

Markscheme

November 2023

Geography

Higher level

Paper 3

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Paper 3 part (a) markbands

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

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

Marks	Level descriptor		
	<p>AO1: Knowledge and understanding of specified content</p> <p>AO2: Application and analysis of knowledge and understanding</p>	<p>AO3: Synthesis and evaluation</p>	<p>AO4: Selection, use and application of a variety of appropriate skills and techniques</p>
0	The work does not reach a standard described by the descriptors below.		
1–4	<p>The response is general, not focused on the question, and lacks detail and structure.</p>		
	<ul style="list-style-type: none"> • The response is very brief or general, listing a series of unconnected comments or largely irrelevant information. Evidence is general or relevant to the topic, but not the question. • Evidence (that is, facts, statistics, examples or theories) is listed, lacks detail, and the relevance to the question is unclear. • Evidence is not used to formulate an argument or an analysis. • Everyday language is used; there is little use of geographical terminology or it is used with errors in understanding. 	<ul style="list-style-type: none"> • No synthesis or evaluation is expected at this level. • No links are presented between the response and (sub)topics in the guide. • No valid opinion or perspective on the issue is formulated. 	<ul style="list-style-type: none"> • Information is listed but is not grouped together in paragraphs, or paragraphing is erratic. • If present, the conclusion is brief, does not summarize the argument and/or does not address the question.
5–8	<p>The response only partially addresses the question with limited links to the guide; evidence is both relevant and irrelevant and is largely unstructured.</p>		
	<ul style="list-style-type: none"> • The response partially addresses the question and/or does not meet the requirements of the command term. Key evidence is not included. • A mix of relevant and irrelevant evidence is outlined (that is, facts, statistics, examples or theories) and any links to the question are only listed. • The evidence presented supports only one element or interpretation of the question. • Key geographical terms are defined briefly. Terminology used is both relevant and irrelevant to the question. 	<ul style="list-style-type: none"> • No synthesis or evaluation is expected at this level. • The link(s) between the response and the guide focus on one topic; other potential links are listed. • A valid but limited opinion or perspective on the issue is formulated. 	<ul style="list-style-type: none"> • Paragraphs do not reflect grouping of information that addresses a specific element of the question. • If present, the conclusion is one-sided, addressing only part of the question.
9–12	<p>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.</p>		
	<ul style="list-style-type: none"> • 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. • Relevant evidence (that is, facts, statistics, examples or theories) is described, focused on the question and mostly correct. 	<ul style="list-style-type: none"> • Synthesis or evaluation is required at this level. • Links between the response and the guide refer to multiple topics and are described. • 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. 	<ul style="list-style-type: none"> • A series of standalone paragraphs each addressing a specific element of the question but lacking clear links connecting them all into a coherent whole. • The conclusion repeats and summarizes the analysis or argument, but may contain new information as well.

	<p>Links with the question are described.</p> <ul style="list-style-type: none"> • The analysis outlines a two-sided argument briefly (if appropriate) and is mostly descriptive, using examples as explanation. • Correct definitions are given, and relevant and irrelevant specialist geographical terms are used with occasional errors; or everyday language is used. 		
<p>13–16</p>	<p>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.</p> <ul style="list-style-type: none"> • All aspects of the question are addressed and the response meets the requirements of the command term. • Detailed evidence (that is, facts, statistics, examples or theories) are integrated in sentences and paragraphs, and links made between evidence and the question are explained and relevant. • The response explains how the two sides of the argument (if appropriate) are supported by detailed evidence that is integrated in sentences. • Clear, correct definitions and use of geographical language is integrated in the sentences and throughout the response. <ul style="list-style-type: none"> • Synthesis and evaluation is required at this level. • Links between the response and (sub)topics from the guide are explained and supported by the evidence in the response. • 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. <ul style="list-style-type: none"> • 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. • The conclusion summarizes the evidence and argument, and links all back to the question. 		

1. (a) Analyse the environmental impacts of global trade in **two** local contexts. **[12]**

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

Global trade includes movements of food, natural resources, commodities and some kinds of waste. Notable trade patterns include: trade between the Global South and high-income developed countries, and commodity movements along shipping lanes.

