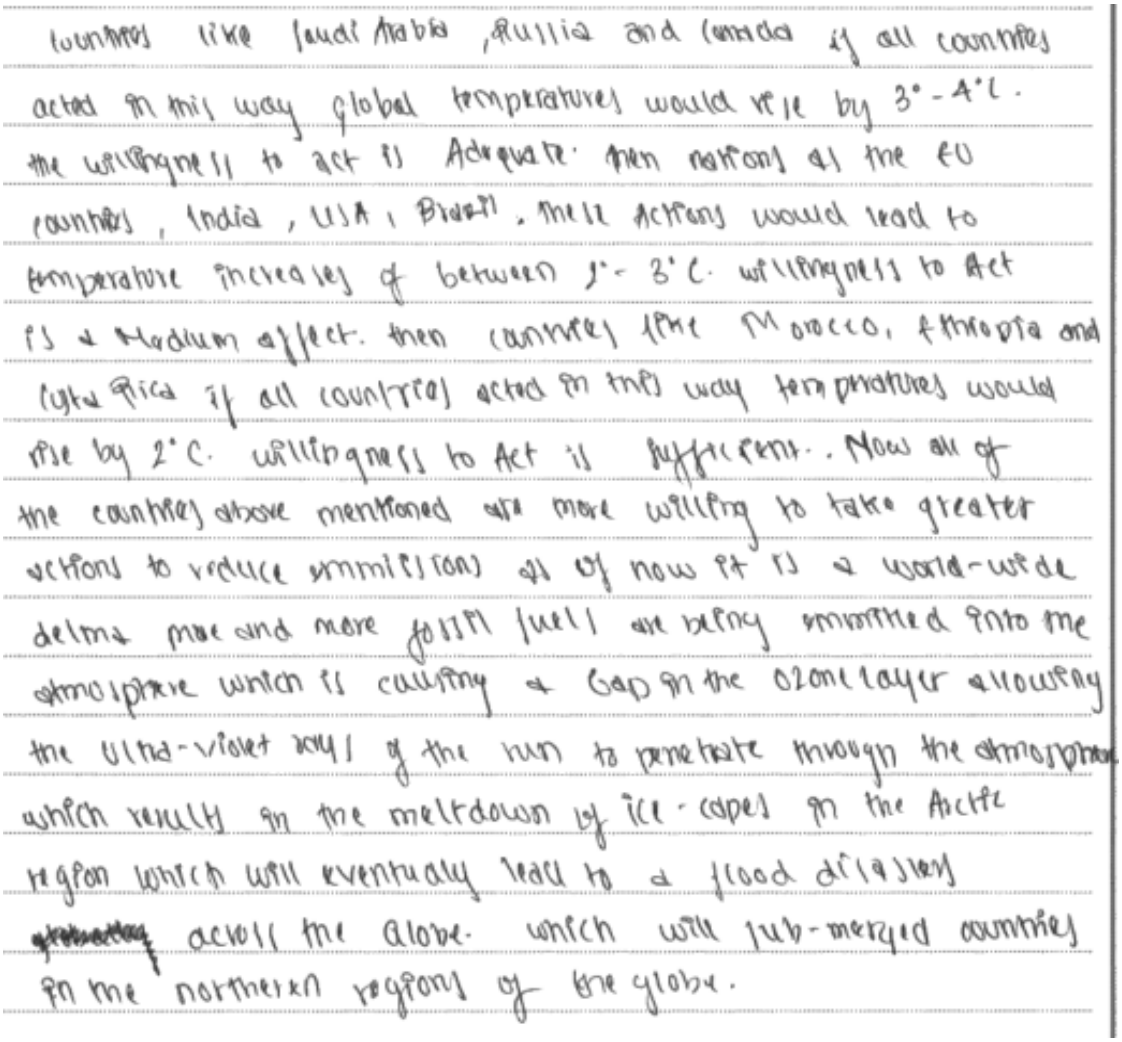
(10)

Mark Scheme

Question number	Explain why some countries are more willing to take greater actions to reduce emissions. (10 marks)	
5 (a)	**AO1 (5 marks)/AO2 (5 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** 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: AO1: • No countries are 'role models' implying that no country on Earth has been prepared to do what scientists deem necessary to mitigate against climate change. • The 'sufficient' countries are all developing / emerging rather than developed countries. • Some might note that the 'medium' group contains large, powerful and important economies that account for most of global GDP but that they are not prepared to take much action. • The 'inadequate' group is mixed – although they are all major fossil fuel producers / exporters, which provides a common thread between them despite political / cultural divergence. • Willingness to act might depend on development stage (pre industrialization, industrializing, post-) and ability to afford to take action. AO2: • Willingness to accept the idea of 'dangerous' climate change and act on it. • Climate (hot/ cold) or other aspects of physical geography may mean high resource use (heating / air-con) that could be hard to reduce / replace with less polluting alternatives. • 'Role model' could be seen as simply too expensive, and involve very high costs, e.g. abandoning fossil fuels that would lead to a lack of global competitiveness or be unacceptable to voters. • The 'sufficient' countries are perhaps the most under threat, i.e. depend on farming, have forests to protect, already suffer climate extremes – and are therefore the most prepared to act. • 'Medium' countries may try and balance calls for environmental protection with demands for economic growth, so go so far but not further; most are developed and emerging countries who may be able to afford to mitigate. • The inadequate countries could be seen to be simply protecting their economies, which depend on fossil fuels; jobs and prosperity depend on exporting oil and gas so these countries won't take action. • Russia could be seen as unwilling to cooperate with the 'west' on emissions reductions due to other political tensions.	
Level	Mark	Descriptor
	0	No rewardable material.

