Geography

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 14	15 - 29	30 - 43	44 - 53	54 - 64	65 - 75	76 - 100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 14	15 - 30	31 - 40	41 - 52	53 - 64	65 - 76	77 - 100

Higher and standard level internal assessment

High level component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 7	8 - 12	13 - 16	17 - 20	21 - 24	25 - 30

Standard level component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 7	8 - 12	13 - 16	17 - 20	21 - 24	25 - 30

The range and suitability of the work submitted

A good variety of projects were submitted, covering both physical and human geography. The topics included river investigation, urban environments, tourism, and coastal processes, among others. River investigations were widely undertaken and candidates collected sufficient quality data that (in most cases) was subjected to statistical tests although some candidates had limited data and did not determine the significance level. Some candidates/centres chose very challenging topics that largely were difficult to analyse and/or did not have strong spatial aspects.

Candidate performance against each criterion

Criterion A – Fieldwork question and geographic context

Most candidates had focused fieldwork questions that were well linked to the syllabus. The maps for such candidates were clearly personalized and had linear information. Most candidates' hypotheses were sharply focused and determinable. Other candidates had many downloaded maps that were not personalized and/or had no linear information. Some candidates had photocopied maps that were not clear and were therefore difficult to read. Satellite images were included by some candidates. Usually such images are not effective and tend to lack clarity. It was commendable to see a few hand drawn and effectively used maps.

Criterion B – Method(s) of investigation

Most candidates and top range samples explained sampling methods used and had detailed description and justification of methods used in data collection. Illustrations were also used to help explain the methods used. Those who failed to earn full marks had limited description of methods and did not fully justify the methods used.

Criterion C – Quality and treatment of information collected; and Criterion D – Written analysis

An impressive variety of techniques such as graphs, pie charts, kite diagrams and base maps were used to display the data collected. Generally, most techniques used were appropriate. A few of the illustrations such as graphs were not labelled, and in some cases, not referred to in the text.

Some candidates did not integrate criteria C and D, resulting in running pages of illustrations that were followed by analysis. The analyses for the top range samples where statistical tests were applied were detailed. Candidates used data/statistics to support statements in the analysis. There was effective use of Spearman's Rank Correlation and nearest neighbour analysis by top range samples. Some candidates, however, applied Spearman's test method to a limited set of data which failed to bring out realistic generalizations. Overall, the analysis part tended to be the most challenging criterion as some candidates wrote descriptive reports rather than being analytical.

Criterion E – Conclusion

Conclusions were generally satisfactory and were largely consistent with the findings raised in criterion D. Candidates should be reminded to relate the conclusion to the fieldwork question.

Criterion F – Evaluation

Most candidates managed to write evaluations of methods. The evaluations varied from being adequate to fully evaluated methods with suggested improvements and extensions.

Criterion G - Formal requirements

Most candidates scored full marks in this criterion. However, some lost marks due to careless mistakes such as failure to number pages, omission of a bibliography, failure to follow the suggested format of writing the report and in a few cases, exceeding the word limit.

Recommendations for the teaching of future candidates

Candidates should be reminded to phrase a sharply focused fieldwork question and formulate determinable hypotheses.

Locational map(s) should be relevant to the fieldwork question and should include all the linear information.

Candidates should be reminded to explain why they have selected a particular method in comparison with other possible methods.

Data collection tools such as questionnaires should be placed in the appendix.

Candidates should integrate criteria C and D.

All illustrations should be numbered, referred to and be placed appropriately within the text.

Sufficient data should be collected to effectively use Spearman's statistical test and also to help in drawing realistic conclusions.

Candidates should be helped to develop analytical skills rather than being descriptive in criterion D.

Conclusions should always be based on the findings and should make reference to the fieldwork question.

It is important to remind candidates that detailed explanation is required for improvements and extensions and that the explanations should be specific and well justified for higher marks to be achieved in criterion F.

