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Geography
Higher level and standard level
Paper 1

Tuesday 17 November 2015 (afternoon)

1 hour 30 minutes

Candidate session number

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Instructions to candidates

- Do not open this examination paper until instructed to do so.
- Section A: answer all questions.
- Section B: answer one question.
- Write your answers on the lines in the boxes provided. If you need to continue your answer, use the blank space immediately below the lines provided in the box.
- Use examples, maps and/or diagrams where relevant.
- The maximum mark for this examination paper is **[60 marks]**.

Core theme – patterns and change

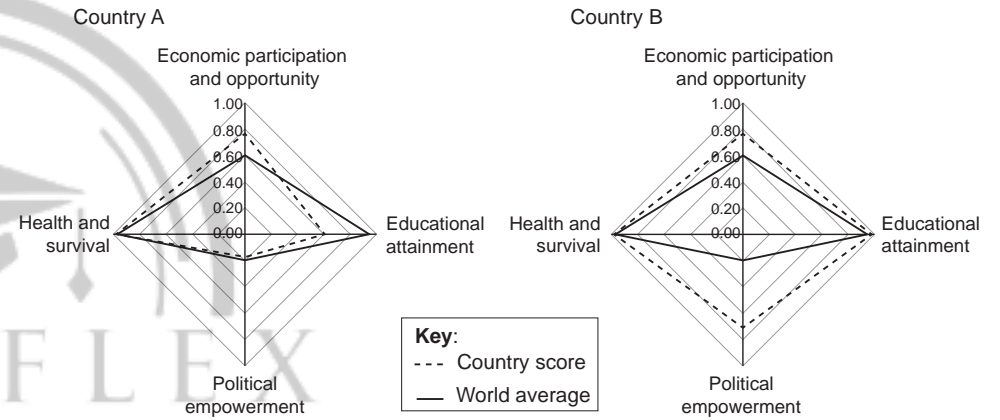
Section A

Answer **all** questions. Write your answers on the lines in the boxes provided. If you need to continue your answer, use the blank space immediately below the lines provided in the box.

1. Populations in transition

The graphs show how two countries score in the World Economic Forum's Gender Gap Index 2012, and how each compares to the world average.

The index looks at four aspects of inequality and each ranges from 0.00 (extreme inequality) to 1.00 (total equality).



[Source: adapted from World Economic Forum, *Gender Gap Report 2012*]

(a) (i) Identify which country has greater gender equality. [1]

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(This question continues on the following page)



(Question 1 continued)

- (ii) Using data from the graph, describe how gender equality in country A differs from the world average. [3]

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(Question 1 continued)

- (c) Explain **two** reasons why the life expectancy in many low-income and middle-income countries is increasing. [2+2]

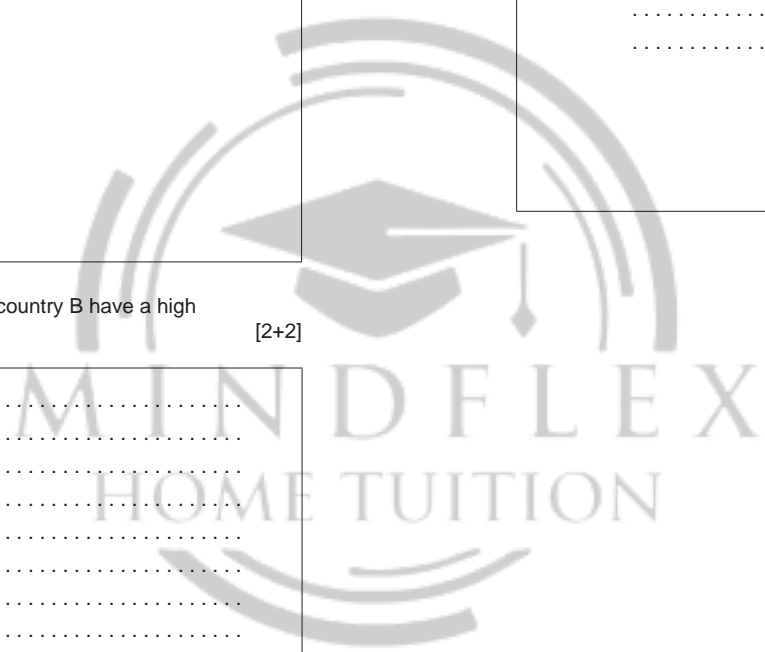
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- (b) Suggest **two** possible reasons why women in countries like country B have a high level of political empowerment. [2+2]

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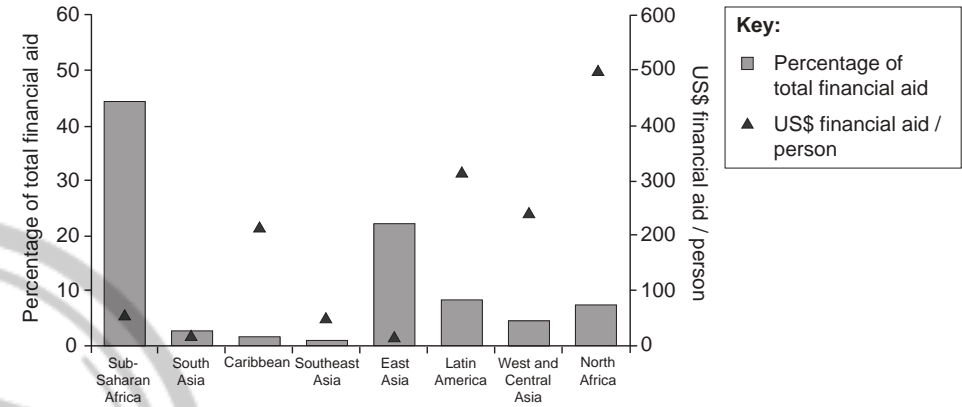
16EP03



16EP04

2. Disparities in wealth and development

The graph shows the percentage of total financial aid going to particular geographical regions and the actual amount in US dollars this equates to for a poor person (a person living on less than US\$1.25 a day) in 2010.