Level 1	**1–4**	• Demonstrates isolated elements of geographical knowledge. (AO1) • Demonstrates isolated elements of geographical understanding, some of which may be inaccurate. (AO1) • Applies knowledge and understanding to geographical information / ideas, making limited logical connections / relationships. (AO2) • Applies knowledge and understanding to geographical information / ideas to produce an interpretation that is not relevant and / or supported by evidence. (AO2)
Level 2	**5-7**	• Demonstrates geographical knowledge, which is mostly relevant and may include some inaccuracies. (AO1) • Demonstrates geographical understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding to geographical information / ideas logically, making some relevant connections / relationships. (AO2) • Applies knowledge and understanding to geographical information / ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2)
Level 3	**8-10**	• Demonstrates accurate and relevant geographical knowledge throughout. (AO1) • Demonstrates accurate and relevant geographical understanding throughout. (AO1) • Applies knowledge and understanding to geographical information / ideas logically, making relevant connections / relationships. (AO2) • Applies knowledge and understanding to geographical information / ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2)

Student response:



countries like Saudi Arabia, Russia and Canada if all countries acted in this way global temperatures would rise by 3° - 4°C. the willingness to act is Adequate. then nations of the EU countries, India, USA, Brazil. their actions would lead to temperature increases of between 1° - 3°C. willingness to Act is a Medium effect. then countries like Morocco, Ethiopia and right Africa if all countries acted in this way temperatures would rise by 2°C. willingness to Act is Sufficient. Now all of the countries above mentioned are more willing to take greater actions to reduce emmisions of of now it is a world-wide delima more and more fossil fuels are being emmitted into the atmosphere which is causing a Gap in the Ozone layer allowing the ultra-violet rays of the sun to penetrate through the atmosphere which result in the meltdown of ice-capes in the Arctic region which will eventualy lead to a flood displacing across the Globe. which will sub-merged countries in the northern regions of the globe.

Examiner comment:

This response was awarded 3 marks.
This response scored 1 mark for AO1 and 2 marks for AO2. The AO1 mark was given because the answer was mainly lifts from the figure without any interpretation, e.g. "if all countries acted in this way global temperatures would increase by 3 - 4°", therefore demonstrating isolated elements of geographical knowledge. The response has some understanding (AO2) but this is fairly basic and has limited logical connections. The final part of the response is not relevant to the question in the context of what has been written. Overall this is a typical Level 1 response. This answer could have been scored a greater mark in AO1 if they had been able to interpret the data e.g. inadequate action is being taken by oil producing countries. An explanation of this idea, using examples, would have allowed an improvement in AO2 marks.

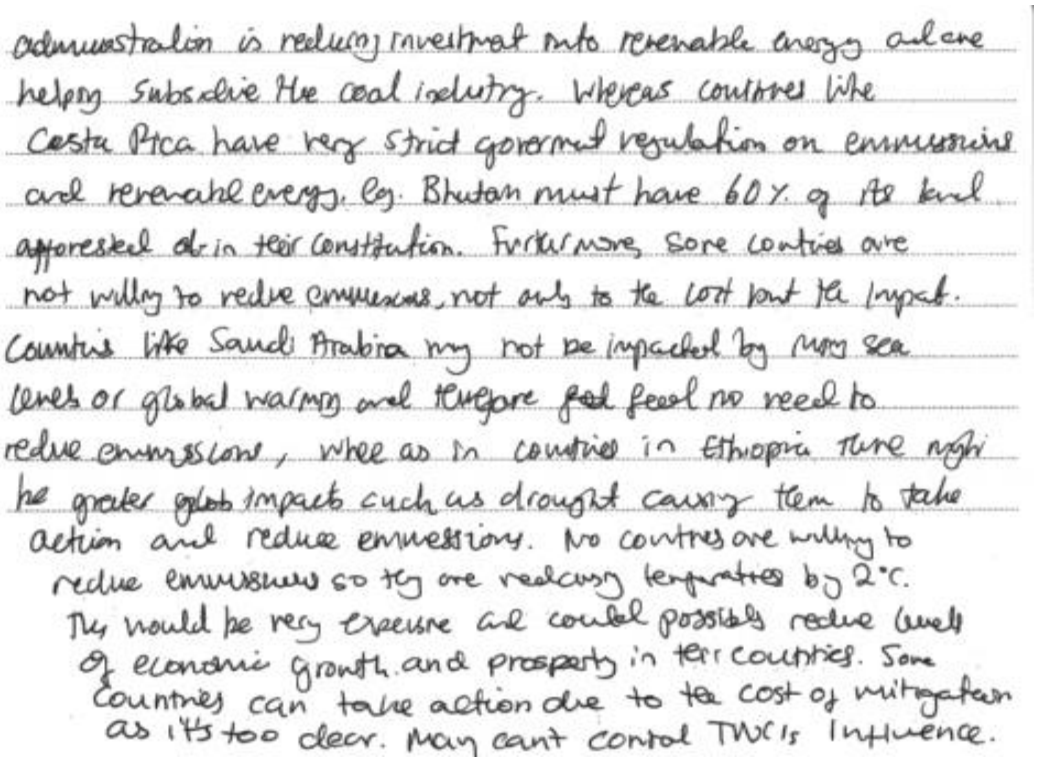
Student response:

Global warming is one fact which makes the whole world panic. One of the main ~~facts out~~ factors which increase global warming is ~~the em~~ the increasing ~~→~~ Green House gases. Every country tries to reduce their emissions so that there will be less GHG gases in the atmosphere ~~deve~~ which would decrease global warming. Countries such as Costa Rica, Ethiopia and Morocco has less emissions where as if all countries acted in that way temperatures would only rise by 2°C - But ~~Dee~~ Inadequate and Medium countries are Mostly HICs and the Sufficient countries are LICs ~~It was~~ meaning it would be difficult for countries in Medium and adequate to reach sufficient levels. As countries ~~in It was~~ of inadequate and medium are wealthy, ~~their countr~~ the industries in their county could use methods such as carbon trading and countries such India, ~~Brazil~~ Brazil and Canada can use irrigation systems to reach sufficient levels. Saudi Arabia which is an inadequate level country would find it hard to reach ~~f~~ Sufficiency due to their unfavourable environmental conditions ~~where~~ where they cannot grow trees. But carbon trading would help them reduce their emissions as ~~they are~~ an Saudi Arabia is ~~an t~~ a HIC. Every county is willing to reach ~~the~~ role model because global warming would cause millions of death in each ~~county~~ country if it keeps rising. But sadly until ~~now~~ 2015 no country has been able to reach the role model level.