Candidates should be reminded to have some sort of a checklist to ensure that all aspects of criterion G are met for full marks to be awarded.

Further comments

Where secondary data is used (to supplement primary information), it must be fully referenced, including maps. References must be clearly identified at the point where they are used in the text as a footnote or a number linked to a bibliography at the end.

When statistical tests are carried out, it is advisable to show the calculation and also determine the level of significance when interpreting the test result.

If a questionnaire is used, it has to be described in the methodology section and be linked to the stated hypotheses, not treated in isolation.

Use of too many hypotheses limits the candidates in writing detailed analysis (due to the word limit). It is advisable to formulate two or three hypotheses.

Teachers should refer to the IA section of the geography guide and remind themselves about the topics that are not advised to be used for fieldwork. Some of the complex and challenging projects were based on those themes.

Higher and standard level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 10	11 - 20	21 - 25	26 - 32	33 - 39	40 - 46	47 - 60

The areas of the programme and examination which appeared difficult for the candidates

On occasion there was misinterpretation of command terms. Some responses focused on explaining when the command term was 'describe'. When asked to give two reasons, or two weaknesses, candidates need to ensure that they are distinct and that the second is not just another way of saying the first. There were some candidates who did not understand some basic definitions of terminology that are defined in the guide. There was limited knowledge and understanding of soil degradation which impacted upon performance in question 3. Many candidates failed to understand the term 'oil stocks' (question 4) despite the fact that it was explained in the stem of the question. Only a small minority of candidates managed to write extended responses that were sufficient in quantity and quality to reach band F.

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The areas of the programme and examination in which candidates appeared well prepared

There was sound knowledge and understanding of the issues surrounding changes in fertility and child mortality rates. Nearly all candidates had no issue interpreting and using the stimulus material especially the spider graph in question 2. On the whole, most candidates remembered to use quantification when describing trends or patterns from the stimulus material. Few responses were left blank which suggested that all questions were accessible to the candidates. Candidates who answered question 6 had a sound knowledge of forced migrations with many responses using the contemporary Syrian crisis as an example or case study. Many candidates produced an essay plan which led to well-structured coherent responses.

The strengths and weaknesses of the candidates in the treatment of individual questions

Section A

Question 1

(a) On the whole there were sound outlines from most candidates.

(b) This question was very well done with the majority of candidates achieving full marks. Weak responses tended to ignore the trend over time, focusing instead on the spatial pattern in one particular year or forgetting to include some quantification when describing the trends.

(c) Strong responses here with candidates often mentioning the fact that China's anti-natalist policy will have impacted upon Asia's figures during this time period or that the region has undergone rapid urbanization within this timeframe, reducing the desire for large families. Generally some very impressive answers.

(d) This was straightforward for the majority of candidates but a surprising number got zero for this considering these are definitions in the guide. On the whole, explaining momentum was more of a struggle than projection.

Question 2

(a)This was well answered with hardly any candidates getting less than full marks.

(b) Plenty of very good responses here with well-developed answers ranging from sanitation to health provision to gendercide. Candidates did need to keep in mind that the question related to child mortality, which is below 5 years of age, as some responses merely explained why mortality was high and did not focus their answer on child mortality.

(c) There were some excellent responses here but they were less common than expected given that the HDI is firmly placed within the material that needs to covered in the syllabus. Some candidates struggled to show their knowledge of the HDI and got a little confused with the MDGs and discussed those rather than the HDI. There was a lack of development from candidates when stating why a certain missing indicator was important. In terms of strengths, candidates needed to be more explicit instead of simply defining the HDI.

Question 3

(a) There were some responses that identified regions where soil degradation was very high, but few who actually recognized a pattern, namely that very high soil degradation seems to be on most continents and is found in many regions.