Environmental impacts are those pertaining to the physical environment (land, water and air quality; water availability). Most impacts will be negative although some positive impacts and/or perspectives may be identified too. Partial credit can be given to answers dealing with the “built” environment if the response includes an analysis of global trade. Answers focused on transboundary pollution can be credited provided there is some focus on the role of global trade (e.g. role of palm oil trade in Indonesian deforestation and transboundary smoke haze).

Local contexts can be analysed at varying scales, ranging from localized impacts in particular settlements or rural areas, to larger-scale national or world regions, or along shipping corridors. Partial credit can be given to answers dealing with planetary-scale impacts of climate change or plastic in the oceans provided the response also includes some analysis of global trade.

Likely themes for analysis include:

- Impacts along specified shipping lanes (linked with oil or commodity shipping movements).
- Environmental issues linked with the global shift of industry and polluting manufacturing e.g. “airpocalypse” in Chinese export zones.
- Food production systems for global agribusiness, and local impacts on water, soils etc.
- Local issues associated with e-waste trade and treatment (credit an account of environmental impacts that analyses the linked social and health impacts for communities).

Expect some detailed local evidence in the highest-scoring responses, along with some detailed analysis of the global trade responsible for the impacts.

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 different kinds of environmental impact (water quality, soil health etc). Another approach might be to provide a structured systematic analysis of different perspectives on the impacts (e.g. idea that Global North populations have unjustly and unfairly benefited from the shift of polluting industries to the Global South).

For 4–6 marks, expect some weakly evidenced outlining of trade’s environmental impacts in one or two places / countries / contexts.

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

- either the environmental impacts of global trade in two specific contexts
- or more varied types of impact, or varying perspectives on the impacts.

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

- (b) “High-income Western countries still have more global power than other countries.” [16]
To what extent do you agree with this statement?

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. Power is the ability to directly make or **influence** change or equilibrium at different scales. Power is vested in citizens, governments, institutions and other players, and in processes in the natural world. Different kinds of power include soft power (exerting influence through diplomacy, culture, the media and other “soft” strategies) and hard power (including military strength and using economic tools such as sanctions).

High-income Western countries (HIWCs) include European and North America states, Australia and New Zealand i.e. the Global North. Their influence can be compared with, for example, the low-income countries (LICs) and emerging economies (EEs) of the Global South, or high-income Middle Eastern and/or Asian states e.g. Japan, South Korea, Qatar.

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

- Global superpowers and their economic, geopolitical and cultural influence, both positive and negative [Guide 4.1].
- Influence of HIWCs within G7/8, G20 and Organization for Economic Cooperation and Development (OECD) groups [Guide 4.1] and the UN [Guide 5.1].
- Global lending institutions, including the International Monetary Fund (IMF) [Guide 4.1].
- Foreign Direct Investment (FDI) and outsourcing by transnational corporations based in HIWCs [Guide 4.2].
- An overview of international aid, loans and debt relief and the role of HIWCs [Guide 4.2].
- The diffusion of Western cultural traits and cultural imperialism, and varying negative or more positive perspectives on this [Guide 5.2].
- Diffusion of cultural traits originating in LICs / EEs, such as music or food [Guide 5.2]
- issues relating to key role of some LICs in global tensions/conflicts (some organizations e.g. Boko Haram are globally influential but in negative ways) [Guide 6.1].
- Examples of sporting or musical or sporting celebrities from non-HIWCs.

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

Good answers may additionally offer a **critical evaluation** (AO3b) of the statement that evaluates the distinction between different types of power and influence. Another approach might be to evaluate the scale of influence, or global role, of particular countries that are not HIWCs. Another approach might be to evaluate the influence of LICs as global stakeholders who may be able to influence global governance of climate change or other concerning issues. A good evaluation may conclude with a substantiated final judgement on the overall power and influence of HIWCs.