Examiner comment:
This response was awarded 5 marks
This response makes clear reference to the Figure and uses the groups as a basis to organise their answer. It scores 2 marks for AO1 and 3 marks for AO2. There is not a great deal of interpretation of the countries listed from the figure hence the score for AO1 – i.e. demonstrating geographical knowledge mostly relevant. There is, however, simplistic understanding but the examples given are generic. In some areas there are gaps in understanding and lack of coherence in connections made. The answer could be improved if the supporting evidence was more clearly explained.

Student response:

There are many reasons why some countries are more willing to tackle climate change than others. Firstly, some countries rely on the extraction and consumption of fossile fuels to power their economy. This countries are like nigeria and Saudi Arabia heavily rely on their ~~reserves~~ reserves to generate revenue for ~~them~~ them. But by doing this inadequate method temperature could rise by 3-4°C. In countries like Saudi Arabia there is a necessity need to consume certain goods like air conditioning due to their hot climate and by they are not willing to stop that. By reducing the emmissions they could face lower levels of economic growth whereas countries like Costa rica have very little reliance on fossil fuels industries to ~~generate~~ growth. See Miryalin such as renewable energy investment are expensive and some countries like India and Brazil have other social issues such as starvation and poverty. They are not willing to reduce emmissions fearing their growth will hault and social issues will worsen. Thirdly, many countries are affected by goverment policy. The USA's actions would lead to an increase of 2-3°C. This could be impacted by policies as recently the Trump



Examiner comment:

This response was awarded 10 marks (full marks).
The answer scores 5 for AO1 and 5 for AO2. The response displays a sound knowledge of the resource and a clear understanding of it. All parts of the resource are used in the answer and there is evidence of interpretation of the resource e.g. "Russia and Saudi Arabia…..rely on their oil reserves to generate revenue". There is even a link to the fact that no country is willing to reduce temperatures by 2°C. All of the points made have clear connections and good level of understanding. They are backed up by clear supporting evidence to give a coherent interpretation of the resource. This is a clear top Level 3 answer.

Example 2 – Question 5 (b).

(b) Assess the extent to which prediction and monitoring technology can help reduce the impacts of natural disasters.

(20)

Mark Scheme

Question number	Assess the extent to which prediction and monitoring technology can help reduce the impacts of natural disasters. (20 marks)
5 (b)	**AO1 (5 marks)/AO2 (15 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance (page 3) and the qualities outlined in the levels-based mark scheme below. Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows: • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks • Level 4 AO1 performance: 4-5 marks **Indicative content guidance** 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: AO1 • Prediction of natural hazards means being able to state, with actionable certainty, when and where they will strike. • This is done through monitoring technology that can be used on volcanoes (tiltmeters, seismometers) and for hydro-met hazards such as cyclones (satellites). • Impacts include both economic losses (insured and uninsured) and human losses (trends) in terms of deaths and numbers affected / homeless. • There are other ways of reducing impacts, including preparation and response – both short and long term. AO2 • Cyclones and other storms are routinely monitored using aircraft, satellites and weather stations and the data is used to make landfall and parameter predictions, which is the basis for warning and evacuation - this has the potential to drastically reduce human losses although economic impacts often remain very high. • In order to reduce economic losses costly storm and flood protection is needed, so in developing countries prediction is especially important. • Volcanic activity is increasingly monitored using sophisticated equipment and many volcanic eruptions can be predicted with accuracy and warnings issued; this is critical as the hazards themselves cannot be stopped so moving people out of harm's way is very important. • The hazard least likely to be managed by prediction is earthquakes, which cannot be predicted; it can be argued that for this hazard the best management method is preparation, i.e. hazard resistant design and land use zoning for instance. • Conversely tsunami can be predicted and monitored over the period of hours following the initial earthquake and warnings issued – reducing human impacts but probably not economic loses. • Drought and flood risk can also be monitored, although in these case defences and adaptations are often more important as the hazards are

	more frequent, e.g. flood defences, farming adaptations to cope with water supply falls. • Other parts of the Hazard Management Cycle, e.g. immediate response, recovery, could be considered as important (even more important) as part of a wider evaluation of the role of monitoring and prediction.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	**1–5**	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical ideas, making limited and rarely logical connections / relationships. (AO2) • Applies knowledge and understanding of geographical information / ideas to produce an interpretation with limited coherence and support from evidence. (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)
Level 2	**6–10**	• 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 ideas in order 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)
Level 3	**11-15**	• 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 ideas in order 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)
Level 4	**16-20**	• 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)

Student response:

There're many ways these days that can be used to predict or detect or even monitors hazards and this is all possible with modern day technology.

For example, with ridter scales and seismographs and other tech, earthquakes can be semi-predicted by monitoring the ~~plat~~ tectonic plate boundaries and the power of the earthquakes ccan also be measured. ~~Predict~~

Predicting a hazard ~~be~~ like a volcanoe erupting can greatly help reduce the impacts of it. Example Mount Pinatubo in the Philippine ~~s~~ was predicted ~~and~~ because it was being monitored using technology and that helped evacuate and help rescure thousands of people and also reduce the impacts of ~~it~~ the Volcanic eruption.