 (b) There were some strong responses that linked reasons for high soil degradation to the two developed regions. There were other responses that could identify a cause of soil degradation but failed to link it to the two regions in the question. Industrialization, urbanization and agro-business were often given as reasons but then the development to the degrading of soil was either non-existent or was very, very generalized. There were some very weak responses that referred to inappropriate geographical regions such as the Amazon.

(c) Responses tended to focus on soil's water filtering qualities, its carbon store qualities, the fact that soil is needed for the growth of rainforests as an essential carbon sink, that it can be used to grow biofuels, or that it has a high biodiversity. Responses were very varied in terms of the detail.

Question 4

(a) This presented no problems but candidates must not give a range of years when the question clearly asks 'state the year'.

 (b) This was answered well by most candidates who also included the necessary quantification.

(c) This was generally well answered if the candidate had understood the meaning of 'stocks' as defined in the stem of the question. Answers varied from economic reasons such as a recession or boom impacting upon the demands of available stocks; weather-related answers explained how energy demands going up or down could impact upon the given stocks; and valid geopolitical reasons were often given as well. Weaker responses often failed to fully develop or exemplify their reasons.

Section B

Question 5

This, together with question 6, was the most popular of the three questions. Many candidates were able to evaluate effectively with a range of varied and valid examples. Many used Ethiopia, Haiti or Jamaica in assessing the effectiveness of aid, and the EU, China or the Asian Tigers in assessing the effectiveness of trade. Some responses were quite descriptive and candidates needed to focus their knowledge and understanding towards the question more. There were a number of responses that focused their entire answer on the value of fair trade; whilst this could have been one small aspect of the answer it should not have dominated the entire response. There were some excellent band E and F responses for this question.

Question 6

Together with question 5, this was the most popular of the three questions. Many looked at the Syrian refugee crisis and the impacts on the host nations. There was a focus on nations in the EU and this is valid as it has dominated the news cycle but many stronger responses looked at the impacts on the nations that are bearing the burden of this mass migration – namely those bordering Syria such as Lebanon. There were some responses that bordered on being

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xenophobic themselves, often incorrectly blaming refugees for recent incidents in vast sweeping statements. It was possible for responses to make use of 'voluntary migrations' such as Mexico to the USA if they linked the case study to the concept of 'forced' as many in low income regions have limited choices and are often 'forced' to look outside their own nations for employment.

Question 7

This was the least popular choice. Most candidates were able to discuss water scarcity and global climate change with examples; however, a significant number struggled to connect the two issues.

Recommendations and guidance for the teaching of future candidates

Teachers should stress the importance of reading the question more than once before beginning the response, and also ensure that the demands of command terms are understood. When describing any stimulus material, data must be used in the answer if it is contained in the resource. Keep encouraging candidates to present plans of their extended response writing as it leads to better structured responses. Recent case studies or examples should be used as often as possible to support knowledge and understanding in the extended responses. Please update candidate knowledge to the adjusted components of the HDI as changed by the UNDP (United Nations Development Programme) some years ago.

Further Comments

It is essential that candidates indicate where any extra work is to be found – and this should not be outside the lines of the answer boxes (or additional booklets) provided.

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Higher level and standard level paper two

Higher level component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 8	9 - 16	17 - 24	25 - 30	31 - 36	37 - 42	43 - 60

Standard level component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 6	7 - 12	13 - 15	16 - 20	21 - 24	25 - 29	30 - 40

General comments

A few candidates answered both questions in an option, although the instructions for candidates on the front of the question paper clearly state "Do not answer two questions on the same optional theme."

The areas of the programme and examination which appeared difficult for the candidates

Many candidates did not provide sufficient development or exemplification in part (b) questions to achieve full marks.

Map reading skills were weak, especially in the citing of grid references.

Many candidates had difficulties in reading and extracting information from multi-line graphs.

Some candidates did not have sufficient grasp of the definitions they are required to learn: these definitions are stated clearly in the syllabus.

There was weak knowledge and understanding of physical processes and landforms, such as infiltration/throughflow, hurricane formation, coastal landforms, and processes in hot, arid environments.