[Source: From Millennium Development Goal 8 The Global Partnership for Development: The Challenge We Face, by MDG Gap Task Force, © 2013 United Nations. Reprinted with the permission of the United Nations.]

(a) Describe how the **percentage of total financial aid** varies between the regions on the graph.

[3]

Please **do not** write on this page.
Answers written on this page will not be marked.

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(This question continues on the following page)



16EP05



16EP06

(Question 4 continued)

(Question 4 continued)

- (b) Referring to the graph, describe the relationship between GNI per person and ecological footprint. [3]

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- (c) Suggest **one** reason why country A does not fit the general pattern. [3]

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- (d) Using examples, distinguish between recycling and resource substitution. [4]

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(This question continues on the following page)



16EP11



16EP12



**Geography
Higher level
Paper 2**

Wednesday 18 November 2015 (morning)

2 hours

Instructions to candidates

- Do not open this examination paper until instructed to do so.
- Answer three questions. Each question is worth **[20 marks]**.
- Each question must be selected from a different optional theme, A – G.
- Do not answer two questions on the same optional theme.
- Use case studies, examples, maps and/or diagrams where relevant.
- A copy of the geography paper 2 resources booklet is required for this paper.
- The maximum mark for this examination paper is **[60 marks]**.

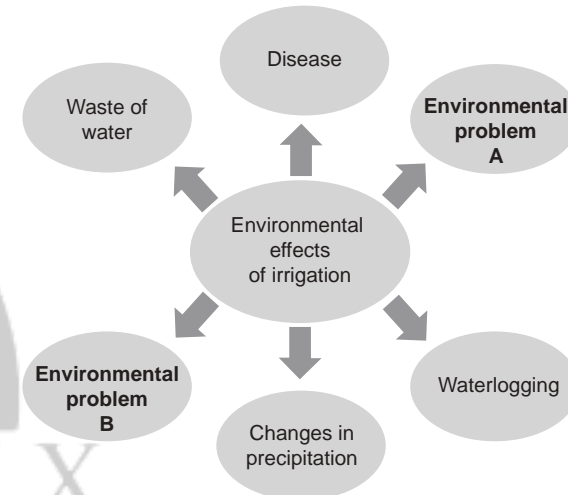
Option	Questions
Option A — Freshwater – issues and conflicts	1 – 2
Option B — Oceans and their coastal margins	3 – 4
Option C — Extreme environments	5 – 6
Option D — Hazards and disasters – risk assessment and response	7 – 8
Option E — Leisure, sport and tourism	9 – 10
Option F — The geography of food and health	11 – 12
Option G — Urban environments	13 – 14

Answer **three** questions. Each question must be selected from a different optional theme. (Do not answer two questions on the same optional theme.)

Wherever possible, answers should include case studies and examples, and where relevant, large, well drawn maps and diagrams.

Option A — Freshwater – issues and conflicts

1. The diagram below outlines environmental problems for agriculture associated with the overuse of irrigation water.



[Source: © International Baccalaureate Organization 2016]

- (a) State **and** briefly outline what environmental problem **A** and environmental problem **B** could be. [2+2]
- (b) Using **one named** example, briefly explain **one** cause and **two** consequences of an international conflict related to freshwater. [6]
- (c) “Natural factors are always more important than human factors in causing a river flood.” Discuss this statement with reference to **one named** example. [10]

(Option A continues on the following page)

(Option A continued)

2. (a) (i) Briefly outline how the natural recharge of an aquifer takes place. [2]
- (ii) State **two** methods that can be used to artificially recharge an aquifer. [2]
- (b) Suggest how **three** human modifications of a floodplain can help to reduce flooding. [2+2+2]
- (c) Evaluate the strategies that have been used to resolve competing demands for water in **one named** river basin. [10]

End of Option A



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Option B — Oceans and their coastal margins

3. If you choose to answer this question refer to the map on page 7 in the resources booklet and its key on page 6.

Map B shows the area around the city of Prince Rupert (population: 13 000) on the west coast of Canada. The scale of the map is 1:50 000. The contour interval is 40 metres.

- (a) Identify **and** briefly describe **two** coastal landforms in area X marked on map B. [2+2]
- (b) Using located examples, suggest **two** reasons why ocean pollution may impact areas far from the source of pollution. [3+3]
- (c) Evaluate the contribution that subaerial processes and wave action make to the development of coastal landforms. [10]

4. If you choose to answer this question refer to the photograph on page 2 in the resources booklet.

The photograph shows part of an advancing coast.

- (a) Describe **two** physical and/or human features shown in the photograph that suggest this is an advancing coastline. [2+2]
- (b) Explain how oceanic trenches are formed. [6]
- (c) "There are no simple solutions for the conflicts that arise over the use of coastal areas." Discuss this statement. [10]

End of Option B

Option C — Extreme environments

5. If you choose to answer this question refer to the photographs on page 3 in the resources booklet.

The two photographs show the Qori Kalis Glacier, Quelccaya Ice Cap, Peru. Photograph A was taken in summer 1978; photograph B was taken in summer 2002.

- (a) Describe **two** changes in the landscape shown by the two photographs that demonstrate glacial retreat. [2+2]
- (b) Explain the formation of **two** features resulting from the processes of glacial and/or fluvio-glacial deposition. [3+3]
- (c) Using examples, discuss the opportunities for agriculture in hot, arid areas. [10]

6. If you choose to answer this question refer to the photograph on page 4 in the resources booklet.

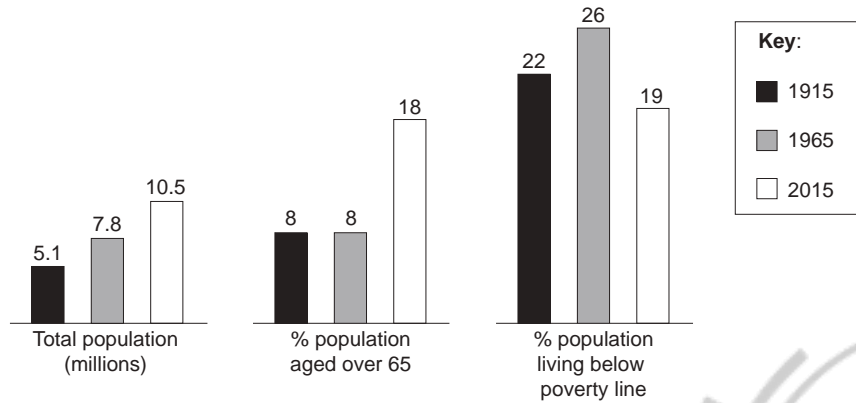
The photograph was taken at 68° North.