An instrument called soffic-simpson can be used to detect typhoons. This piece of technology has also helped in greatly reducing the impacts of this natural disasters.

Predicting and monitoring can help reduce the impacts of natural disasters but it is only good if the goverment allows alerting it's citizens and also help with things like evacuation ~~and~~ or buildings special buildings that are earthquake-proof or sea defenses against floods or tsunamis.

Examiner comment:

This response was awarded 4 marks (Level 1).
This response scored 1 for AO1 and 3 for AO2. The knowledge shown by this response mainly identifies the different scales and methods for predicting and monitoring hazards, some of which are inaccurate, therefore, it scored in Level 1 for AO1. It has basic understanding of how these methods help reduce impact e.g. some evacuation / earthquake proof buildings. There is a lack of coherence in argument and limited supporting evidence. The candidate does show a basic range of points as understanding hence the score of 4 near the top of Level 1. This response could have been improved by developing examples of how the different methods of prediction and monitoring stated are applied and commenting on the relative successes to reduce disaster impact.

Student response:

In the recent years, the number of natural disasters have increased dramatically, 1900s = 10 annual natural disasters VS 2000s = 400 annual disasters. Many people believe that this is due to the improvement of technology and us being able to record more disasters, even the ones with small local impacts, located in remote areas.

However, improvement in technology can't be the only reason for more disasters being recorded in the past years. there's a clear increase in hydro-meteorological disasters which we know is mainly due to anthropogenic activity. With the rise of disasters, many more people are affected but fewer are actually dying and this is due to the prediction and monitoring technology. for example, during the period between 1900-1940s, 500,000 people died per year because of natural disasters, and now that number has dropped down to 50,000. The dramatic decrease in the numbers of deaths shows that as our technology improved, warning systems, evaquation systems etc. were invented and placed even into the LICs. Our ability to predict disasters also means that future development can be strategically located in an area with less hazards. for example in the past, a new settlements were often started by the river deltas because it was the area with the most economic opportunities. Over time, as sea levels rose, those areas began to flood very often e.g. Accra in Africa is located near river delta, and if that area floods, it puts more people at risk (410 million).

Nowadays, we know which areas are likely to flood in the future, or which areas are likely to experience earthquakes, and we can place / relocate important areas into places which are safe.

The impacts of natural disasters can be social, economic and environmental. Since the 1980s, economic costs of natural hazards have actually increased, from $ 20 billion to $160 billion. This is because more population, means more important infrastructure which is much more expensive to build, so even though we are able to predict and monitor hazards, not all impacts can be lessened by the improvement in technology.

I have already spoken about social impacts (deaths) being decreased by better technology, other impacts which could be lessened are environmental. Because are now able to tell where storms can strike, or where floods are a common occurance, those areas can use different methods of engineering in order to decrease the impacts of a hazard e.g. building a sea wall in an area prone to flooding.

Finally prediction & monitoring does link into the disaster risk equation as it gives countries a higher coping capacity. However, only because we are able to predict certain disasters, doesn't mean we can protect ourselves from them. Furthermore, the exact prediction of mega-disasters related to tectonic activity still hasn't been achieved: Geophysical hazards continue to occur without us being able to predict or prepare for them. The example is the earthquake in Japan, 9.0 on richter scale which caused a tsunami to hit the nuclear power plant Fukushima. We weren't able to predict or monitor the seismic activity, and the impacts of that disaster were extremely high.

(Total for Question 5 = 30 marks)

In conclusion, yes prediction and monitoring technology can help us reduce the impacts of natural disasters, however most of the disasters that we can predicts are hydro-meteorological, and we are able to cope with those. Geophysical hazard prediction is still a problem in many cases, so monitoring & prediction isn't really an option.

Examiner comment:

This response was awarded 20 marks (full marks) – Top Level 4.
This answer scored 5 for AO1 and 15 marks for AO2.
The response is well written given the time constraints of the exam. This candidate has a good knowledge and understanding of the different methods of prediction and monitoring employed to reduce the impact of natural disasters, across a range of hazards. Points made are well supported with evidence, often in the form of located examples; e.g. recognition that number of natural hazards has increased from "10 in 1990s to 400 in the 2000s". This response has a clear link to reducing impact and organises their answer sub-dividing it into social and economic impact; the candidate recognises that improvements in monitoring systems are responsible for reduced death rate "even in LICs". An understanding of the temporal change "our ability to predict disasters also means future development can be strategically located in an area with less hazards". Yet the candidate also understands that technological improvements may not be globally uniform "so even though we are able to predict…not all impacts can be lessened". Overall there is a clear understanding and the arguments made are supported by a rational conclusion which has a sense of judgement and is not just there as an overall add-on. There is clear range and depth and attempt to evaluate throughout and this candidate appreciates that while we may have successes in some places that we can also have failures therefore assessing the extent of reducing hazards in different areas. This is worthy of full marks.

Student response:

(20)

The impact of natural disasters can be reduced significantly through prediction technology. This is primarily seen in Japan in comparison to the Philippines, which are both hazard hotspots and have different levels of investment into prediction and monitoring technology, where they experience earthquakes, tsunamis and typhoons.

Japan has invested a large amount of money into a network of seismometers around the Pacific ocean and the country, which constantly feed back information to a control centre. This allows for monitoring of earthquakes and tsunamis, and in the event of a natural event, the control centre is able to alert the country through warning systems such as sirens and phone notifications for up to 30 seconds - This allows the educated population enough time to evacuate buildings and move to higher areas, which theoretically reduce the impact of a natural disaster. However, the extent to which this monitoring technology helps is limited by the movement of people and their attitudes, as shown by the Sendai 2011 earthquake, where the elderly were unable to move to a safer location. In this sense, technology can only act so much to reduce the impact.

