

# Markscheme

**November 2022**

**Geography**

**Higher level**

**Paper 3**

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**Paper 3 part (a) markbands**

Marks	Level descriptor		
	<b>AO1: Knowledge and understanding of specified content</b>  <b>AO2: Application and analysis of knowledge and understanding</b>	<b>AO3: Synthesis and evaluation</b>	<b>AO4: Selection, use and application of a variety of appropriate skills and techniques</b>
0	The work does not reach a standard described by the descriptors below.		
1–3	<b>The response is general, not focused on the question, and lacks detail and structure.</b>		
	<ul style="list-style-type: none"> <li>• The response is very brief or general, <b>listing</b> a series of unconnected comments or largely irrelevant information. Evidence is general or relevant to the topic, but not to the question.</li> <li>• Evidence (that is, facts, statistics, examples or theories) is <b>listed</b>, lacks detail, and the relevance to the question is unclear.</li> <li>• Evidence is not used to formulate an argument or an analysis.</li> <li>• Everyday language is used; there is little use of geographical terminology or it is used with errors in understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• No evidence of synthesis or evaluation is expected.</li> </ul>	<ul style="list-style-type: none"> <li>• Information is <b>listed</b> but is not grouped together in paragraphs, or paragraphing is erratic.</li> <li>• If present, the conclusion is brief, does not summarize the argument and/or does not address the question.</li> </ul>
4–6	<b>The response only partially addresses the question; evidence is both relevant and irrelevant and is largely unstructured.</b>		
	<ul style="list-style-type: none"> <li>• The response partially addresses the question and/or does not meet the requirements of the command term. Key evidence is not included.</li> <li>• A mix of relevant and irrelevant evidence is <b>outlined</b> (that is, facts, statistics, examples or theories) and any links to the question are only <b>listed</b>.</li> <li>• The evidence presented supports only one element or interpretation of the question.</li> <li>• Key geographical terms are defined briefly. The terminology used is both relevant and irrelevant to the question.</li> </ul>	<ul style="list-style-type: none"> <li>• No evidence of synthesis or evaluation is expected.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphs do not reflect grouping of information that addresses a specific element of the question.</li> <li>• If present, the conclusion is one-sided, addressing only part of the question.</li> </ul>
7–9	<b>The response addresses most parts of the question and outlines an analysis supported by relevant evidence but may lack clear links between paragraphs.</b>		
	<ul style="list-style-type: none"> <li>• The question is broken down into parts and most parts of the question are addressed in the response, with supporting evidence for each aspect of the question. The response meets the requirements of the command term.</li> <li>• Relevant evidence (that is, facts, statistics, examples or theories) is <b>described</b>, focused on the question and mostly correct. Links with the question are <b>described</b>.</li> <li>• The analysis <b>outlines</b> a two-sided argument briefly (if appropriate) and is mostly descriptive, using examples as explanation.</li> <li>• Correct definitions are given, and relevant and irrelevant specialist geographical terms are used with occasional errors; or everyday language is used.</li> </ul>	<ul style="list-style-type: none"> <li>• No evidence of synthesis or evaluation is expected.</li> </ul>	<ul style="list-style-type: none"> <li>• A series of standalone paragraphs each addressing a specific element of the question but lacking clear links connecting them all into a coherent whole.</li> <li>• The conclusion repeats and summarizes the analysis or argument, but may contain new information as well.</li> </ul>

10-12	<p><b>The response addresses all aspects of the question; the analysis is explained using evidence integrated in the paragraphs, and it is well structured.</b></p> <ul style="list-style-type: none"><li>• All aspects of the question are addressed and the response meets the requirements of the command term.</li><li>• Detailed evidence (that is, facts, statistics, examples or theories) are integrated in sentences and paragraphs, and links made between evidence and the question are <b>explained</b> and relevant.</li><li>• The response <b>explains</b> how the two sides of the argument (if appropriate) are supported by detailed evidence that is integrated in sentences.</li><li>• Clear, correct definitions and use of geographical language is integrated in the sentences and throughout the response.</li></ul> <ul style="list-style-type: none"><li>• No evidence of synthesis or evaluation is expected.</li></ul> <ul style="list-style-type: none"><li>• Paragraphs focus on a relevant point of the argument and integrate the supporting evidence. Paragraphs are linked and support the logical flow of the argument and response.</li><li>• The conclusion summarizes the evidence and argument, and links all back to the question.</li></ul>
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**Paper 3 part (b) markbands**

