Globalisation and migration-3

Name: _____

Class: _____

Date:_____

Time:

Total Marks Available:

Total Marks Archived:

Level: IGCSE Mathematics A

Subject: Geography

Exam Board: Edexcel IGCSE Geography- it is however suitable for use by mathematics student of

other boards

Topic: Globalisation and migration-3

Type: Mark Scheme

To be used by all students preparing for Edexcel IGCSE Geography- Students of other Boards may also

find this useful

Mark Scheme

Q1.

Question number	Answer	Mark
(i)	**AO1 (1 mark)** D Tourism that considers all its current and future economic, social and environmental impacts.	(1)

Question number	Answer	Mark
(ii)	**AO1 (2 marks)** Award 1 mark for each correct role up to a maximum of 2 marks. • Environmental damage (1). • Pollution (1). • Erosion of local cultures (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
(iii)	**AO1 (1 mark)** C Increased disposable income. A, B, and D are incorrect as they are not reasons for the growth of global tourism.	(1)

Q2.

Question Number	Indicative content
	AO3 (3 marks)/AO4 (3 marks) **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: **AO3**

	- There are a range of strategies that can be used to support more sustainable tourism, with different strategies being driven by different stakeholders in both developed and developing/emerging countries. - The scale of activity to support sustainable tourism will be different. Governments have the capacity to support large scale programmes and initiatives, as well as develop regulations to protect areas that are at risk from damage through tourism. - Individuals and organisation are more likely to operate at a small scale, focusing on particular initiatives and places to support sustainable development. - The strategies will have a range of impacts depending on their scale and duration. - The Inca site and tourist attraction Machu Picchu limits the number of visitors to 2,500 a day, due to damage from the amount of people visiting. While the Peruvian government have developed materials to increase awareness of other sites in the country to try and reduce pressure on Machu Pichu. - Sustainable tourism requires more than investment, but willingness from tourists to protect the environment they are visiting. Education support this, but it requires tourists to stick to rules, such as keeping to the footpaths.

	AO4 • Figure 8c shows a range of strategies used to make tourism more sustainable. • Figure 8c suggests that there are different stakeholders involved in creating sustainable tourism: governments, individuals and organisations. • Figure 8c suggests that governments can fund costs for repair, limit tourist number and fund education about sustainable tourism.

	• Figure 8c suggest that individuals/organisations can engage in sustainable tourism, keep to footpaths and buy local produce.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	4–6	• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)

Q3.

Question number	Indicative content
	AO2 (4 marks), AO3 (4 marks), AO4 (4 marks)
	Marking instructions
	Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.
	Indicative content guidance
	The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:

AO2

- Trade involves the transfer of goods or services from one person or entity to another, often in exchange for money. A system or network that allows trade is called a market. This market can be between a number of different countries, countries or individuals.
- Globalisation can also be considered the degree of connectivity (people, money, resources etc) between countries and regions.
- Global institutions include WTO, IMF as well as individual TNCs that operate across international borders.

AO3

- Globalisation is a complex set of ideas driven by processes and flows.
- Some many suggest that the drivers are not necessarily in the correct order and say technology, for instance, is the most important factor.
- An alternative argument is that is it governments and trade agreements that have facilitated globalisation allow more frictionless trade between places and regions.
- Migration is an important driver of the process since people carry with them, skills, ideas and resources that facilitate change.
- Others might argue that technology is the most important driver, allow people, goods and money to move more easily between distant places, rather than global institutions.
- TNCs and trade agreements (bilateral and regional) are very important as are rules around free markets and access to their economies.

AO4

- Figure 8a shows trade per capita variations at a global scale.
- Figure 8a shows that some places, e.g. India and sub Saharan Africa have low levels of trade 0-$500.
- Figure 8a shows that in general, the north has much higher levels of trade per capita than the global south.
- Figure 8c shows a range of factors that have facilitated globalisation.
- Figure 8c shows factors that operate at different scales and with different importance.
- Figure 8c indicates that there is only a limited number of factors, but for some places there may be more.

Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–4	• Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (A04)
Level 2	5–8	• Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	9–12	• Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2) • Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) • Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

Q4.