However, comparing Japan to the Philippines, Japan's technology does reduce the impact of disasters. In the Philippines, prediction and monitory technology is relatively poor, and therefore they suffer a greater loss, as shown by the Boxing Day Tsunami in 2004.

Examiner comment:

This response was awarded 11 marks (bottom Level 3).
This answer scored 4 for AO1 and 7 for AO2. It is clear upon reading this response that the candidate could have run out of time. They demonstrate a geographical knowledge of prediction and monitoring technology (text alerts, evacuations procedure and warning sirens) in Japan but are limited when referring to the Philippines. The paragraph on Japan has clear supporting evidence and evaluative comment throughout – as highlighted by the point about "monitoring technology is limited by the attitudes of people…..therefore elderly were unable to move to a safer location (in Sendai). Unfortunately while the comment on Japan was detailed the section on the Philippines was brief, with a general comment that "monitoring technology is relatively poor".
Due to the varying levels of completeness this answer top of Level2 bottom of level 3 as it has partial application to the question but unbalanced arguments and no overall concluding comment.

Example 3 – Question 6 (a)

Study Figure 6 in the Resource Booklet.

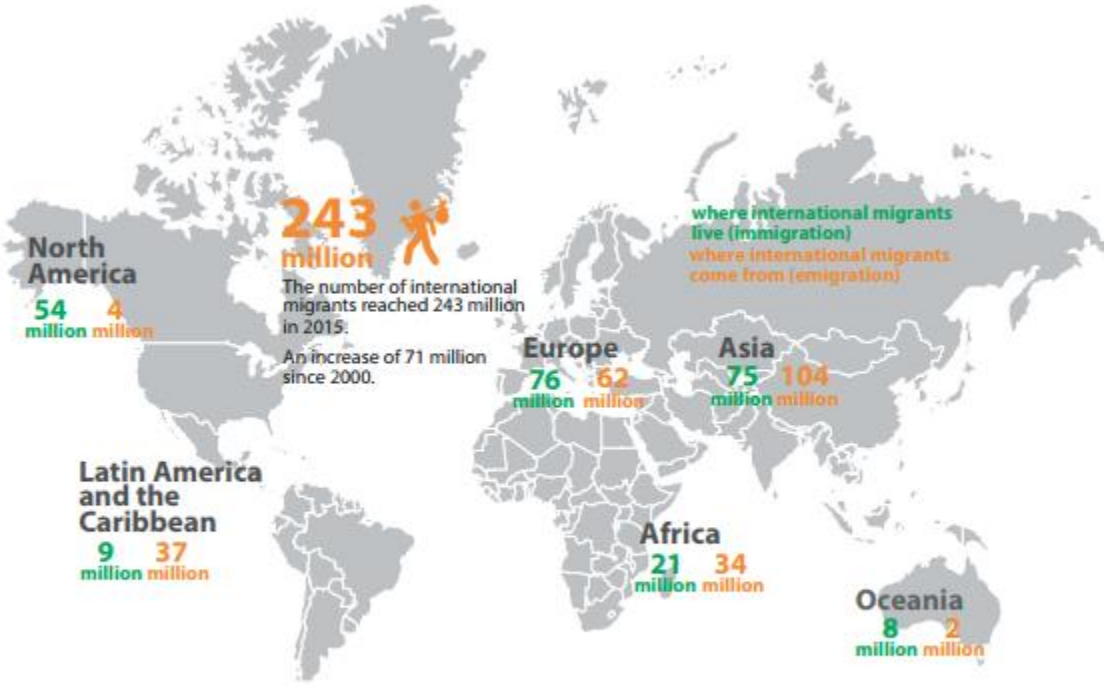


Figure 6

The number of international migrants in 2015

(a) Suggest reasons for the pattern of international migrants shown in Figure 6.

(10)

Mark scheme

Question number	Suggest reasons for the distribution of international migrants shown in Figure 6. (10 marks)
6 (a)	**AO1 (5 marks)/AO2 (5 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** 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: AO1 • Large increase in total international migrants 2000-2015, up 71 million. • Both Europe and North America have large number of immigrants which exceed their emigrant population, by a margin of 50 million in the USA – much closer to balance in Europe. • The majority of immigrants are found in Asia, Europe and North America. • Most emigration is from LAC, Asia and Africa, which in all cases has emigration exceeding immigration. • Oceania has small numbers in both categories, but immigration exceeds emigration. AO2 • The large volume of immigration to Europe could be explained by the EU's open borders making migration very easy, and possibly balancing immigration / emigration within the continent. • Higher immigration numbers in Europe can be related to post-2011 refugee migration from the Middle East and North Africa. • Regions with large emigrating populations are generally lower income ones, so economic migration could be seen as a key explanation. • In North America the large immigrant stock could be put down to Mexican and other LAC migration to the USA, as well as the USA attracting high skill migrants from across the world to its big cities and TNCs. • Population size could explain the small numbers in Oceania and large ones in Asia, i.e. migrant stock is relative to population. • Total volume of the global migrant stock might be explained by globalization and related factors, plus recent developments such as refugee crises in the Middle East; post 2004 EU expansion.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	**1–4**	• Demonstrates isolated elements of geographical knowledge. (AO1) • Demonstrates isolated elements of geographical understanding, some of which may be inaccurate. (AO1) • Applies knowledge and understanding to geographical information / ideas, making limited logical connections/relationships. (AO2) • Applies knowledge and understanding to geographical information / ideas to produce an interpretation that is not relevant and/or supported by evidence. (AO2)
Level 2	**5-7**	• Demonstrates geographical knowledge, which is mostly relevant and may include some inaccuracies. (AO1) • Demonstrates geographical understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding to geographical information / ideas logically, making some relevant connections / relationships. (AO2) • Applies knowledge and understanding to geographical information / ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2)
Level 3	**8-10**	• Demonstrates accurate and relevant geographical knowledge throughout. (AO1) • Demonstrates accurate and relevant geographical understanding throughout. (AO1) • Applies knowledge and understanding to geographical information / ideas logically, making relevant connections/relationships. (AO2) • Applies knowledge and understanding to geographical information / ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2)