- (a) Referring to the photograph, briefly describe how people have adapted their clothing **and** transport in order to live in extreme cold environments. [2+2]
- (b) Explain **two** causes of low rainfall in hot, arid environments. [3+3]
- (c) Examine how tourism in **one** type of extreme environment has led to a wide range of adverse environmental impacts. [10]

End of Option C

Option D — Hazards and disasters – risk assessment and response

7. The diagram shows changes in population and vulnerability for a city at risk of multiple natural hazards, between 1915 and 2015.



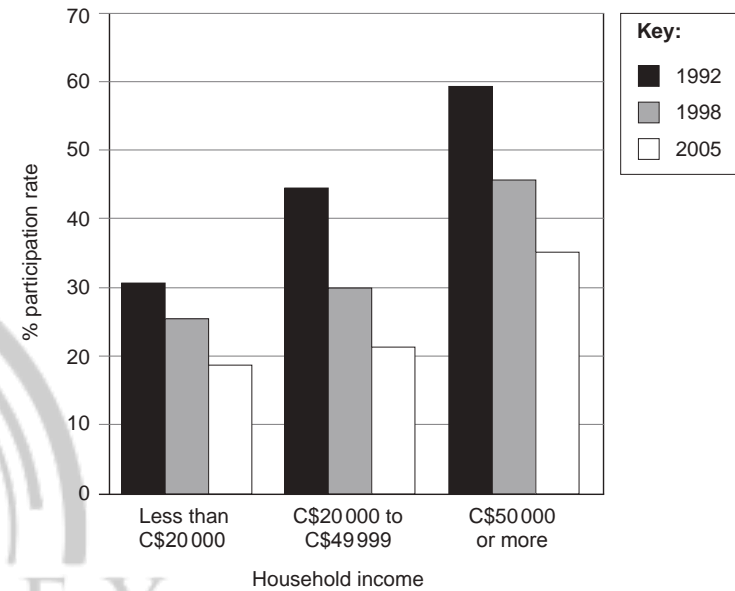
[Source: © International Baccalaureate Organization 2016]

- (a) Using data from the diagram, describe **three** trends shown. [4]
- (b) Suggest how a community's vulnerability to hazards is affected by:
- (i) the demographic characteristics of its population; [3]
- (ii) the socio-economic characteristics of its population. [3]
- (c) Using examples, contrast the strategies adopted to minimize the risk from future droughts and hurricanes. [10]
8. (a) Referring to **either** earthquakes **or** volcanoes, briefly outline:
- (i) **one** scale used to measure the magnitude of the hazard event; [2]
- (ii) why some hazard events are categorized as disasters. [2]
- (b) Referring to **either** earthquakes **or** volcanoes, briefly explain their occurrence:
- (i) at a destructive (convergent) plate margin; [3]
- (ii) in areas **other than** along a plate margin. [3]
- (c) Discuss why some hazard events are easier to predict than others. [10]

End of Option D

Option E — Leisure, sport and tourism

9. The graph shows people's participation in sport in Canada in relation to their household income between 1992 and 2005.



[Source: adapted from www.statcan.gc.ca]

- (a) Referring to the graph, describe the relationship between household income and participation in sport in Canada. [4]
- (b) Using examples, explain how levels of participation in international sport are affected by:
- (i) **one** economic factor; [3]
- (ii) **one** political factor. [3]
- (c) "Land value is the most important factor influencing the location of recreation and sports facilities in urban areas." Discuss this statement with reference to specific urban areas. [10]

(Option E continues on the following page)

(Option E continued)

10. If you choose to answer this question refer to the diagram on page 5 in the resources booklet.

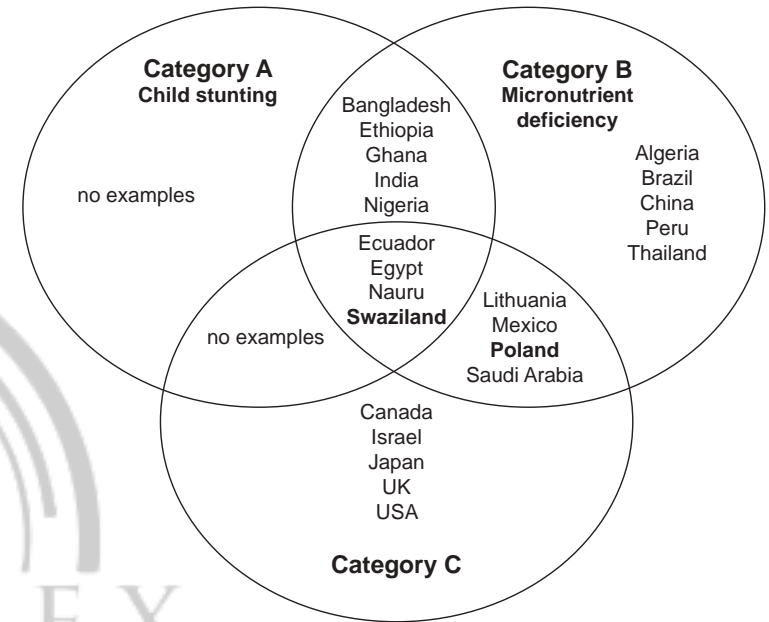
The diagram shows information about international tourist arrivals in 2012.

- (a) Briefly describe:
- (i) the pattern shown on the bar graph; [2]
 - (ii) the trend shown on the map. [2]
- (b) Using examples of countries, suggest **three** reasons why numbers of international tourist arrivals have sometimes **decreased**. [2+2+2]
- (c) "The economic gains from tourism always exceed its negative social impacts." Discuss this statement with reference to **one or more** case studies. [10]

End of Option E

Option F — The geography of food and health

11. The Venn diagram shows overlapping categories of malnutrition, with some examples of countries in different categories.