In the extended response questions, although candidates were able to use examples and case studies, their answers were often descriptive, rather than explanatory, and failed to evaluate the question sufficiently to gain high marks.

When using case studies, many candidates did not select the necessary information to support their answer, instead writing everything they knew about a topic.

The areas of the programme and examination in which candidates appeared well prepared

Topics such as sustainability, ecological footprint, the reasons for the growth of tourism, the impacts of dam construction and urban microclimates were often well understood.

There was some improvement in the use and quality of diagrams and sketch maps used to support answers.

There was some improvement in the quality of the extended responses. Many candidates were well prepared and were able to show their in-depth knowledge and understanding, with effective use of case studies and examples. They showed ability to write well-structured responses.

Most candidates were aware that they needed to use examples and case studies to develop their answers.

The strengths and weaknesses of the candidates in the treatment of individual questions

Question 1

(a)   Most were able to identify two river landforms; meanders and ox-bow lake were the most common. There was a surprising inability to give a correct grid reference, or other location factor (although this was improved compared with previous sessions).

(b) (i)   No problems; most chose artificial levee/stopbank.

(b) (ii)   Few problems; most referred to impermeable surfaces and increased run-off.

(c)   Candidates showed understanding of a variety of impacts, such as eutrophication and salinization and their consequences, using located examples.

Question 2

(a) (i/ii)   The meanings of the terms "infiltration" and "throughflow" were often imperfectly understood. The use of a diagram sometimes helped the answer, and due credit was given.

(b) (i/ii)   This was generally well answered. A variety of different consequences was acceptable, but answers were often not sufficiently developed to warrant full marks.

(c)   Some excellent responses, mainly using Three Gorges Dam, the Hoover Dam and Aswan Dams as examples. The best answers gave range/variety/detail of costs and benefits, in relation to the particular dams chosen, and were able to make some overall evaluation. Sometimes, however, answers were general and descriptive.

Question 3

(a)   Many candidates struggled with reading the graph. Many could not get beyond simple description regarding increase/decrease and rarely used sufficient quantification.

(b)   This was generally well answered, showing good understanding of the benefits of mangrove swamps; although sometimes not well developed.

(c)   Although there were some strong responses, this question often caused significant problems. The question focused on resolving conflicting human pressures on a coastline. However, a limited range of management strategies was recognized. Most candidates simply described a selection of hard and soft engineering strategies, with little focus on human pressures, and little evaluation of their effectiveness.

Question 4

(a) (i)   Although the term aquaculture was often understood, few developed the point further.

(a) (ii)   There was inability to read the graph correctly and inaccurate quantification was often given. Many quantified using total, rather than aquaculture, figures.

(b) (i)   Few problems.

(b) (ii)   Most were able to explain one relevant geopolitical conflict.

(c)   This was often poorly answered, showing limited understanding of coastal processes and lithology and their relation to landforms. Answers were often descriptive and omitted reference to lithology. The comparison of relative importance was often weak.

Question 5

(a) (i/ii)   This presented few difficulties. Most were able to correctly identify the month and estimate the temperature range.

(a) (iii)   Some had difficulty in suggesting why October was a more challenging month.

(b)   Generally poorly answered. There was limited understanding of the processes of weathering and erosion in hot, arid areas.

(c)   Generally reasonably well answered and exemplified; there were some very sound responses. However, how challenges have been overcome was often descriptive. Weaker candidates tended to focus on living conditions and adaptations.

Question 6

(a) (i/ii)   No problems.

(a) (iii)   Many struggled with this question. Some correctly referred to high albedo, latitude, and lack of solar radiation.

(b)   There were some sound answers. Most were able to refer to a relevant example; sometimes the responses lacked development.

(c)   This was often well answered, with good exemplification, with the Aral Sea being frequently used. There was good understanding of risks and opportunities involved with irrigation; some referred to different irrigation techniques.

