

a-level exam questions & answers:

global systems & global governance (section a) >

mark scheme | 20-mark question #2



version stage v1.1, last updated 31.10.21, © Luke Pearson & AQA | geographyportal.co.uk

Q.:	Sp. Ref.:	Information For Markers:	B'down:	Marks:
5)	3.2.1.1 & 3.2.1.6	<p>To what extent do you agree with the statement: “The critics of globalisation are correct in their analysis that it is completely an unsustainable concept”?</p> <p>AO1 – Knowledge and understanding of a processes and dimensions of globalisation in our 21st century world as well as its benefits and drawbacks. AO2 – Application of knowledge and understanding to identify and assess different critiques of globalisation or / as well as counter-globalisation through the use of case studies and relevant examples.</p> <p>Notes for answers</p> <p>The direction of the response in this question is highly subjective and many viewpoints are likely to be considered by candidates.</p> <p>AO1</p> <ul style="list-style-type: none"> • Reference successfully made to key terms such as ‘globalisation’ / ‘globalisation critique’ / ‘counter globalisation’ and its role in society. Additional credit given for including different dimensions of globalisation – political, cultural, social / economic. • Further reference could be given to the notion of sustainability as a concept – “ensuring the needs of the global population without social, economic or environmental detriment”. Students may pose the question “has globalisation worked so far for the majority of people?” as a way of approaching this question. • Candidates may approach this question by breaking down each dimension and considering whether globalisation has been beneficial or is unsustainable in the long term. • The history of globalisation – from trade routes, colonisation, containerisation to technological advancements and global institutions such as the world bank and UN or otherwise are valid examples of knowledge. All of these are controversial and have experienced counter-globalisation movements at some point. • Reference may be made to case studies or learnt materials from class to further any points. These are covered primarily in the AO2 section. <p>AO2</p> <ul style="list-style-type: none"> • If arguing positively, it is easy to reference general statistics such as ‘the average global citizen today is 4.4 times wealthier than in 1950’ – or ‘global health, accessibility and education is better than at any point in 	AO1=10 AO2=10	20

		<p>history' primarily because of ideas exchanges and global flows of information, highlighting the benefits of globalisation. It could be counter argued this has led to a 'brain-drain' in many less-developed nations such as Eastern Europe, with younger skilled professionals moving out and leaving a knowledge vacuum.</p> <ul style="list-style-type: none"> • Furthermore, globalisation has allowed for TNCs such as Apple to become household names around the globe, exporting to 175 countries and being the first trillion dollar company. This has created a massive positive multiplier effect, not only in the USA, where it is headquartered, but also in periphery nations such as China, India and Vietnam where hundreds of thousands are employed in advanced secondary manufacturing industry, contributing billions to the local economy and upskilling workers. • Candidates may argue against this point by including reference to worker exploitation occurring in many rapidly developing periphery nations as a negative and unsustainable consequence of globalisation. • Students may begin to refer to specific examples probably from recent geopolitical history to argue their against points – for example the 2016 Brexit referendum or election of nationalist / populist / counter-globalisation politicians such as Donald Trump in the US and Jair Bolsonaro in Brazil representing a change in a national view of a global world. These leaders argued that the damage to their own economies through a supranational body such as the EU, or outsourcing / a 'race to the bottom' in periphery LICs in the case of Trump and Bolsonaro has led to deindustrialisation, decline or a 'loss of sovereignty' in many wealthier nations who perceive themselves now as the losers of globalisation. Candidates may counter argue this isn't always grounded in fact, rather appealing to sentimental values of the electorate. • Reference may also be made to global events exacerbated by global flows – such as the COVID 19 / coronavirus pandemic exacerbating global health inequalities. 		
--	--	--	--	--

Marking Level Criteria:

This grid is used by teachers and examiners to decide first your working level, then narrow down to a mark out of 20 for all long answer questions, and the kinds of things they are looking to see in each of these answers.

Level/Mark Range	Criteria/Descriptor
TOP LEVEL 4 (16-20 marks – 80+% - typically an A* answer)	<ul style="list-style-type: none"> • Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question. Interpretations are comprehensive, sound and coherent (AO2). • Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout (AO2). • Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2). • Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout (AO1). • Full and accurate knowledge and understanding of key concepts, processes and interactions and change throughout (AO1).

<p>HIGH LEVEL 3 (11-15 marks – 55-75% - B to A grade answer)</p>	<ul style="list-style-type: none"> • Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question. Interpretations are generally clear and support the response in most aspects (AO2). • Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding (AO2). • Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2). • Generally clear and relevant knowledge and understanding of place(s) and environments (AO1). • Generally clear and accurate knowledge and understanding of key concepts, processes and interactions and change (AO1)
<p>LOWER LEVEL 2 (6-10 marks – 30-50% - D-C grade answer)</p>	<ul style="list-style-type: none"> • Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question (AO2). Interpretations are partial but do support the response in places. • Some partially relevant analysis and evaluation in the application of knowledge and understanding (AO2). • Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2). • Some relevant knowledge and understanding of place(s) and environments which is partially relevant (AO1). • Some knowledge and understanding of key concepts, processes and interactions and change. There may be a few inaccuracies (AO1).
<p>LOW LEVEL 1 (1-5 marks) - <25% - E or below answer</p>	<ul style="list-style-type: none"> • Very limited and/or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question (AO2). Interpretation is basic. • Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence (AO2). • Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2). • Very limited relevant knowledge and understanding of place(s) and environments (AO1). • Isolated knowledge and understanding of key concepts, processes and interactions and change. There may be a number of inaccuracies (AO1)
<p>LEVEL 0 (0 marks) – no answer provided</p>	<ul style="list-style-type: none"> • Nothing worthy of credit (something has gone ridiculously wrong if you're here!)