Marks	Level descriptor		
	<b>AO1: Knowledge and understanding of specified content</b>  <b>AO2: Application and analysis of knowledge and understanding</b>	<b>AO3: Synthesis and evaluation</b>	<b>AO4: Selection, use and application of a variety of appropriate skills and techniques</b>
0	The work does not reach a standard described by the descriptors below.		
1–4	<b>The response is general, not focused on the question, and lacks detail and structure.</b>		
	<ul style="list-style-type: none"> <li>• The response is very brief or general, <b>listing</b> a series of unconnected comments or largely irrelevant information. Evidence is general or relevant to the topic, but not the question.</li> <li>• Evidence (that is, facts, statistics, examples or theories) is <b>listed</b>, lacks detail, and the relevance to the question is unclear.</li> <li>• Evidence is not used to formulate an argument or an analysis.</li> <li>• Everyday language is used; there is little use of geographical terminology or it is used with errors in understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• No synthesis or evaluation is expected at this level.</li> <li>• No links are presented between the response and (sub)topics in the guide.</li> <li>• No valid opinion or perspective on the issue is formulated.</li> </ul>	<ul style="list-style-type: none"> <li>• Information is <b>listed</b> but is not grouped together in paragraphs, or paragraphing is erratic.</li> <li>• If present, the conclusion is brief, does not summarize the argument and/or does not address the question.</li> </ul>
5–8	<b>The response only partially addresses the question with limited links to the guide; evidence is both relevant and irrelevant and is largely unstructured.</b>		
	<ul style="list-style-type: none"> <li>• The response partially addresses the question and/or does not meet the requirements of the command term. Key evidence is not included.</li> <li>• A mix of relevant and irrelevant evidence is <b>outlined</b> (that is, facts, statistics, examples or theories) and any links to the question are only <b>listed</b>.</li> <li>• The evidence presented supports only one element or interpretation of the question.</li> <li>• Key geographical terms are defined briefly. Terminology used is both relevant and irrelevant to the question.</li> </ul>	<ul style="list-style-type: none"> <li>• No synthesis or evaluation is expected at this level.</li> <li>• The link(s) between the response and the guide focus on one topic; other potential links are <b>listed</b>.</li> <li>• A valid but limited opinion or perspective on the issue is formulated.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphs do not reflect grouping of information that addresses a specific element of the question.</li> <li>• If present, the conclusion is one-sided, addressing only part of the question.</li> </ul>