Question Number	Indicative content
	AO2 (4 marks), AO3 (4 marks), AO4 (4 marks)

Marking instructions

Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.

Indicative content guidance

The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:

AO2
- Globalisation is a process in which the world has become more connected.
- Globalisation can be considered the degree of connectivity (people, money, resources etc) between countries and regions.
- The number of international tourists has risen significantly over the last century, fuelled by developments in transport, and rising disposable incomes as countries develop.

AO3

- Globalisation is a complex set of ideas driven by processes and flows.
- Some may suggest that globalisation has led to an increase in the number of people who are connected, using ICT such as the internet, which has fuelled the global economy.
- It may be suggested that due to globalisation, increases in the global economy, many countries have experienced economic development with improved quality of life for their citizens where they have disposable incomes which can be used for tourism.
- An alternative argument is that globalisation has led to the rise of mass tourism which is becoming detrimental to the environment, and hence the need for sustainable tourism.
- Globalisation has led to increased travel, partly through tourism, as well as more efficient transport options. These transport options are using up more resource and are potentially harmful for the environment, contributing to climate change, particularly through air travel.

AO4

Question Number	Indicative content
	- Figure 8a shows the global pattern of populations who do not use the internet. - Figure 8a shows how most of the world has high levels of use of the internet, except in central Africa. - Figure 8a shows how there appears to be a link with the level of development and access to the internet. - Figure 8b shows how there are a range of strategies used to support sustainable tourism. - Figure 8b suggests that governments, individuals, and organisations use different strategies to support sustainable tourism.

Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–4	• Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (A04)
Level 2	5–8	• Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	9–12	• Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2)

Question Number	Indicative content	
		• Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) • Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

Q5.

Question number	Indicative content
	AO2 (4 marks), AO3 (4 marks), AO4 (4 marks) **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:

AO2

- The term globalisation is complex; it can be defined in a range of ways, often to suit different arguments
- There are a range of impacts of globalisation, some negative and some positive affecting people and their economies. It creates winners and losers
- The causes of globalisation are many and varied. They include: communication technology, transport technology, TNCs and global businesses as well as the removal of trade barriers.

AO3

- The distributed impacts of globalisation depends on the operation of the causes and process, e.g. global shift of manufacturing, increased connectivity etc.
- Unquestionably globalisation has delivered many befits for many people including greater consumer choice, poverty reduction. But is has been coupled with losses of jobs in some areas where other places, especially SE Asia have seen big job increases in the last 20-40 years.
- The challenge of globalisation of the issue is that crosses international boundaries – and therefore international cooperation is crucial– but these agreements are never straight forward to arrive at, or to implement. Different countries and places will have different approaches to trade agreements and barriers.
- Globalisation is very strongly linked to mass and international migration. In the future as people become more connected, then globalisation will increase globally in otherwise "unconnected" areas (e.g. those in Figure 8a).
- Globalisation impacts which are viewed as negative by some can vary spatially and temporally, which means that management solutions often have to be tailored locally or regionally, so the global aspect is difficult.

Question number	Indicative content
	• Globalisation remains a hotly contested idea and there is a curtly and anti-globalisation movement growing in some political circles. **AO4** • Figure 8a shows red "not-spots" of central Africa and parts of the Middle East, South America and SE Asia. • Figure 8a shows that Europe, N America and Australia for example have high scores of internet speed. • Figure 8b Shows there is variation in ease of doing business across regions, but highest scores are similar, between 70-80. • Figure 8b Latin America and Sub-Saharan Africa have the lowest scores, with Sub -Saharan Africa having the lowest average. • Figure 8c shows a range of different causes which are all possible drivers of globalisation • Figure 8c shows causes that can operate at different geographical scales. • Figure 8c indicates that there is only a limited number of causes, but for some places there may be more.

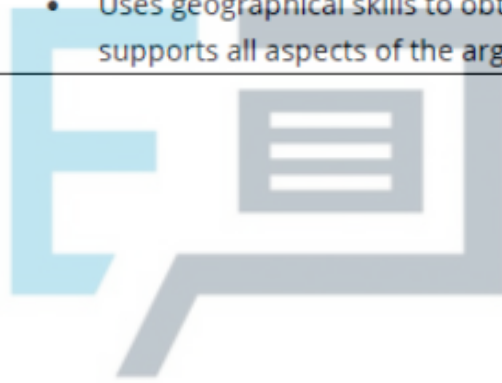| Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–4	• Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	5–8	• Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	9–12	• Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2)

Question number	Indicative content
	- Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) - Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

Q6.