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) Using examples, analyse ways in which civil society organizations have contributed to the management of global environmental challenges. **[12]**

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

Civil society organizations occupy the political space between the state and individuals. CSOs operate at varying scales from local to global (including globally connected networks of local CSOs). They may **contribute** in varying ways including important campaigning, influencing and advocacy roles, aiming to participate in governance as stakeholders by helping to steer decisions of powerful state and private sector players. *All potentially creditable CSO illustrations must be rewarded.*

Important **global environmental challenges** include climate change, biodiversity loss, oceanic pollution and major transboundary pollution events. By their nature, some local-scale issues (e.g. e-waste disposal in Ghana) are also part of a broader global challenge (established international trade in waste). Credit all such relevant examples.

Likely themes for analysis include:

- Illegal waste movements [*Guide 4.2*].
- Transboundary pollution patterns and/or shipping lane pollution [*Guide 6.2*].
- Global shift of polluting industries and/or global agribusiness systems [*Guide 6.2*].
- Rejection of globalized production, including campaigns against TNCs and in favour of local sourcing of food and goods by citizens [*Guide 5.3*].
- The success of international CSOs in attempting to raise awareness about, and find solutions for, environmental risks associated with global interactions, including such actions as petitions, protests and other forms of influence or advocacy [*Guide 6.3*].

National governments, MGOs and commercial businesses cannot be credited as CSO examples. Such answers can still gain partial credit (band 4-6), provided there is sufficient focus on the management of global environmental challenges.

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 different scales of action/issue. Another approach might be to provide a structured systematic analysis of different types of environmental challenge and the physical and human processes that have led to them and which are the focus of CSO action. Another approach might be to analyse the relative success of different campaigns.

For 4–6 marks, expect some weakly evidenced outlining of two or more instances of environmental challenges and/or campaigns.

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

- either two examples of CSO action to help tackle environmental challenge(s)
- or different types of contribution/action by CSOs (raising awareness, fund-raising, etc).

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

- (b) “Businesses play a larger role in global development than governments and multi-governmental organizations (MGOs) do.” 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.

Businesses includes the world’s largest TNCs but also small-scale enterprises such as local businesses established using micro-lending; or businesses and cooperatives operating under the Fairtrade umbrella.

Global development is a broad and contested concept/process which encompasses economic growth but also social, cultural and political changes. The SDGs provide a development framework with goals and targets.

Governments and multi-governmental organizations include state actors (e.g. nationally or regionally powerful countries such as US, China, Australia, Japan, UK) and global/regional organizations such as the G7/8/20, OECD, OPEC, UN, EU, IMF.

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

- The largest TNCs, especially technology companies, have enormous power, for example through foreign direct investment (FDI). The developmental changes they bring – both positive and negative – may be hard for governments to regulate and resist [Guide 5.2].
- Technology TNCs create shrinking-world technologies that can play a key role in growth and development (access to mobile phones, connectivity, etc) [Guide 4.2].
- But profit repatriation and tax avoidance by TNCs and wealthy individuals may limit positive impacts on development (capital flight ideas) [Guide 6.1].
- Multi-governmental organizations / trade blocs regulate trade and investment to promote growth and economic development etc. OPEC countries use their collective power to help influence global energy prices to help fund their own economic growth [Guide 4.1].
- But MGOs, by their nature, operate at a global scale which may be disconnected from the local needs of communities. International lending is channeled through governments and may not always benefit the communities most in need of support [Guide 4.1].
- Microlending has helped many people to establish small-scale enterprises; however, views differ on this practice and its long-term role in development [Guide 5.1].

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

Good answers may additionally offer a **critical evaluation** (AO3b) of the statement that discusses disparities in power among different stakeholders in development (communities, governments, businesses, etc). Another approach might be to critically discuss varying perspectives on what is meant by global development. Another approach might be to evaluate how far the validity of the statement is place specific and may be true in some local contexts but not others. A good evaluation may conclude with a substantiated final judgement on the overall degree to which the statement is true.