<p>9–12</p>	<p><b>The response addresses most parts of the question with developed links to the guide and outlines an analysis supported by relevant evidence but may lack clear links between paragraphs.</b></p> <ul style="list-style-type: none"> <li>• The question is broken down into parts and most parts of the question are addressed in the response, with supporting evidence for each aspect of the question. The response meets the requirements of the command term.</li> <li>• Relevant evidence (that is, facts, statistics, examples or theories) is <b>described</b>, focused on the question and mostly correct. Links with the question are <b>described</b>.</li> <li>• The analysis <b>outlines</b> a two-sided argument briefly (if appropriate) and is mostly descriptive, using examples as explanation.</li> <li>• Correct definitions are given, and relevant and irrelevant specialist geographical terms are used with occasional errors; or everyday language is used.</li> </ul> <ul style="list-style-type: none"> <li>• Synthesis <b>or</b> evaluation is required at this level.</li> <li>• Links between the response and the guide refer to multiple topics and are <b>described</b>.</li> <li>• Opinion or perspective presented is aligned with the response but the links are not made explicit or the link is a general statement. Other perspectives or interpretations are listed without details.</li> </ul> <ul style="list-style-type: none"> <li>• A series of standalone paragraphs each addressing a specific element of the question but lacking clear links connecting them all into a coherent whole.</li> <li>• The conclusion repeats and summarizes the analysis or argument, but may contain new information as well.</li> </ul>
<p>13–16</p>	<p><b>The response addresses all aspects of the question; the analysis is explained and evaluated using evidence integrated in the paragraphs, and it is well structured.</b></p> <ul style="list-style-type: none"> <li>• All aspects of the question are addressed and the response meets the requirements of the command term.</li> <li>• Detailed evidence (that is, facts, statistics, examples or theories) are integrated in sentences and paragraphs, and links made between evidence and the question are <b>explained</b> and relevant.</li> <li>• The response <b>explains</b> how the two sides of the argument (if appropriate) are supported by detailed evidence that is integrated in sentences.</li> <li>• Clear, correct definitions and use of geographical language is integrated in the sentences and throughout the response.</li> </ul> <ul style="list-style-type: none"> <li>• Synthesis <b>and</b> evaluation is required at this level.</li> <li>• Links between the response and (sub)topics from the guide are <b>explained</b> and supported by the evidence in the response.</li> <li>• The opinion or perspective presented is explicitly linked to the range of evidence included in the response, including critical analysis of the relative certainty of evidence used, describing other perspectives or interpretations of evidence.</li> </ul> <ul style="list-style-type: none"> <li>• Paragraphs focus on a relevant point of the argument and integrate the supporting evidence. Paragraphs are linked and support the logical flow of the argument and response.</li> <li>• The conclusion summarizes the evidence and argument, and links all back to the question.</li> </ul>

1. (a) Analyse reasons why glocalization has become an increasingly important strategy for many transnational corporations (TNCs). [12]

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

**Glocalization** involves tailoring a product to the cultural preferences, purchasing power and legal requirements of a specific local market. It may also involve adapting a product's design in line with what local supply chains can provide.

Glocalization is **increasingly important**: Many TNCs, especially branded commodity makers and media companies, have been presented with new opportunities to grow market share in emerging and developing economies. At the same time, there are often considerable obstacles to overcome in order to make a success of these markets. Together, these are two key reasons why glocalization matters – global economic growth has opened up new potential markets, but differences in cultural and political geography present challenges for global players seeking to exploit those markets.

Possible themes and reasons why glocalization is increasingly important include:

- the over-arching drive for profits and market success
- re-making of popular reality, comedy and drama TV shows to better reflect local audience demographics, language, religion and customs
- the role of religion in diet or other cultural preferences, requiring the adaptation of global products to accommodate local market sensitivity
- local/political issues, including laws governing product design and advertising
- economic issues, including the proportion of people on lower incomes, which may result in TNCs introducing cheaper/simpler/plainer products
- difficulties TNCs may have in sourcing products (eg grain for brewing beer), leading to changes in product taste/composition
- increasing numbers of people classified as “middle class” and their increased consumption of non-essential goods, products and services.

Good answers may **apply** (AO2) a **wider range** of knowledge and understanding (AO1) in a **well-structured** way (AO4). One approach might be to provide a structured analysis of the global demand/markets and different/new sales opportunities, applying the general idea that suppliers must take account of specific local/cultural contexts. Another approach might be to analyse the way different types/categories of TNC increasingly make use of glocalization, and reasons why.

**For 4–6 marks**, expect some weakly evidenced outlining of one or two reasons why the glocalization of products/services happens.