[Source: © FAO 2013 'The state of food and agriculture', www.fao.org (accessed November 2015)]

- (a) (i) Identify the malnutrition category experienced in Swaziland, but **not** in Poland. [1]
- (ii) Briefly describe how the malnutrition category you have identified in (a)(i) affects an individual. [2]
- (iii) Identify malnutrition category C. [1]
- (b) Briefly describe what is meant by the term famine. [2]
- (c) Referring to **one** type of agricultural system, explain what is meant by the term energy efficiency ratio. [4]
- (d) To what extent is access to safe water a good indicator of the health of a population? [10]

(Option F continues on the following page)

(Option F continued)

12. If you choose to answer this question refer to the maps on pages 6–7 in the resources booklet.

Map A shows the spread of an influenza (flu) outbreak in the area over a four-week period. All people catching flu in the first week lived inside the area marked 1, all people catching flu in the second week lived inside the area marked 2, and so on.

Map B shows the area around the city of Prince Rupert (population: 13 000) on the west coast of Canada. The scale of the map is 1:50 000. The contour interval is 40 metres.

- (a) (i) Identify the type of diffusion shown on map A by the spread of flu in the first two weeks. [1]
- (ii) Identify the type of diffusion shown on map A by the spread of flu in week four to new areas such as the settlement of Digby Island. [1]
- (iii) Using evidence from map B, suggest why the flu outbreak started in square 1419. [2]
- (b) Using evidence from map B, suggest **three** reasons for the spread of this disease between the end of week one and week four. [2+2+2]
- (c) Examine the reasons why some communities enjoy greater food security than others. [10]

End of Option F

Option G — Urban environments

13. The photograph shows part of the informal sector of the economy in King William's Town, South Africa.



[Source: © International Baccalaureate Organization 2016]

- (a) Using photographic evidence, outline **two** characteristics of the informal sector of the economy in King William's Town. [2+2]
- (b) Referring to examples, explain **two** factors that influence the location of megacities. [3+3]
- (c) "Sustainable urban management is desirable but impossible to achieve." Discuss this statement, using examples. [10]
14. (a) (i) Define the term *suburbanization*. [2]
- (ii) Briefly outline **two** possible **population** changes in an urban area where suburbanization is occurring. [2]
- (b) Referring to **one or more named** cities, explain **two** ways in which humans affect urban air pollution. [3+3]
- (c) Examine the effects of the movement of services and manufacturing activities to new locations in cities. [10]

End of Option G



Geography
Higher level and standard level
Paper 2 – resources booklet

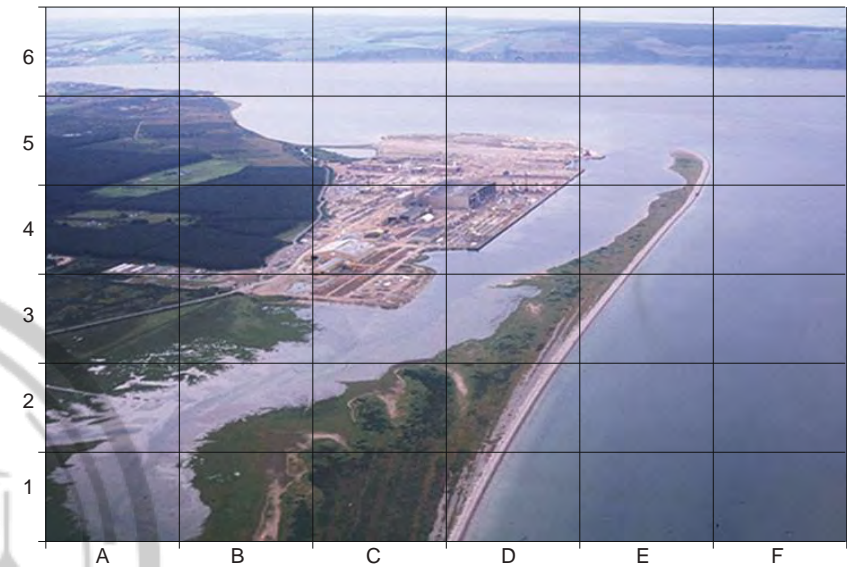
Wednesday 18 November 2015 (morning)

Instructions to candidates

- Do not open this resources booklet until instructed to do so.
- Use the resources as appropriate to the questions in paper 2.

Option B — Oceans and their coastal margins

4. The photograph shows part of an advancing coast.



[Source: © International Baccalaureate Organization 2016]



Option C — Extreme environments

5. The two photographs show the Qori Kalis Glacier, Quelccaya Ice Cap, Peru. Photograph A was taken in summer 1978; photograph B was taken in summer 2002.

Photograph A (1978)



Photograph B (2002)



[Source: Lonnie G. Thompson, Byrd Polar Research Center, the Ohio State University]

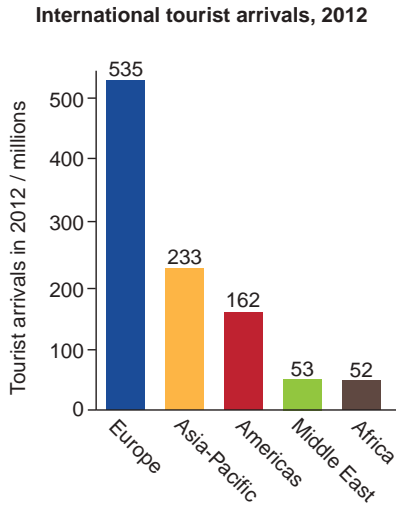
6. The photograph was taken at 68° North.