For 5–8 marks, expect weakly evidenced 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) Using **two** examples of transnational corporations (TNCs), analyse ways in which they have made different places more interconnected. [12]

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

Transnational corporations have operations in multiple countries; the largest being truly global corporations with operations in every world region and most countries. Examples can be drawn from different sectors of industry, including agribusinesses (Cargill, Del Monte), manufacturing (Ford, Coca-Cola, Lego), banking and insurance (Santander, media (Netflix) and technology (Google/Alphabet, Meta/Facebook). The most successful TNCs operate across multiple sectors (Amazon, Tata, Microsoft).

The key course concept of **place** is applicable at a range of scales. TNCs connect particular locations (cities, export processing zones, agricultural areas etc.) in addition to larger-scale countries and world regions (for example, manufacturing in Asian countries destined for European and North American markets). *Expect the best answers (band 10-12) to apply the concepts of place and/or scale rather than only naming countries.*

Places become **interconnected** in varied ways. Flows of money, commodities, ideas and people can all contribute to the interconnectivity of places. Part of this connectivity stems from supply chains and the production and consumption of goods. TNCs also connect places through the spread of ideas and culture.

Likely themes for analysis include:

- TNC supply chains and the connections between company headquarters and places where products are produced, including offshored production and named export zones.
- More detailed supply chain connections (e.g. linkages between places where final products are assembled and other places where product parts have been made).
- Flow of foreign investment and flows of profits (including to offshore tax havens).
- The diffusion of ideas and cultural traits via branded commodities, and subsequent connections between different consumer markets.
- Some TNCs may work in partnership with Fairtrade (which creates direct connections between consumers and producers).

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 different types of connection and/or flow which are relevant to each chosen TNC / case study. Another approach might be to analyse the differing scales or categories of connected places (e.g. connections between different categories of country, or more geographically specific connections between specific named cities, local areas, factories, export zones etc).

For 4–6 marks, expect some weakly evidenced outlining of the presence of one or two TNCs in different countries/markets.

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

- either a range of connections which the two TNCs have created (do not expect balance between the two examples at the lower end)
- or how TNCs connect places (e.g. specific cities or regions) at the global or other geographical scale.

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

- (b) “The world’s countries are all losing their independence **and** identity because of global interactions.” 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.

Independence has different facets – including sovereignty (in relation to global rules and agreements), financial freedom (in relationship to lending and debts) or an ability to resist global flows of ideas and information. There are many other possible dimensions to consider. **Identity** has multiple dimensions, spanning different cultural traits (language, music and food, perceptions of ethnic, racial or religious identity, etc). One view is that local societies may suffer cultural erosion and sovereignty losses due globalization. Another view is that global interactions have provoked a backlash which may mean that national sovereignty and identities could increasingly become strengthened or contested rather than simply weakened or lost.

Global interactions, like globalization, is a term which comprises many different global flows and connections. As the guide notes, “global interaction suggests a two-way and complex process whereby cultural traits and commodities may be adopted, adapted or resisted by societies. The process is neither inevitable nor universal.”

Possible **applied themes** (AO2) include **knowledge and understanding** (AO1) of the diverse challenges and opportunities associated with:

- Membership of global groups may carry a political cost (in terms of independence). EU members have partially surrendered sovereignty in return for increased internal trade, migration, investment [Guide 4.1].
- Shrinking world technologies bring cultural changes to the identity of places [Guide 4.3].
- TNCs offer foreign investments while spreading ideas and culture via different forms of trade (including music, language, food and clothing). These changes may be difficult for governments to regulate and resist, with long-term implications for national identity and independence [Guide 5.2].
- However, civil society organizations and protest groups may challenge global interactions, advocating against issues ranging from migration to global trade (as opposed to local sourcing) [Guide 5.3].
- Governments may choose not to join MGOs or to censor flows of ideas [Guide 5.3].
- Re-shoring and other recent developments [Guide 6.3].

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

Good answers may additionally offer a **critical evaluation** (AO3b) of the statement that thoughtfully evaluates the overall extent of identity and independence losses by taking into account varying perspectives on what these words/ideas really mean. Another approach might be to critically evaluate how far different local places or communities within countries may be affected by identity changes and globalizing processes. A good evaluation may conclude with a substantiated final judgement on the net effect of global interactions on national identity and independence.

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.