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

- either a range of reasons (two or more) why glocalization helps TNCs to maximize sales in particular contexts
- or the increasing importance of glocalization (for example, to access new markets in ever-wider cultural settings; or to increase share in a more competitive market)

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

- (b) “The global interactions that matter most are increasingly happening online.” To what extent do you agree with this statement? [16]

*Credit all content in line with the markbands. Marks should be allocated according to the markbands on pages 5 to 6. Credit unexpected approaches wherever relevant.*

**Global interactions/flows** include trade, services (including global providers of healthcare and education – such as IBO), capital movements, aid and debt payments, remittances, exchanges of culture and ideas, international political agreements, etc. Some of these interactions/flows cannot happen online – eg trade in oil, gas, food and raw materials – but others can, using video-conferencing services. Views about which flows **matter most** can of course be debated, with the issues seen from diverse perspectives.

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

- the development and growth over time of the “shrinking world”: data flows linked with trading, finance and media and their increasing importance (4.3)
- global networks linking together national communications infrastructure (4.3)
- financial flows that increasingly happen online eg remittance flows (4.2) and also the real-world migration flows / diasporas that generate remittances (5.2)
- illegal global flows and interactions (4.2) may be viewed as a matter for concern because of their criminal nature – and much happens online eg risks of hacking, identity theft (6.1)
- civil society efforts to protect online freedom of speech around the world (5.3)
- TNC supply chains supported by “just-in-time” online systems, although much trade remains physical (food, commodities) (4.2)

Good answers may **synthesize** (AO3a) three or more of the above (or other) themes in a **well-structured** way (AO4).

Good answers may additionally offer a **critical evaluation** (AO3b) of the statement, which discusses how different places can now be connected online in ways which were impossible in the past. Another approach might be to discuss the extent to which certain interactions matter most is a matter of perspective. Another approach might be to critically discuss whether certain interactions are truly global or are in fact more regional or national in scale. A good discussion may conclude with a substantiated final judgement on which interactions matter most and the extent to which they can – and increasingly are – happening online.

*Do not over-credit a detailed yet generalized discussion of the importance of online activities/the internet in domestic/national life/the everyday life of ‘people’. Knowledge should be logically applied to interactions/issues at an international scale (see guidance above).*

**For 5–8 marks**, expect weakly evidenced and/or imbalanced outlining of two or three relevant themes.

**For 9–12 marks**, expect:

- either a structured synthesis that links together several well-evidenced themes from the Guide
- or a critical conclusion (or ongoing evaluation) informed by geographical concepts and/or perspectives.

**For 13–16 marks**, expect both of these traits.

2. (a) Analyse ways in which civil society organizations have influenced people’s views on different types of global interactions. [12]

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

Progressive **civil society organizations (CSOs)** try to raise awareness of environmental or social harm (climate change, poverty) that may be linked with trade or other **global interactions**. At the other end of the political spectrum, reactionary or populist CSOs promote negative views about migration, international aid, or other global flows and issues. CSOs try to **influence people’s views** in many ways, using different media and actions, including awareness-raising, protesting, advocacy and working in partnership with other local, national and international stakeholders

CSO campaigns related to global interactions include:

- civil society / local community use of social media to promote local shopping and local sourcing in opposition to global chain stores / clone towns
- civil society use of social media to raise awareness of global issues linked with global consumer culture eg plastic in the oceans
- civil society / NGO “name and shame” campaigns against specific forms of global interaction eg TNCs responsible for degradation of rainforests in South America or Indonesia
- civil society anti-immigration and renewed nationalist movements, eg use of Twitter and other social media by US right-wing political movements.

*Do not over-credit material dealing with campaigns against local issues if those issues do not relate in any clear way to larger-scale global interactions or issues. A CSO campaign to support democracy in a particular country, for example, is not a wholly appropriate case study choice, although some credit should still be given.*

*Some credit can be given to material dealing with non-CSO stakeholders (eg multigovernmental organisations or TNCs) provided the account furthers geographical analysis of how people’s views about global interactions are influenced. In such cases, valid subject knowledge, terminology and conceptual understanding may all be present, along with evidence of AO4 organisational skills.*

*Full marks can be awarded to a single case study of one CSO if there is analysis of a range of different influencing / advocacy actions carried out by the CSO.*

Good answers may **apply** (AO2) a **wider range** of knowledge and understanding (AO1) in a **well-structured** way (AO4). One approach might be to systematically analyse several different types of global interaction (trade, migration, TNC activities). Another approach might be a structured systematic analysis of the different ways in which CSOs can try to inform people about these global issues (awareness-raising, peaceful protest, advocacy, lobbying).