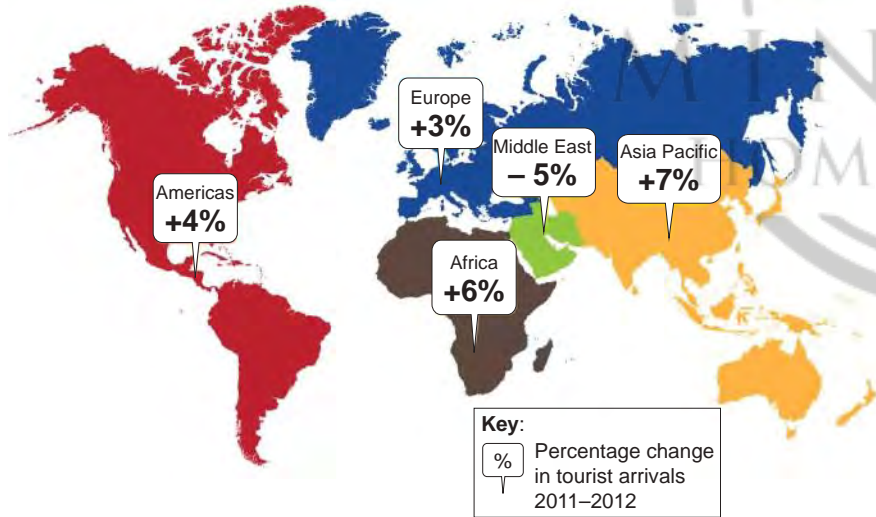
[Source: Used with permission from the photographers.]

Option E — Leisure, sport and tourism

10. The diagram shows information about international tourist arrivals in 2012.



Percentage change in international tourist arrivals, 2011–2012



[Source: World Tourism Organization (2015), International tourist arrivals up 4% in the first four months of 2015, published 9 July 2015, UNWTO, Madrid (online), available at: www.unwto.org, accessed 13 January 2016.
World Tourism Organization (2015), International Tourism 2014, infographic published 9 July 2015, UNWTO, Madrid (online), available at: http://dtxqt4w60xpw.cloudfront.net/sites/all/files/pdf/unwto_int_tourism_ita_itr_en_july_2015.pdf, accessed 13 January 2016.]

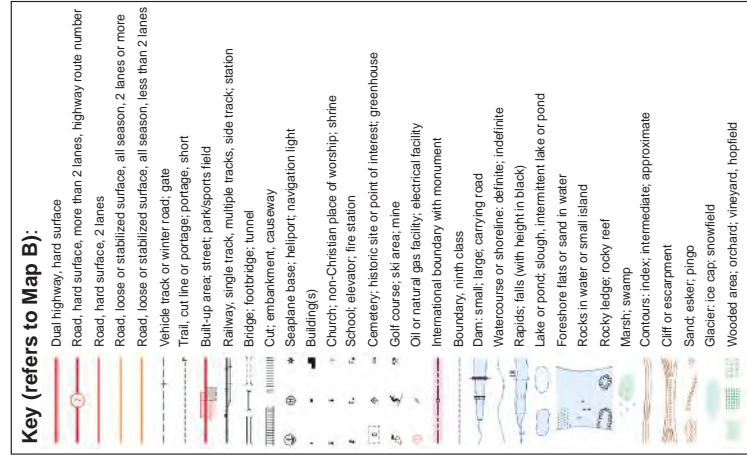
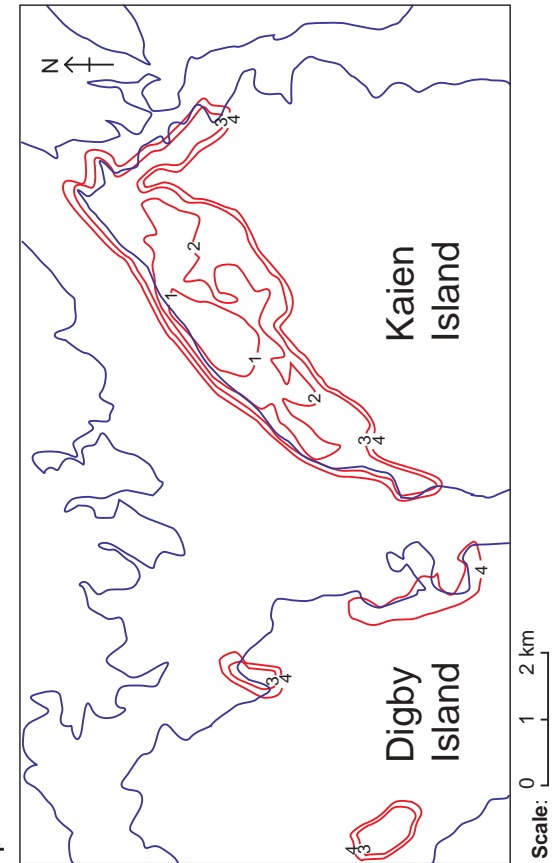
Option B — Oceans and their coastal margins

Refer to **Map B** on page 7 and its key on the right (do not refer to **Map A**). The question booklet contains the information relating to this resource.

Option F — The geography of food and health

Refer to **Map A** on this page, **Map B** on page 7 and its key on the right. The question booklet contains the information relating to these resources.

Map A



[Source: © International Baccalaureate Organization 2016]