Question 7

(a)(i)   There was often a poor understanding of the term drought, many simply stating a lack of rain.

(a)(ii)   Many referred to a specific drought – e.g. Ethiopia 2015 and some were able to relate it to climatic factors, such as El Niño. However, named droughts were sometimes vague, as were the climatic reasons for the drought.

(b)   There were some very good responses and this was generally well answered. Weaker candidates gave basic reasons and these were not sufficiently developed for full marks. There was some misconception among candidates regarding the effectiveness of earthquake prediction.

(c)   This question posed some difficulties. Many candidates were unable to understand why intensity varied over time; this could be temporal or spatial; seasonal or long term (global warming). There was limited understanding of the processes involved in hurricane development. Some considered the example of a particular storm, showing how it varied in intensity as it passed over warmer seas and declined over land; others related changes to seasonal variations and climate change. Some confused intensity with varied impacts of hurricanes.

Question 8

(a) (i/ii)   Most candidates correctly identified the state (Delaware and Washington were both acceptable) with supporting data.

(a) (iii)   Land-use planning (zoning) was frequently misunderstood.

(b)   Most candidates understood the difference between a hazard event and a disaster, but relatively few could suggest why the distinction is unclear.

(c)   This was generally well answered, showing a good understanding of hazard events and their contrasting impacts. Answers were focused with good reference to examples, such as Japan and Haiti. Weaker candidates gave descriptive answers.

Question 9

(a) (i)   There was some confusion about the term "heritage tourist location", and few candidates scored full marks.

(a) (ii)   The question asked for two "different kinds" of heritage tourism which were often not given.

(b) (i)   The term "remote tourist destination" was imperfectly understood, and often there was insufficient development.

(b) (ii)   Most candidates could identify two reasons for the growth of tourism, but often they were not adequately developed to score full marks.

(c)   There were some very good answers showing a good understanding of strategies to manage sustainable tourism, and effective use of examples. Negative impacts of tourism in different environments were often missed. Weaker responses failed to look at more than one environment, or were often descriptive.

Question 10

(a)   The concept of geographical distribution was well understood by most candidates. Weaker answers merely gave a list of countries; better responses gave some quantification. Some candidates described the distribution as "below and above the equator" – North and South are the correct terms to use.

(b)   This was quite well answered, but the reasons were often not sufficiently developed to be awarded full marks.

(c)   Many candidates showed limited knowledge and understanding. Some did not describe a national sports league. However, there were some good and interesting responses, choosing sports leagues in a variety of countries; detailed; recognizing hierarchies and spheres of influence, the role of media and sponsorship. Weaker candidates sometimes used non-national sports such as UEFA and the Olympics.

Question 11

(a) (i/ii) There were few problems with this. Relatively few candidates recognized that diseases of affluence can occur in less wealthy countries.

(b)   This was generally well answered. The question specifically required one named water-borne or vector-borne disease*; Ebola is neither, although some credit was given. Policies of prevention were often answered better than treatment. Unfortunately, some candidates wrote (erroneously) that there is a vaccination for malaria.

        * The geography guide requires case studies of two diseases, chosen from two of the following three: vector-borne, water-borne, or sexually transmitted.

(c)   This question required an understanding of TNCs, fair trade and sustainability of agriculture. There were some very good, detailed responses, using examples. Others had an imperfect understanding of fair trade, confusing it with free trade. Many focused on environmental impacts and sustainability, with less consideration of social and economic aspects. Some recognized that TNCs and fair trade are not mutually exclusive.

Question 12

(a) (i)   Some candidates had problems in interpretation of the graph, although most were able to recognize overall increase. There was some incorrect quantification and candidates frequently used figures for production rather than yield.

(a) (ii) Very few gave a correct answer. Many gave the reason as increase in population, or use of HYVs (high yield varieties). The question referred to global production, rather than yields.

