**(1) (a) Using examples, explain how the physical environment impacts global interactions [12]**

*Marks should be allocated according to the markbands*.

Credit a broad range of ideas but essays are likely to develop two strands to the essay, places that that are either resource rich or resource poor and/or place at varying scale that experience geographical advantages or disadvantages that influence their global interactions. Expect examples to be developed at a range of scales form local to global.

Expect at least two developed examples evidencing the above. Resource wealth enables countries to generate export revenues and links them to global supply chains. Countries that are resource poor are may struggle to develop global interactions.

Places that have geographical advantages in addition to resources such as temperate climates, deep warm ocean ports, geographical centrality can increase global interactions quickly. Places that are remote and geographically isolated experience lower interactions. Some countries are geographically isolated for political reasons.

**(AO2) a wider range of knowledge and understanding (AO1) in a well-structured way (AO4).** One approach maybe to provide a detailed explanation of the problems of resource poor nations. Another approach would be to focus on geographical isolation. Expect both pathways in the best responses.

For **4–6 marks**, expect some weakly-evidenced outlining of one or two relevant physical environment factors.

For **7–9 marks,** expect a structured, evidenced explanation of: either two detailed physical environment factors or a detailed focus on geographical isolation

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

**(b)   Discuss the role of civil society in increasing the ability for people to participate in global interactions [16]**

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

The essay is likely to develop a broad range of ideas and roles of civil society. This may relate to resistance to environmental, social and economic challenges of global interactions. It may relate to their role in challenging inequality and lack participation. The essay may develop some negative influences such as computer hacking and/or tax avoidance from wealthy individuals.

A good approach to the essay would be address the question through the geographical structure of economic, social, environmental and political.

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

* The role of Civil Society groups in achieving the MDGs (5.1.1)
* Their role in achieving gender equality (5.1.1)
* Their role in helping close the development gap (5.1.1)
* The role of micro-finance organization (5.1.2)
* The role fair trade organizations (5.1.2)
* Rejection of global production (5.3.1)
* The promotion of local production (5.3.1)
* The promotion of international mindedness (5.3.3)
* The use of social media campaigns (5.3.3)
* Hacking and identity fraud (6.1.1)
* Raising awareness of environmental and social risk (6.3.1)
* The use of crowdsouring technologies (6.3.2)
* expect themes from the core units (1–3) to be used also

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

Good answers may additionally offer a critical evaluation**(AO3b)** Some civil society groups pose a risk to global interactions (processes of change),There is likely to be (differing perspectives) in terms of how civil society is perceived e.g. by TNCs by governments. Specific actions and relative successes may be developed as evidence (places and power). These actions will vary in terms of their spatial extent  (scale and interactions)

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

For**9–12 marks**, expect: either a structured synthesis which links together several well-evidenced themes from the Guide or a critical conclusion (or on-going evaluation) informed by geographical concepts and/or perspectives.

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

**2. (a) With the use of examples explain how one diaspora influences the diversity and identity of places [12]**

*Marks should be allocated according to the markbands*.

Credit a broad range of ideas but essays are likely to develop examples of places influenced by one diaspora. with reference to a detailed case study. Places in the essay needs to be developed, This can be done by scale using a region or country or could be developed at the global scale using a variety of countries.

Diversity refers to cultural diversity and identity. Student may develop how one diaspora has influenced tangible cultural traits such as language, food, music, architecture in a number of places. This impact is likely to vary from place to place but may be limited due to lack of integration. This can be developed geographically at the local scale. For example, the religious and cultural functions and services in their own city. Essay may develop the impact on cultural values and beliefs within countries. This could be based on multiculturalism or lack of it. Certainly identity becomes multicultural even if there are still different perspectives and attitudes within the community towards it.

**(AO2) a wider range of knowledge and understanding (AO1) in a well-structured way (AO4).** One approach may be to develop a detailed case study of a diaspora in one place or region. Another approach would be develop the influence of the diaspora at range of scales in different places. Either way the extent of the influence eon diversity needs to be explained throughout.

For **4–6 marks**, expect some weakly-evidenced outlining of one or two relevant influences on places' diversity

For **7–9 marks,** expect a structured, evidenced explanation of: either two detailed influences on places' diversity or a detailed focus on influence on diversity at a range of scales and places

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

**(b) Examine the impact of different global flows on the environment [16]**

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

The essay will develop a broad range of environmental impacts from global flows. It is likely to focus heavily on (6.2) environmental risks e.g. transport impacts, carbon footprints. Environmental impacts should be developed at a range of scales from local to global.

Essays may develop the impact of resource exploitation and this could be supported with case study material and address impacts at a range of scales.