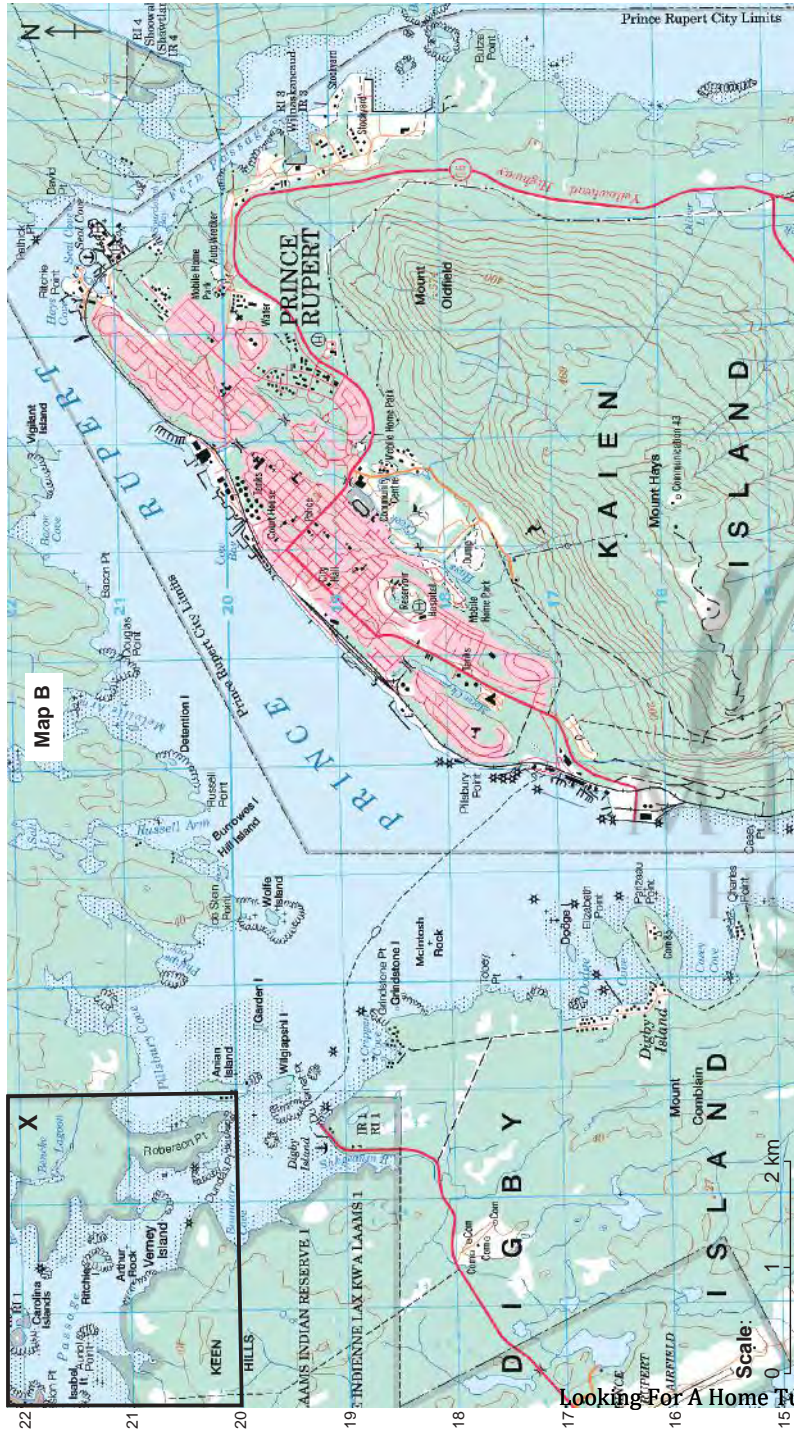
**Geography
 Higher level
 Paper 3**

Wednesday 18 November 2015 (morning)

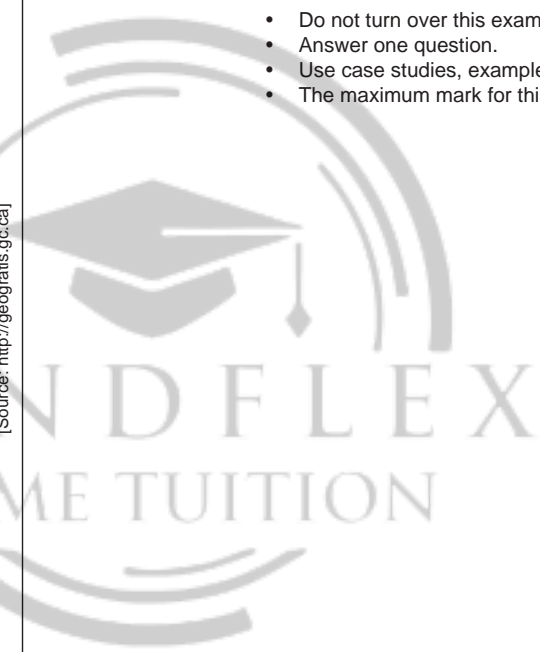
1 hour

Instructions to candidates

- Do not turn over this examination paper until instructed to do so.
- Answer one question.
- Use case studies, examples, maps and/or diagrams where relevant.
- The maximum mark for this examination paper is **[25 marks]**.



[Source: <http://geogratis.gc.ca>]

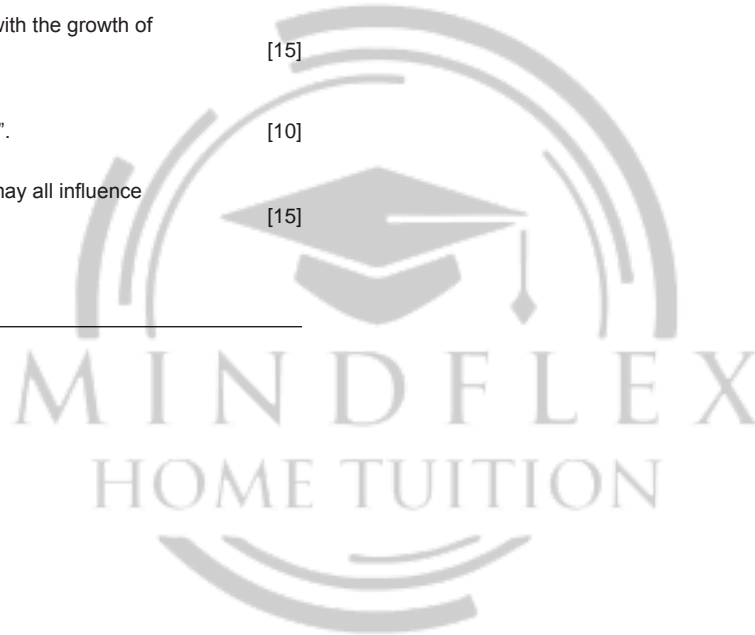




Answer **one** question.

Wherever possible, answers should include case studies and examples, and, where relevant, large, well drawn maps, sketches and diagrams.