(b)   This was often poorly answered; candidates referred to output, rather than yield. Where correct factors were given, they were often not developed as to why yields increased.

(c)   Generally well answered. Good responses discussed types of diffusion and barriers, and gave located examples. Some focused on factors causing the diseases, rather than why they spread from place to place. Those that selected a lifestyle disease, such as obesity, were sometimes self-limiting in scope.

Question 13

(a)(i/ii) Few problems.

(b)   This question caused some difficulties. The term "economic activity" was sometimes weakly understood, and some failed to describe its distribution. Some referred to informal settlements.

(c)   Most responses discussed city sustainability, with limited reference to ecological footprint. Examples often referred to Curitiba and Masdar City. Sustainability focused on environmental rather than social and economic factors.

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Question 14

(a)   No problems.

(b)   Most understood the term counter-urbanization. Factors were correctly identified, but often not developed. Mirror points were not uncommon.

(c)   There were some good responses, focusing on heat islands, pollution and winds. Weaker candidates gave generalized accounts of pollution. There was a lot of misunderstanding of the role of pollution and CO_2 emission in the urban heat island effect. Few explicitly discussed the question.

Recommendations and guidance for the teaching of future candidates

Candidates need to:

- Review and learn the meanings of the command terms. There is a difference between the terms such as identify, state, describe, outline, and define as used in the part (a) questions, and (if required) each point should be developed in order to achieve full marks.
- Improve the reading and interpretation of graphs and diagrams, and always give quantification.
- Be aware that in part (b) questions, candidates are often asked to explain, or suggest reasons for, and again these should be developed in order to achieve full marks.
- Practise the timing of the extended response questions prior to the exam.
- Take greater care with handwriting; there was an increase in the number with illegible writing this session. Similarly, writing in a pale blue pen does not lead to clear scanning and may be disadvantageous.
- Avoid inappropriate comments, such as racial and homophobic.
- Be prepared for questions that might not be what they expect, and answer the question asked rather than just writing all they know about a particular topic.

Teachers need to:

- Ensure that candidates understand simple terminology, such as drought, heritage tourism, fair trade and free trade, yield compared to production in food, physical processes such as infiltration, coastal processes and processes in hot, arid environments.
- Be aware that the extended response questions often ask for discussion, evaluation, examination or comparison; candidates should be advised to go beyond mere description, and to give some evaluation of the question. Emphasize the importance of detailed case studies.
- Ensure that case studies are up-to-date (for example there were a number of responses that looked at the Spanish flu in the 1900s or the Black Plague in London).
- Ensure that candidates are aware that they should only answer <u>one</u> question from each

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option, and not both questions.

- Be aware of the preamble before each option in the geography guide as this often contains vital information – for example, case studies of diseases should be two of the following: water-borne, vector-borne or sexually transmitted.

Higher level paper three

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 4	5 - 8	9 - 13	14 - 15	16 - 17	18 - 19	20 - 25

The areas of the programme and examination which appeared difficult for the candidates

- Many candidates scored highly on 1(a) but struggled to reach the upper mark bands in 1(b) due to their narrow focus on migration alone (they neglected other global interactions which can provoke a negative reaction).

- Both parts of question 2 proved challenging for weaker- and middle-ability candidates in terms of maintaining focus. Neither 'borders' nor 'quality of life' were mentioned in a significant proportion of answers.

- A great many mediocre answers to 3(b) relied on the unselective 'stitching together' of a series of environmental problems or catastrophes. While often vividly descriptive, these answers provided little in the way of evaluation or discussion of the intended focus of the question, namely the need for improved global management.

The areas of the programme and examination in which candidates appeared well prepared

- There were fewer cases (than in past sessions) of candidates using their time poorly: the vast majority produced two substantial answers, as required.

- In general, part (a) questions were well attempted by the majority. *These are not intended as simple AO1 recall tasks and do require candidates to apply (AO2) their knowledge and understanding in possibly unanticipated ways.* Some excellent application of knowledge was demonstrated by the cohort, especially in relation to question 3(a).