Question number	Indicative content
	AO2 (4 marks)/AO3(4 marks)/AO4 (4 marks) **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include the following. **AO2** • There are different types of migration. The two main categories are voluntary migration (people have chosen to move) and forced migration (caused by a push factor, such as war, famine or religious persecution). • Global migration has increased in recent years, e.g. the mass migration in 2015 and 2016 from Syria and Afghanistan to Europe. • Several factors have increased the rate of migration, such as improvements in communications, transport and the relaxation of national boundaries. • The enlargement of the European Union (EU) triggered a marked increase in population flows within Europe, mainly for economic reasons. • The process of migration can have both advantages and disadvantages for the host country and country of origin. The challenge is to try and manage these impacts in a sustainable way.

AO3

- Population flows often lead to a complex combination of impacts, some good and some bad, for different groups of people. For example, migration could be good for the host country because it can stimulate economic growth, but it can also create unrest and conflict as residents of the host country may perceive the migrants in a negative way.

- In recent years, the challenge of managing migration has been made increasingly complex with rising numbers of refugees and asylum seekers. Issues arise with these types of migrants in host countries and some people object to resources being used to support them.

- There are different approaches to managing the impacts of migration, but these approaches rarely satisfy the needs of all stakeholders.

- The number of migrants a country receives is influenced by the country's migration policy. Countries such as the UK operate a points-based system. People are awarded points depending on their skills, previous income and age. This system gives some people visas to allow them entry into the UK for work, especially where there is a shortage of labour in that sector.

- Migration laws are complex and they are different in different countries, even if all are within the EU.

AO4

- Figure 8a shows that some parts of the world, e.g. USA, Canada, Western Europe, Australia, have experienced a net increase in net migration.

- Figure 8a shows that some parts of the world, e.g. Brazil and much of Africa, India, China and parts of the Middle East, have experienced a net decrease in net migration.

- Some areas in Figure 8a, e.g. Argentina, have not seen any change in their net migration figure, but these countries are in the minority.

- Figure 8b shows that some parts of the world, e.g. Asia Pacific and Western Europe, have seen an increase in manufacturing, a potential pull factor for economic migrants.

- Figure 8c shows information for population movement for tourism, with the most popular places being London, Bangkok and Paris. Therefore, sustainable management strategies will be needed to manage the impacts of these large volumes of short-term migrants.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	• Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	5–8	• Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) • Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)

Level	Mark	Descriptor
Level 3	9–12	• Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2) • Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) • Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

Q7.

Question Number	Answer	Mark
	AO1 (2 marks) / AO2 (2 marks) Award 1 mark (AO1) for identification of a possible reason and a further mark (AO2) for an explanation of the reason, up to a maximum of 2 marks per idea: • Trade blocs such as the European Union (EU) can encourage free trade between members (1) which means more trade is likely to take place (1). • Increasing trade between countries can increase economic development (1) and reduce inequality (1). • Increased volume of trade can lead to better political relationships between countries (1) and sharing of different cultures (1). Accept any other appropriate response.	(4)

Q8.

Question number	Answer	Mark
	AO1 (2 marks) / AO2 (2 marks) Award 1 mark (AO1) for identification of effect and a further mark (AO2) for an explanation of the reason, up to a maximum of 2 marks per idea: • [Spain] In Benidorm they have tried to reduce their ecological footprint by encouraging car sharing to and from the local airport Alicante (1) so this reduces the carbon emissions in the atmosphere (1). • [Cyprus] In 2006 Sustainable Tourism Initiative used beach cleaning (1) to try and produce local levels of marine pollution, e.g. washed up plastic (1). • [England] In London they have encouraged the use of bicycles for tourists to get around the capital (1) so this reduces the overall carbon footprint from travel (1). Accept any other appropriate response.	(4)