**For 4–6 marks**, expect some weakly evidenced outlining of one or two examples of civil society actions/organizations (may not be focused on global interactions or issues)

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

- either two detailed ways in which one or more CSOs have used the internet to promote and/or resist particular global interactions
- or a more varied range of global interactions and civil society responses.

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

- (b) “Access to technology is the best way for societies to manage the most serious environmental challenges the world is facing.” To what extent do you agree with this statement?

[16]

*Credit all content in line with the markbands. Marks should be allocated according to the markbands on pages 5 to 6. Credit unexpected approaches wherever relevant.*

**Environmental challenges** include climate change, ocean pollution, biodiversity loss, oil spills, agroindustry impacts (eutrophication). These challenges have been mounting for centuries in some cases. One view is that adaptive **technology** (including new and near-future solutions) is essential because states are unlikely to surrender economic growth and development. Whether the entire global community of sovereign states and countries have equal **access** to technology to manage the challenges is debatable. Full mitigation of challenges, and restoration of losses, is unlikely (in relation to climate change, for example).

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

- ways in which different global interactions affect the environment (6.2)
- polluting industries and global agribusiness issues (6.2)
- civil society solutions for environmental risks linked with global interactions (6.3)
- climate change and its varied geographic impacts (2.1, 2.2)
- climate change adaptation, mitigation and carbon footprint reduction (2.3, 6.2)
- the role of technology in managing the COVID-19 pandemic
- problems created by some technologies, such as e-waste, which may undermine the claim that technology is the ‘best way’ to manage challenges.

Good answers may **synthesize** (AO3a) three or more of the above (or other) themes in a **well-structured** way (AO4).

Good answers may additionally offer a **critical evaluation** (AO3b) of the statement, which discusses whether processes of environmental change are now unpreventable in any case (due to feedback mechanism) or whether there is a possibility of actually restoring environments. Another approach might be to critically discuss how far the entire global community will have access to adaptive technology, or only particular places/states due to differences in power and wealth. A good discussion may conclude with a substantiated final judgement on whether adaptation using technology has really become humanity’s best course in relation to a wide range of potentially existential challenges.

**For 5–8 marks**, expect weakly evidenced and/or imbalanced outlining of two or three relevant themes.

**For 9–12 marks**, expect:

- either a structured synthesis that links together several well-evidenced themes from the Guide
- or a critical conclusion (or ongoing evaluation) informed by geographical concepts and/or perspectives.

**For 13–16 marks**, expect both of these traits.

3. (a) Analyse how powerful countries are able to sustain their global influence over time. [12]

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

**Powerful countries** (so-called “superpower” countries) project influence on a global or world region scale. Examples include the USA, China, Russia and some European countries. Accept the view that the EU is a superpower; or that some individual EU states, eg Germany and France, have maintained significant global influence over time. Also credit other examples – such as Japan, the UK, Qatar – provided supporting evidence is presented that supports their inclusion in the analysis. Types of **global influence** include forms of hard power (military might and economic sanctions) and soft power (cultural influence, international aid and diplomacy). These strategies may need to change over time in order to **sustain** power and influence (eg adopting soft power strategies, mastering new technologies such as the internet/cyberspace, gaining influence and control of global energy supplies and pathways).