Essays may develop alternative trading networks such as fair trade, local sourcing and increasing corporate responsibility

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

* Global flows in goods and materials (4.2.1)
* Illegal flows (4.2.1)
* Transport developments over time (4.3.2)
* Natural resource exploitation (4.3.3)
* TNCs corporate social responsibility ( 5.1.2)
* Alternative trading networks, Fairtrade (5.1.2)
* Local sourcing of food and goods (5.3.1)
* Environmental risks, trans boundary pollution, localized pollution, shipping, carbon footprints, manufacturing, food production systems (6.2)
* expect themes from the core units (1–3) to be used also

Good answers may synthesize **(AO3a)** three or more of these themes in a well-structured **(AO4)** way. Good answers may additionally offer a critical evaluation**(AO3b)** Technology improvements, corporate responsibility and alternative trading networks are reducing environmental impact(processes of change), There is likely to be (differing perspectives) from a range of interest groups (places and power). The environmental impacts should be explored from global issues such as climate change to local issues such as shipping lane pollution (scale and interactions) Essays may evaluate or assess the degree of importance of different global flows on the environment (process and change).

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

For**9–12 marks**, expect: either a structured synthesis which links together several well-evidenced themes from the Guide or a critical conclusion (or on-going evaluation) informed by geographical concepts and/or perspectives.

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

**3. (a) Using examples examine the role of technology in reducing risks of global interactions [12]**

*Marks should be allocated according to the markbands*.

Expect students to develop detailed examples of how nations manage the threat of hacking and identity fraud through cybersecurity as well as the movement of people through e-passports. Specific specialized knowledge is expected and this is best developed through specific countries or regions.

Essays may develop a range of technology tools for managing the global flows of global interactions.. Global flows may include peoples' movement in business sand tourism, migrants, financial flows, flows in goods and services as security issues relating to transport.

A range of technologies may be developed. Accept innovation in transport, including shipping and aviation, containerization may be developed. However, students are more likely to develop supply chain digital platforms, for tracking and coordinating logistics and supply chains. Refrigerated containerization for fresh foods is possible. Drone technologies has applications for many industry sectors, 3D printing could secure some supply chains. Global communication systems ate being used for the flows in services an finance as well as the movement of people.

**(AO2) a wider range of knowledge and understanding (AO1) in a well-structured way (AO4).** One approach may be to develop a detailed case study of cybsersecurity and e-passports. Another approach would be develop a broad range of different technologies for the reducing risk of global flows. This may also include cybersecurity and e-passports.

For **4–6 marks**, expect some weakly-evidenced outlining of one or two relevant technologies for reducing risk

For **7–9 marks,** expect a structured, evidenced explanation of: either two detailed technologies for reducing risk or a broad range of technologies that manage risk of global flows

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

**(b) Examine the impact of financial flows on global interactions [16]**

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

The essay will develop a broad range of financial flows, mainly drawing on FDI, aid, loans debt relief and remittances. These should be careful assessed in regard to their impact on global interactions.

Impact can be taken as increasing global interactions or reducing it e.g. FDI flows integrate countries whilst localized alternative trading networks may modify these flows in favour of local communities.

Innovations in technology and communications enable increased financial flows, e.g remittance transfers, crowdsourcing, but also create challenges and risks through hacking and tax avoidance.

The essay requires clear assessment which should run through the main body of the essay and be left to the conclusion

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

* The role of powerful global groups and increased political and economic integration (4.1.2)
* Global networks and flows(4.2.1)
* Aid, loans, debt relief, remittances ( 4.2.1
* FDI Flows and supply chain (4.2.2)
* The role of MGOs and free trade zones (4.3.1)
* Innovations in technology, communication and data flows ( 5.3.2)
* Empowering of women, minority groups (5.3.1)
* Affirmative actions to close the development gap (5.3.1)
* The work of microfinance organizations and networks (5.3.2)
* The role of alternative trading networks, fairtrade (5.3.2)
* Rejection of global production systems in favour of local sourcing (5.3.1)
* Hacking and identity theft (6.1.1)
* Profit repatriation and tax avoidance (6.1.2)
* The availability of natural resources (4.3.3)
* Technology innovation (4.3.2)
* Reshoring of economic activity by TNCs (6.3.2)
* Use of crowdsourcing technologies (6.3.2)
* expect themes from the core units (1–3) to be used also

Good answers may synthesize **(AO3a)** three or more of these themes in a well-structured **(AO4)** way. Good answers may additionally offer a critical evaluation**(AO3b)** Some aspect of financial flows causes greater risk e.g. hacking, identity fraud and tax avoidance including capital flight(processes of change), Essays may develop the role of key players including powerful groups, MGOs, TNCs, nation states (places and power). The degree and speed of impact varies spatially in different places (scale and interactions) . Essays may evaluate or assess the degree of importance of different financial flows (process and change). There is likely to be (differing perspectives)  in terms of development gaps, inequalities, participation in terms of minority groups, migrants, women.

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

For**9–12 marks**, expect: either a structured synthesis which links together several well-evidenced themes from the Guide or a critical conclusion (or on-going evaluation) informed by geographical concepts and/or perspectives.

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