Student responses:

Reasons for the pattern shown in fig 6 may be due to ~~the~~ ~~oppor~~ healthcare and job opportunities. In places like Africa, Fig C shows that many more people are emigrating than immigrating. This may be due to the fact that countries in Africa such as ~~[illegible]~~ Kenya may not have as ~~[illegible]~~ advanced health services as in a place in Europe such as the UK, where the NHS offer their health services for free. This means that ~~[illegible]~~ if people are concerned for their health, they may migrate to Europe with better health services. Fig 6 shows that there are more immigrants than emigrants. This may be due to the fact that Europe may have better job opportunities, and a higher chance of an immigrant earning more money than in a place such as Asia, where there are more emigrants than immigrants - 75million immigrants and 104m emigrants.
Another reasons for the pattern shown may be due to the risk of natural disaster. In places such as the Philippines in Asia, it is prone to ~~[illegible]~~ all sorts of natural disasters such as Typhoons, Earthquakes and volcanoes - one example would be Mt Pinatubo which ~~[illegible]~~ erupted and killed 350 people and injured 4000. People may risk their safety and ~~emigrate~~ immigrate to Europe, ~~[illegible]~~ where it is much more

Examiner comment:

This response was awarded 5 marks (Level 2).
This answer scored 2 marks for A01 and 3 marks for AO2.
This response has link to the resource and refers to Africa, Europe and Asia, though is a little descriptive in reference to the pattern. They have some reasons, some of which are supported by evidence but there are inconsistencies in their understanding and in the example of Europe and Africa the reasoning is basic. The example given for Asia, while detailed, is not relevant for 2015 when the resource was created and therefore it is fair to say that the candidate has partial understanding supported by some evidence.

Student response:

Between 2000 and 2015, there has been a 71 million increase in international migrants, reaching 243 million. This can be accredited to cheaper travel due to reduced air travel costs and growing trade flows through economic globalisation allowing people to relocate for employment purposes.

The highest amount of immigration was into Europe at 76 million in 2015. This may be due to the trade and global groupings such as 1993 EU and 2004 AS which allowed migrants to move freely around certain countries in Europe. Also many European countries have a history of migration and may have had colonies from which migrants are likely to come from. Europe ~~also has a~~ countries also have generally high economic growth and education levels, attracting foreigners such as students. The lowest amount of immigration was into Oceania at 8 million. This may be due to the geographical location as it is difficult and expensive to get to countries in this continent. Furthermore countries like Australia are expensive to live in which may push low-income migrants away from moving to this area. The highest amount of emigration was from Asia at 104 million, this could be due to low living standards or lack of employment in less economically developed countries like Sri Lanka and the Philippenes. ~~The~~ more push factors from Asia may include ageing populations in countries such as Japan and South Korea. The lowest amount of emigration was also from Oceania. This can be explained as Australia and New Zealand are known to have ~~high levels of economic development~~ high environmental quality and high living standards so people would not want to move away as they may have stable jobs and be happy living there.

In conclusion the global pattern of international migrants can be explained due to ~~a~~ social, environmental and economic reasons.

Examiner comment:

This response was awarded 10 (full marks) – top Level 3.
This response scored 5 marks for AO1 and 5 marks for AO2. This candidate uses the resource and makes reference to all parts of it. They make reference to the overall pattern and all continents and give valid reasons for them. In some cases clear supporting evidence is used and that a range of ideas are given and well connected. Clear application and understanding so a concise full mark answer.

Student response:

International migration is the process in which people migrate to another country outside their native country.

In Figure 6, ~~a lot of int~~ most of international migrants come from Asia, with ~~Africa~~ Europe coming in second. This is because a lot of LICs can be found in Asia. In Europe's case, competition could probably be a reason as the region attracts a lot of international migrants.

Europe has the highest number of international migrants living there. This is because much of Europe's countries are HICs and centres of economic activity. One example is London, where a lot of financial districts can be found, providing a lot of employment opportunities.

Asia has the second highest immigration. This is because of MICs ~~and~~ and global hubs like Hong Kong and Tokyo are found in Asia. Most of the world's megacities are in Asia, which means people are more likely to migrate there for economic reasons.

The North America has the lowest emigration. This is because countries found there are HICs, with the US having the largest economy in the world. Many large businesses are headquartered in the US such as Apple and IBM, bringing a lot of high income job opportunities.

Examiner comment:

This response was awarded 6 marks (Level 2).
This answer scored 2 marks for AO1 and 4 marks for AO2. This response shows evidence of clear understanding, however, makes implied reference to the diagram in places, and loses out on awarding of AO1 marks. Greater use of the resource and manipulation of the data and finding clearer links between the data and the reasons would surely have improved this mark. The understanding and explanation of points made is however logical and relevant and in places supporting evidence is given though in places there is scope for development of the examples. This answer has range but not depth.

Example 4 – Question 6 (b)

(b) Assess the costs and benefits of globalisation for workers in both developed and developing countries.