- 1. (a) Using examples, analyse how global financial flows can be affected by the actions of governments. [10]
- (b) Discuss why anti-globalization movements/groups are found in most countries. [15]
- 2. (a) Using examples, analyse the benefits of globalized production for local societies. [10]
- (b) To what extent is environmental sustainability incompatible with the growth of globalization? [15]
- 3. (a) Using examples, analyse the concept of "loss of sovereignty". [10]
- (b) Examine how economic, technological and political factors may all influence the growth of global diaspora populations. [15]



Markscheme

November 2015

Geography

Higher level

Paper 3

Paper 3 markbands

Part (a)

Level descriptor	Knowledge/ understanding AO1	Application/ analysis AO2	Skills AO4	Marks 0–10
A	No relevant knowledge, or inappropriate	The question has been completely misinterpreted or omitted	None appropriate	0
B	Little relevant knowledge and/or understanding	Important aspects of the question are ignored	Little attempt at organization of material	1–3
C	Some relevant knowledge and understanding	Answer partially addresses the question	Some indication of structure or organization	4–6
D	Generally accurate knowledge and understanding	Answer is developed and covers most aspects of the question	Appropriate structure with generally appropriate terminology	7–8
E	Accurate, relevant knowledge and understanding	Well-developed answer that covers most or all aspects of the question	Well-structured response with sound terminology	9–10

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Part (b)

Level descriptor	Knowledge/ understanding AO1	Application/ analysis AO2	Synthesis/ evaluation AO3	Skills AO4	Marks 0–15
A	No relevant knowledge, or inappropriate	The question has been completely misinterpreted or omitted	No synthesis/ evaluation	None appropriate	0
B	Little relevant knowledge and/or understanding	Important aspects of the question are ignored	Little attempt at synthesis/ evaluation	Little attempt at organization of material	1–4
C	Some relevant knowledge and understanding	Answer partially addresses the question	Basic synthesis/ basic or unsubstantiated evaluation	Some indication of structure or organization	5–8
D	Generally accurate knowledge and understanding	Answer is developed and covers most aspects of the question	Synthesis that may be partially undeveloped/ evaluation that may be partially unsubstantiated	Appropriate structure with generally appropriate terminology	9–12
E	Accurate, relevant knowledge and understanding	Well-developed answer that covers most or all aspects of the question	Clear, developed synthesis/clear, substantiated evaluation	Well-structured response with sound terminology	13–15

1. (a) Using examples, analyse how global financial flows can be affected by the actions of governments. [10]

Financial flows include movements of money/credit/investment. Strictly, they should not include movements of goods/raw materials, although in reality there is some overlap (investments by TNCs underpin to flows of goods) and where appropriate the benefit of the doubt should be given.

National governments may directly transfer money via international aid programmes (bilateral or multilateral contributions), loans (including sovereign wealth funds) and investment (state-owned companies may purchase assets abroad). They indirectly affect financial flows through their policy-making. This can impact on migration (and thus remittances) and the investment patterns of TNCs (and thus flows of FDI, including investment, acquisitions, outsourcing). National governments also protect their economy from financial currency inflows/outflows. Money laundering is another possible theme.

Also credit use of multi-governmental organizations (and the way flows can accelerate with removal of tariffs/market expansion) and the intergovernmental nature of financial institutions / global governance (IMF and World Bank).

For band C, at least two financial flows should be described with some exemplification and a link established with government(s) (do not expect balance).

For band D, either more than two flows should be analysed and exemplified, or two flows analysed in a structured way that conceptualizes different types of influence (direct and indirect) or governments (national, MGOs, IGOs).

For band E, expect both.

- (b) Discuss why anti-globalization movements/groups are found in most countries. [15]

Credit all content in line with the markbands. Credit unexpected approaches wherever relevant.

The focus is on the ubiquity of resistance to globalization. The statement is not intended as a challenge and no counter-argument is required.

Different reasons for resistance need to be identified; the reasons are not the same for all countries. To achieve the highest band (a well-developed answer), details of one or more actual anti-globalization movements/groups must be included as part of the account (rather than just reasons why globalization might be resisted by people in general).

Possible anti-globalization themes (expect examples of actual movements/groups for some *but not all*) include:

- anti-globalization movements (named groups are expected) [Guide 6, 7]
- migration, diaspora and multiculturalism [Guide 5]
- the homogenizing power of global media and TNCs [Guide 5, 7]
- opposition to migration (may have names of political groups/parties) [Guide 6]
- opposition to IMF/SAPs [Guide 3]
- environmental concerns (example of civil society group/movement) [Guide 4]
- cultural imperialism (may refer to indigenous movement/protest) [Guide 5]
- resource nationalism (and populist/nationalist movements) [Guide 6]
- deindustrialization and outsourcing [Guide 2, 3]
- food miles and local sourcing movements (may name organization) [Guide 7].

Good answers scoring highly at AO3 may discuss globalization as a complex process, the effects of which are felt everywhere, albeit in varying ways, giving rise to movements/groups. Another approach may be to discuss how the veracity of the statement depends on what local effects of globalization are most strongly felt/perceived in a different locale (and perspectives may vary on this, even within the same locale).

For band D, there should either be a structured synthesis of several well-evidenced themes taken from the subject guide, or a properly evidenced conclusion (or ongoing evaluation) that critically discusses the statement.

At band E, expect both of these elements.

2. (a) Using examples, analyse the benefits of globalized production for local societies. [10]

The different local societies may be in producer or consumer nations/areas. States can be treated as 'local' places within a global context.

Examples of "globalized production" can be taken from any sector of industry: agribusiness, manufacturing or service sector (eg the outsourcing of call centres). The benefits for producer nations/areas could be economic (including multipliers, cheaper mass-produced goods, etc) and/or social (eg improved work opportunities for women, increased family wages and thus educational opportunities for children). Also credit the idea of increased consumer choice (eg fast food).

There are also benefits for local societies/regions that are now consumer/post-industrial regions, following global shift/relocation of polluting industries. It can be argued that they have "re-invented" themselves as cleaner, higher-wage societies that additionally benefit from cheap imports of global goods from producer regions.