- Case study details were often well-learned and richly detailed (which in many cases compensated for a lack of evaluation and discursive flair).

- The distinction between adoption and adaptation in question 1(a) was well understood and, in line with previous sessions, demonstrated that IB geography candidates enjoy learning and thinking critically about issues of global culture.

The strengths and weaknesses of the candidates in the treatment of individual questions

Question 1

(a) Answers to this popular question were overwhelmingly coherent and correct. Adoption was viewed as a universalizing process bringing cultural homogeneity to places. In contrast, adaptation combines the general (a global commodity or cultural trait) with the particular (local preferences and beliefs). The result is a hybrid, or localized, culture. McDonald's was a very popular illustrative choice (it is perhaps a pity that teachers and candidates do not seek out more interesting examples as there is no shortage). Shortcomings in some candidates' responses included:

- An overly narrow focus on a single example of international migration (an account of Mexican culture being adopted and adapted in the US falls short, strictly speaking, of providing an analysis of *global* cultural traits).

- Some confusion or insecurity over the meaning of 'adaptation' (some took it to mean forced as opposed to voluntary adoption, for instance).

(b) Many candidates wrote extensively about the contemporary reaction against migration in the USA (Donald Trump's proposed wall across the Mexican border) and throughout Europe (including the rise of right-wing politics in the UK, France and Austria). Some answers made excellent use of contemporary reporting of this topic, framed by the Syrian refugee crisis. Unfortunately, many candidates failed to broaden the remit of their answer to look beyond the migration debate. The question was phrased in a way which required candidates ideally to explore other reasons for resistance to global interactions, as opposed to varying perspectives on the merits or costs of migration. Responses reaching band D were expected to at least touch on some of the wider sovereignty issues which provoke EU or US citizens to voice their opposition to the EU or NAFTA. A minority of excellent essays explored contemporary reactions against migration in some locales and additionally synthesized a range of case studies dealing with such themes as international trade, environmental degradation, resource nationalism, cultural imperialism and workers' rights.

Question 2

(a) This was the least popular question; candidates attempting it generally produced merit-worthy answers that dealt competently with the effect that the EU and NAFTA have had on the borders of member states (these were the most popular examples by a considerable margin). Done well, an analysis of borders/barriers to the movement of people and trade was sufficient to access the top bands provided good supporting details were provided of one or two organizations. A large proportion of answers, however, were side-tracked into an analysis of the costs and benefits of MGO membership. Some barely mentioned the word 'borders' and wrote instead at some length about sovereignty and political self-

determination. Wherever possible, credit was awarded of course. However, some clearly knowledgeable candidates did not access the highest bands on account of their lack of focus.

(b) Candidates often failed to use the phrase 'quality of life' and instead wrote far more broadly about 'winners and losers' of globalization, or 'positive and negative consequences' of global interactions. Some material was creditable on account of the way in which quality of life was implied; for instance, the statement 'remittances sent home may help children in the source country to attend school or gain access to improved health care' (this implies improved quality of life for the children). Other material was less obviously creditable. For instance, the statement 'globalization has helped China develop into the world's largest economy but some African countries have done less well' (in this example, it is less obvious what is being said about quality of life). A few answers focused exclusively on the lives of 'non-globalized' groups such as the Xingu tribe and Amish of North America. This approach did not work terribly well as candidates could offer little in the way of evaluation beyond the observation that these groups are unaffected so their quality of life remains unchanged. In contrast, the best answers often mentioned indigenous tribes but additionally evaluated the changing quality of life for a wide range of different groups, including consumer societies, producer societies, social network users and societies disproportionately affected by global environmental change.