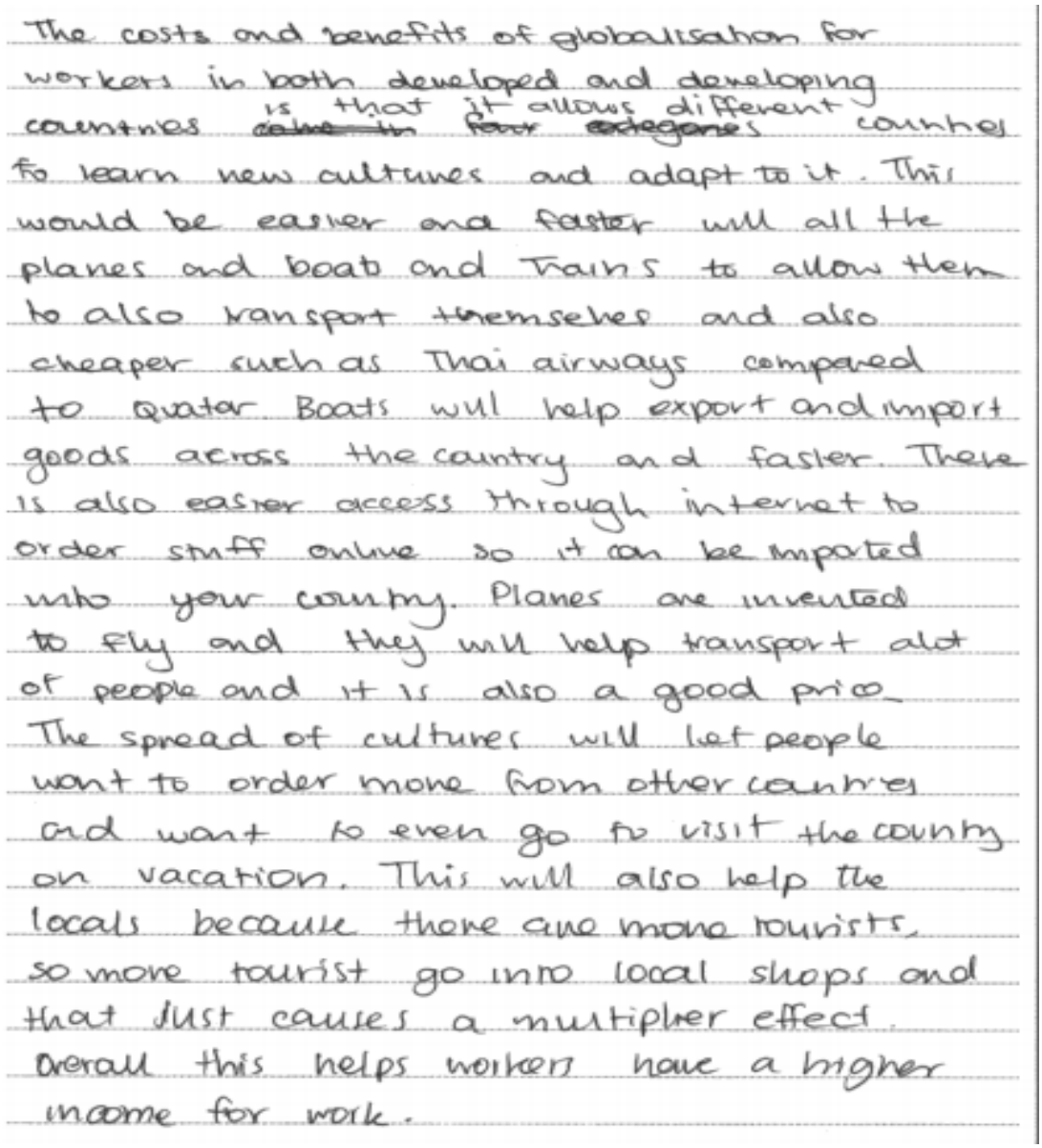
(20)

Mark Scheme

Question number	Assess the costs and benefits of globalisation for both workers in developed and developing countries. (20 marks)
6 (b)	**AO1 (5 marks)/AO2 (15 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance (page 3) and the qualities outlined in the levels-based mark scheme below. Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows: • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks • Level 4 AO1 performance: 4-5 marks **Indicative content guidance** 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: AO1 • Globalisation involves widening and deepening connections between countries and economies, making the world more interdependent and interconnected; it has economic, cultural and technological facets. • Costs can be economic – jobs, income, security, prosperity – as well as social, cultural and even environmental. • In the developed world workers once worked in manufacturing, and in some cases service industries, which have moved abroad due to outsourcing. • In emerging countries / NICs there has been a large gain in terms of employment as a result of outsourcing. AO2 • In developed countries there have been big job losses in traditional manufacturing, which has led to economic decline; this tends to be concentrated in certain cities like Detroit and other 'rustbelt' cities in the US and locations such as Sheffield in the UK. • In some cases job losses have led to serious urban decline and high unemployment; on the other hand some cities like NY and London have continued to prosper through globalised services – so the negatives may affect only some locations. • It could be argued that certain types of worker – male, low skills, middle-aged – have been affected most with the young and skilled taking the opportunities globalisation offers. • A counter-argument is that many outsourced jobs are low pay, low skill ones that allow workers in the developed world to get better work – although this may not be true for all workers and all places. • In emerging locations jobs have been gained and incomes have risen in outsourced factories and offices in China, India and elsewhere, so the overall impact of outsourcing could be viewed as positive. • There are arguments that the outsourced work in some cases is low paid, with poor working conditions, long hours; child labour and sweatshop conditions could be raised as issues.
	• On the other hand, outsourcing has helped lift millions out of poverty and many people have moved into the middle class and seen improvements in quality of life.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	**1–5**	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical ideas, making limited and rarely logical connections / relationships. (AO2) • Applies knowledge and understanding of geographical information / ideas to produce an interpretation with limited coherence and support from evidence. (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)
Level 2	**6–10**	• 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 ideas in order 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)
Level 3	**11-15**	• 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 ideas in order 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)
Level 4	**16-20**	• 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)

Student response:



The costs and benefits of globalisation for workers in both developed and developing countries is that it allows different countries to learn new cultures and adapt to it. This would be easier and faster will all the planes and boats and Trains to allow them to also transport themselves and also cheaper such as Thai airways compared to Qatar Boats will help export and import goods across the country and faster. There is also easier access through internet to order stuff online so it can be imported into your county. Planes are invented to fly and they will help transport alot of people and it is also a good price. The spread of cultures will let people want to order more from other countries and want to even go to visit the county on vacation. This will also help the locals because there are more tourists, so more tourist go into local shops and that just causes a multiplier effect. Overall this helps workers have a higher income for work.