Do not credit benefits for TNCs, or disadvantages for local societies, as neither is asked for by the question. Any such material should be deemed irrelevant.

For band C, two benefits of globalized production should be described in relation to local society/societies in general.

For band D, expect analysis of either a wider range of benefits and/or recognizable local societies, or a structured account that conceptualizes some different kinds of globalized production.

At band E, expect all of these elements.

- (b) To what extent is environmental sustainability incompatible with the growth of globalization? [15]

Credit all content in line with the markbands. Credit unexpected approaches wherever relevant.

The focus should be whether environmental sustainability – the idea that future generations should enjoy the same landscapes, ecosystem services, resources, etc that are available for living generations – cannot be guaranteed if globalization continues along its current trajectory (with resulting environmental degradation).

Globalization is the growing economic interdependence of the world, accompanied by increased global flows of goods, people, capital, information. The "growth" of globalization is associated with high economic growth rates in emerging economies / NICs / BRICs and this may be commented on / highlighted as an area of particular environmental concern, along with the already large footprint of the USA and, to a lesser extent, Japan, Australia, NZ and EU nations. Some answers may lack focus on globalization/sustainability and instead describe how human activity in general results in problems such as acid rain, eutrophication and nuclear accidents (to name but a few). Such partial answers may still reach the band C/D border if they are sufficiently synthetic (see below).

Possible themes for synthesis linked to sustainability/globalization include:

- growth of core regions [Guide 1]
- growth of transport networks for people and commodities [Guide 2]
- ICT and information flows (may have lower footprint) [Guide 3]
- agribusinesses, polluting industries and waste movements [Guide 4]
- environmental awareness and green messaging [Guide 4]
- food miles and air freight [Guide 4]
- globalization of branded commodities (and implications for resource use and waste) [Guide 5]
- de-industrialization and outsourcing [Guide 2,3]
- some local sourcing movements are rooted in anti-globalization/sustainability rhetoric [Guide 7].

Good answers scoring highly at AO3 may evaluate the extent to which some aspects of globalization are less harmful to the environment than others. Alternatively, a good inquiry of "to what extent" might take the view that growing global environmental awareness, or global cooperation on environmental issues and "technical fixes", can ameliorate environmental degradation and may yet mean that long-term environmental sustainability is possible.

For band D there should either be a structured synthesis of several well-evidenced themes taken from the subject guide, or a properly evidenced conclusion (or ongoing evaluation) that considers the extent to which the statement is true.

At band E, expect both of these elements.

3. (a) Using examples, analyse the concept of "loss of sovereignty".

[10]

Loss of sovereignty is principally understood in political and/or economic terms. It encompasses the diminishing effectiveness of political borders and subsequent changes in flow of goods/capital/labour/ideas and perhaps the location of economic activities. These changes may be viewed by governments and/or citizens as the ceding of power/independence in potentially problematic ways.

The concept is most likely explored in relation to the growth of multi-governmental organizations such as the European Union (EU), the Association of Southeast Asian Nations (ASEAN), the North American Free Trade Agreement (NAFTA), *etc.* In the case of the EU, there are additional governance and currency issues to perhaps consider.

However, the concept of sovereignty is even broader than this in some people's view, and may also be taken to include:

- the shift in power away from states and towards TNCs as a result of their economic size and dominance. This may be linked with the state's loss of direct control over its own resources (oil, minerals)
- largely inescapable cultural changes such as loss of native languages and customs, beyond state control (and the associated concepts of cultural imperialism and the shrinking world)
- IMF/World Bank or other "top-down" assistance that comes with strings attached *eg* structural adjustment (SAPs)
- free trade and abandonment of protectionism could lead to changes which increase dependency on other trading partners.

Other interpretations of "loss of sovereignty" may be credited provided some change/loss over time features in the account.

For band C, two impacts of a powerful global/top-down force or change (such as an MGO, TNCs or information flows) should be described that have some bearing on a recognizable state's independence/autonomy.

For band D, expect analysis of either a wider range of exemplified impacts or a briefer account that conceptualizes what "loss of sovereignty" might involve.

At band E, expect both of these elements.

- (b) Examine how economic, technological and political factors may all influence the growth of global diaspora populations.

[15]

Credit all content in line with the markbands. Credit unexpected approaches wherever relevant.

The focus is on the growth of diasporas – globally dispersed populations of common ancestry/ethnicity/religion. An effective examination should give consideration to all three economic, technological and political factors.

The factors give rise to migration which in turn generates diaspora growth. To achieve the highest band (a well-developed answer), details of diaspora populations must be included as part of the account (rather than just reasons for migration between different countries).

Possible themes linked to diaspora growth include:

- active role of diaspora source nations in the growth of diasporas [Guide 5]
- shrinking world, including transnational family connectivity using ICT, or cheaper/easier means to disperse *eg* cheaper air flights [Guide 2]
- many of the political controls on global interactions can discourage migration and thus diaspora growth *eg* nationalism, anti-immigration rhetoric/policies [Guide 6] or controls on technology *eg* internet censorship [Guide 2]
- key role of economic labour flows as a global interaction [Guide 3]
- growth of EU has aided growth of "instant" diasporas within Europe due to freedom of movement [Guide 5]
- roots of globalization in empires of eighteenth and nineteenth centuries established patterns of post-colonial migration between global periphery and core [Guide 1] and *eg* growth of African diasporas in Europe/Americas
- global homogenization of landscapes [Guide 4] and consumer culture [Guide 5] may make different places become more familiar, so becomes less of a wrench to migrate overseas
- poverty might limit out-migration from the poorest countries of the global periphery [Guide 2].

Good answers that score highly at AO3 may additionally examine how the three different factors are interrelated (particularly within the context of the free movement of people within the EU), or may examine how the factors can both encourage or discourage migration. Another approach might be to examine explicitly the relative importance of the three factors in different contexts.

For band D there should either be a structured synthesis of all three factors with supporting details (do not expect balance), or a properly evidenced conclusion (or ongoing evaluation) that critically examines the statement.

At band E, expect both of these elements.