Question 3

(a) This popular question was well answered in the majority of cases. Candidates analysed the statement using case studies of financial flows, augmented often with their own personal knowledge of online purchasing, crowdfunding and trading. The best answers used evidence well and were focused fully on financial flows. Electronic transfers of remittances and donations for disaster victims were written about widely. There was widespread analysis too of out-sourcing investment into Bangalore and the role the internet plays supporting FDI (foreign direct investment) strategies by TNCs. Wherever possible, credit was awarded for work which focused on legitimate financial flows that have undoubtedly been enhanced by ICT. Some thoughtful answers analysed ways in which financial flows had been affected other than their volume and rapidity. Illegal (bank account hacking) and informal (peer-to-peer transfers) financial flows featured in some answers. So too did complex financial flows, such as transfer pricing by TNCs.

(b) This question generated a great many mediocre responses which 'patched' together a series of environmental vignettes before asserting that better management is required. Climate change, oceanic pollution and global biodiversity loss were popular themes which suited the question context well. Better answers tended to acknowledge steps already taken towards improved global governance (COP21, for instance) before arguing that even more must be done. Weaker responses were less selective in their choice of examples, typically involving fact-rich case studies of relatively localized issues. This meant there was not a compelling case for global management, merely better local management. The Chernobyl and Fukushima accidents were often used in this way. Candidates explained what had happened and then asserted that there is a need for power stations to be 'managed globally'.

The two examples below are fairly typical of the contrast which existed between borderline C/D and borderline D/E candidates attempting this question ("Examine the growing need for environmental management at a global scale."). While example A contains more facts than example B, it is in fact a relatively poor 'autopilot' answer to the actual question which has been set.

Example A (extract from borderline C/D response)

The Fukushima Daiichi nuclear plant, 240 km northeast of Tokyo, is one of the 15 largest nuclear power stations in the world. Following the earthquake and tsunami of 2011, partial nuclear meltdown and explosions struck its three operational boiling water reactors. The event was rated at Level 7 on the International Nuclear Event Scale. Radiation immediately escaped into the atmosphere through hydrogen explosions in two reactors and steam vented from the reactor buildings. Increased radiation levels close to the plant reached 400 Millisieverts (mSv) an hour. The effects of the radiation became very widely spread. At first, a 20 km exclusion zone was imposed, resulting in the forced migration of 70,000 people. Later, traces of radiation were found to have travelled far beyond Japan in the air and ocean, affecting people in other countries too. Because this became such a global problem it is clear that better global management is needed.

Example B (extract from borderline D/E response)

The IPCC projects a world sea-level rise of 60-70cm by 2100, mostly due to thermal expansion. Without mitigation, large-scale melting of the Greenland and Antarctica ice sheets could contribute 7m and 60m rises respectively. The risks are enormous for every country, especially those with a coastline. Moreover, the problem has been created by a combination of the actions and global interactions of many different countries over centuries. National governments can switch from non-renewable fossil fuel use towards greater use of renewable energy sources. These include wind, tidal and solar power. However, one country acting in isolation can only do so much and it is imperative that individual state actions take place in a global framework which encourages all countries to act and to honour the mitigation commitments they make. Recently, great progress was made in Paris in 2015 towards a legally-binding global agreement.

Recommendations and guidance for the teaching of future candidates

Teachers need to encourage candidates to:
- Use a wider range of case studies and be more selective in how using and applying this learning. Over-reliance on the use of a small handful of in-depth vignettes – the Amish, the Xingu or Dani tribe, Chernobyl, Bangalore, McDonald's in many cases – often results in candidates failing to reach the higher evaluative markbands. Learning about more case studies does not necessarily imply more teaching time is needed because some case studies are taught currently in far more detail than is required, given that this paper should

be supported with breadth, rather than depth, of learning (in line with the assessment design which rewards the synthesis of multiple themes).

- Be more interesting or up to date with case studies – McDonald's is not the only glocalizing business.

- Not waste time drawing large descriptive maps of countries that add nothing to the quality of the evaluation.

- Not waste time defining key terms which have not been asked for in part (a) of questions.

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