Examiner comment:
This response was awarded 5 marks (Level 1).
This answer scored 2 marks for AO1 and 3 marks for AO2. This response is largely focused on the positives and negatives of globalisation rather than the costs and benefits of globalisation for workers in developed and developing countries. The response is fairly generic though it has some relevant knowledge and understanding of that despite the lack of specific focus on the question. There is limited supporting evidence shown keeping this quite generic overall. Therefore this scored top Level 1. Greater reference to the benefit and costs to workers would improve this answer, as would a greater range of examples in support.

Student response:

Workers in developed countries are faced with negative consequences as TNC's outsource their manufacturing industry to LEDC's as labour and land is cheaper. This causes workers in developed countries to lose their jobs and therefore unemployment rates go up. Example such as the USA rustbelt which led to many factory workers losing their jobs and thus earning less. However this means that highly skilled jobs that are highly paid increase and so people earn more in developed countries. The increase in one-stop shops such as Tesco has caused a decline in the no. of local shops such as local butcheries ~~of~~ or fish markets and caused those shop owners to loose their jobs as more people prefer shopping in one-stop shops as it is more convinient and goods are ~~chep~~ cheaper.
The increase in trade routes and ~~tr~~ advances in transportation such as containerised shipping has allowed more trade to occur and so farmers in both developed and developing countries ~~have~~ have benefitted as they can sell more of their produce and earn higher profits.

Increase in trade blocs mean that trade between countries ~~such as~~ is free due to removal of tariffs so goods can be exported and imported cheaply. Ex. NAFTA allows free trade between Canada, North America and Mexico.
Due to globalisation, international organisations such as the World Bank and the World Trade Organisation have offered more help to countries finding it difficult to trade or provided them with loans to help grow / extract natural resources.

Workers in developing countries benefit from TNC's setting their industries in their countries as they can start earning. When China opened its doors to TNC's and other companies its economy boosted, there was less unemployment and people earned higher wages. The setting up of ~~special~~ SEZ's and EPZ's allowed trade to increase rapidly and improved global connectivity for China.

However in Bangladesh and Mexico, the ~~BE~~ labour has been exploited (it for a week) as TNC's pay them the minimum wage, they work long hours in very poor condition.

In Bangladesh the workers are abused physically and verbally and ~~are not allowed~~.

many workers are also children aged 6 - 11 years which is illegal ~~as they~~ and morally incorrect as they should be getting an education.

However many continue to work to provide their families with money.

~~B~~ Finally, a last benefit of globalisation mean ~~that~~ that workers can migrate to other countries where wages are higher by using cheap budget airlines such as Easy Jet. (e.g many Polish migrate to the UK to find higher paying jobs).

(Total for Question 6 = 30 marks)

Examiners comment:

This response was awarded 17 (Level 3 marks).
This answer scored 5 marks for AO1 and 12 marks for AO2.
This response is clearly focused on all of the 4 aspects required from the question, the costs and benefits of globalisation **for workers** for both developed and developing countries. The clear knowledge of costs and benefits means that this response will score full marks (5) for AO1. The response highlights a range of points many of them supported by examples therefore enabling it to reach Level 3. The arguments developed are logical and fairly balanced, even though there is greater depth on the cost / benefits in developing countries. For example in developing countries the candidate recognises a positive is linked to the "setting up of SEZ's allowing trade to increase rapidly and improve global connectivity". The candidate also focuses well on the plight of developed workers and the impact of "factory workers losing their jobs" and the subsequent impact this may have on "local butcheries and fish markets". One major reason why this did not score higher is the lack of conclusion which could have offered the opportunity to clearly evaluate the points raised.

Student response:

One of the benefits of globalisation for workers in ~~developed~~ developing countries is that it provides high-income job opportunities. In China for example, ~~much of~~ many TNCs are found in Shanghai and Beijing. Shanghai has 498 of the Fortune 500 companies while Beijing has 480. These companies are known to be the companies with the highest revenues.

~~In developed~~ In general, ~~developed~~ developing countries benefit from employment, as the workers earn much more than other local jobs. One disadvantage is that TNCs can sometimes exploit low labour costs, such as in Mexico. Workers who join workers' unions can lose their jobs, ~~and are to~~ so they are forced to keep silent on poor working conditions.

~~Some~~ Workers in developed countries are ~~at~~ sometimes at a disadvantage as they are always at threat of losing their jobs to outsourcing. The North American Free Trade Agreement (NAFTA) has led to more than 600,000 Americans in the auto-manufacturing industries losing their jobs as many TNCs have relocated to Mexico, where wages are cheaper.

Workers in developing countries who own local businesses are also at a disadvantage, as they ~~can't~~ are not always able to keep up with foreign competition. Since the creation of NAFTA, 1.3 million ~~farmers~~ in Mexico have lost their jobs as foreign businesses are able to sell products at a cheaper price.

Examiners comment:
This response was awarded 11 marks (bottom - Level 3)
This response scored 4 marks for AO1 and 7 marks for AO2.
This is a fairly short response but is too the point. There is a focus on workers however the response is unbalanced in favour of the developing countries. In fact there is very little on the benefits of globalisation for workers in a developed country. The response is supported throughout by examples and there are a range of points, however, there is often limited depth to the level of explanation. This response would have improved with coverage of costs and benefits of globalisation for workers for both developed and developing, with greater depth in some examples and with a conclusion that provided evaluative comment.