Maintenance of global influence over time is achieved in varied ways:

- Economic strength is key to geopolitical success in any era, eg European empires in the 18th century, the rise of the USA as a hyper-power in the 20th century and China’s expected arrival as the largest economy by 2030 (China has gained increased global influence via loans and debt).
- Soft (hegemonic) power has arguably provided both the UK and the USA with leverage in the post-war era (popularity of Western music, Hollywood, etc), with non-Western media becoming more influential in recent decades (eg Al Jazeera, Russia Today).
- Some states have lost but later regained influence but by different means, eg Russia’s transition from USSR to its present-day role as an “energy superpower” and supporter of client states that have been sidelined by Western powers.
- The USA and Russia have maintained formidable military power since the early 1900s and have adapted their hard-power strategy in line with each new technology (eg naval power, nuclear weapons, space race, cyber-espionage etc). In recent years, China’s blue-water navy has shown formidable strength.
- Middle Eastern oil-rich states have pursued a diverse power strategy – seeking global power band influence as sporting and cultural patrons.
- Role of powerful states in funding proxy wars / supporting other regimes.
- Influence of powerful states over international organizations and groups.

Good answers may **apply** (AO2) a **wider range** of knowledge and understanding (AO1) in a **well-structured** way (AO4). One approach might be to provide a structured systematic analysis of the way global-scale influence is sustained over time in dynamic ways by adapting to change (for example, the recent importance of maintaining a lead in cyber-security). Another approach might be to analyse the way different strategies can reinforce, complement and sustain one another over time (eg financial assistance to client states).

**For 4–6 marks**, expect some weakly evidenced outlining of one or two ways in which countries can exert power/influence.

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

- either a detailed range of different ways (two or more) in which some countries exert global power/influence
- or how power/influence has been sustained over time by one or more countries.

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

- (b) “All countries will eventually lose their distinctive identity and sovereignty as a result of globalization.” To what extent do you agree with this statement? [16]

*Credit all content in line with the markbands. Marks should be allocated according to the markbands on pages 5 to 6. Credit unexpected approaches wherever relevant.*

A country’s **distinctive identity** may refer to its cultural character and the extent to which an indigenous cultural landscape has been “over-written” by signifiers of a global culture, for example the loss of indigenous diet, clothes, languages and the arrival of more secular thinking. Alternatively, the statement could refer to the country’s physical environment (its natural and built environment, including landscapes and vernacular architecture).

**Sovereignty** refers to a state’s ability to act independently, unhindered by obligations under international agreements, or membership of multigovernmental organizations (MGOs).

**Globalization** is a set of economic, political and sociocultural processes, leading to increased connections and flows between different places. Certain types of flow and connection may pose a greater threat to identity and sovereignty than others.

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

- the global spectrum of cultures and cultural traits (5.2)
- cultural changes linked with globalization, hybridity and changes in the cultural landscape / built environment (5.2)
- new and emerging threats to the political and economic sovereignty of states (6.1)
- international migration and place interconnectivity (4.3)
- local and civil society resistance to global interactions in support of national sovereignty and identity (5.3)
- national trade restrictions, including protectionism and resource nationalism (5.3)
- the correlation between increased globalization and renewed nationalism/tribalization (6.1)
- the re-shoring of economic activity (6.3).

*Answers which focus on cultural identity but ignore sovereignty may access the 9-12 band if they use argument and evidence well, but are unlikely to progress far within that band.*

Good answers may **synthesize** (AO3a) three or more of the above (or other) themes in a **well-structured** way (AO4).

Good answers may additionally offer a **critical evaluation** (AO3b) of the statement, which discusses how far particular aspects of globalization (eg trade, migration, social media) may pose the greatest threat to identity and sovereignty. Another approach might be to critically discuss how perspectives may differ on the nature and severity of cultural changes and sovereignty pressures – and whether these changes truly constitute a threat/loss or are just part of an ongoing historical process of change. Another approach might be to discuss identity changes at different scales, eg different local areas in a country may not experience cultural change to the same extent. A good discussion may conclude with a substantiated final judgement on whether the suggested changes are inevitable and unpreventable – or not.

**For 5–8 marks**, expect weakly evidenced and/or imbalanced outlining of two or three relevant themes.

**For 9–12 marks**, expect:

- either a structured synthesis that links together several well-evidenced themes from the Guide
- or a critical conclusion (or ongoing evaluation) informed by geographical concepts and/or perspectives.

**For 13–16 marks**, expect both of these traits.