Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCE
In Geography (9GE0_03)
Paper 3

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.

- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.

- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.

- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.

- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.

- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.

- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.

- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

9GE03 0618 Mark scheme

Question number	Indicative content	Mark
1	**AO1 (4 marks)** Award **1** mark for identifying a legitimate reason why many national governments are keen to promote free trade blocs and a further **3** marks for expansion up to a maximum of **4** marks. For example: Being a member of a free trade bloc increases the total volume of trade (1) which allows access to cheaper imported goods (1) that reduce prices and (1) increase living standards (1) and tax revenues (1) and or.. Being a member of a free trade bloc increases the total volume of trade (1) which allows (better/greater) access to export markets (1) that increases sales (1) and improves output/employment and thus (1) increase living standards (1) and tax revenues (1) and or.. Free trade blocs increase national wealth/income or equivalent idea (1) because part of set of policies that also include privatization and encouragement of FDI (1) which leads to increased profits/sales for companies (1) which leads to expansion/growth of companies (1) which increases employment (1) and/or tax revenues (1). Free trade blocs increase the wealth of large corporations (TNCs) (1) because they can move production overseas to reduce costs of production (1) and also move profits to cheaper tax regimes (1) which increases the wealth of shareholders (1) who are (along with their institutions) key players in policy making for many national governments (1). Free trade blocs allow countries to specialise in those things that they do best (1) as the theory of comparative advantage suggests (1) so increasing total output (1) improving economies of scale (1) and increasing employment (1) living standards (1) and tax revenues (1) Free trade blocs encourage cooperation between governments on a number of levels (1) including political cooperation (1) reducing the risk of conflict (1) allowing exchange of scientific ideas (1) Being the member of a trade bloc may/does increase international influence (1) because membership of committees/ presidency (1) which allows more influence on economic and/or political policies (1) to benefit the economy and/or quality of life in that country (1) **Accept any other appropriate response.**	(4)

Question number	Indicative content	Mark
2 (a)	**AO3 (4 marks)** Award 1 mark for correct calculation of Thailand's GDP = 5781 x 67 = 387.3 (1) Award 1 mark for the correct addition of total ASEAN GDP = 2 397.8 (1) Award 1 mark for correct addition of total ASEAN population = 625.4 (1) Award 1 mark for correct GDP per capita for ASEAN free trade bloc = $3 834 (1) Please use discretion where figures gave been rounded up especially for the GDP per capita for the ASEAN free trade bloc.	**(4)**
2(b)	**AO3 (4 marks)** For each reason, award **1** mark for identifying why the mean GDP per capita might be misleading. For example: • The data is non-normally distributed and/or very wide variations from country to country (1) data to support that point e.g. only three countries have GDP per capita above the ASEAN mean (1). • National data unreliable (1) because of inequalities (1) illustration of same e.g. high Gini coefficient and/or 'a few billionaires distort the data' (1) • National GDP data may be lower/higher than recorded (1) because may be based on poorly gathered data (1) with inaccurate measurement of income/production as with the 'black economy' and/or subsistence production (1 • It is misleading because it takes a very narrow view of a country and/or development (1) therefore n e e d a d d i t i o n a l measures to give a broader picture (1) example of same e.g HDI / corruption indices (1) • Data is for 2013 and so old (1) as economic and/or population growth/decline has taken place (1) figures will have changed (1). **Accept any other appropriate response.**	**(4)**

Question number	Indicative content
3	**AO1 (4 marks)/AO3 (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:
	AO1 • The Human Development Index includes GDP per capita (Table 1), Life Expectancy (Figure 2) and Years in Schooling (Figure 2). • Political development is not included in the HDI but may reflect differences in approaches to development and the role of globalisation. • There is a complex inter-relationship between economic development, measures of globalisation and social development. • Economic development increases state income and can thus fund improvements in both health and education through government spending. • Both Modernisation Theory and Dependency Theory argue that the development of institutions play a central role in economic development. • The institutions include democratic and legal institutions which increase the rule of law and the strength of central governance. **AO3** • In general terms the ASEAN countries have low GDP per capita and poor levels of education, life expectancy and governance when compared with global averages. • There are significant variations within the ASEAN group. • Four countries have higher than global average levels of education but one of these, the Philippines, is only the fifth on the GDP per capita list of ASEAN countries. • Life expectancy is higher than global average in five countries and lower in the other five. • The relationship with GDP per capita is poor with Thailand and Vietnam obvious 'anomalies' on one side whilst Indonesia and the Philippines have poor life expectancy in terms of their GDP per capita. • Six countries have lower than global average scores for Governance – most of these have relatively low GDP per capita. • Myanmar stands out as both economically, socially and politically very poorly developed - at the other extreme Singapore has the highest scores in all four categories. **Accept any other appropriate response.**

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Investigates the question/issue to produce a limited analysis of data/evidence, making few connections to geographical ideas. (AO3)
Level 2	3-5	• Demonstrates geographical knowledge and understanding, which is mostly relevant but may include some inaccuracies. (AO1) • Critically investigates the question/issue to produce an analysis of data/evidence, making some logical connections to geographical ideas, which are mostly relevant. (AO3)
Level 3	6-8	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Critically investigates the question/issue to produce a coherent analysis of data/evidence, making logical connections to relevant geographical ideas. (AO3)

Question number	Indicative content
4	**AO1 (4 marks) AO3 (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: **AO1** - Communications are vital in a globalised world to increase the possibility of the movement of people, goods and capital which facilitates economic specialisation and development. - Island states, or states that archipelagoes, are at a disadvantage unless shipping links are developed to make the movement of goods and people possible. - The physical geography of some states poses particular challenges for connectivity – mountains, dissected landscapes, threat of hazards. - Levels of economic development will be a factor but foreign investment will play a large role, as will geographical location. - There will be variation within countries with coastal cities likely to be better connected than remote rural regions. - Higher scores on globalisation indexes might reflect greater wealth allowing, for example, more technical connectivity as on the AT Kearney index. **AO3** - Very uneven both between countries and within them. - Multimodal corridors rare/absent on the islands/archipelagos but present on 'mainland'. 'Switched off' places include much of the Philippines, Borneo (Kalimantan). - Sometimes appears easier to connect with a neighbouring state than within the country e.g. island of Borneo, Malaysia and Singapore. - Railways, highways rare throughout whilst pipelines more common. - No electric network in Philippines, Indonesia or Myanmar. - Major shipping corridor though Strait of Malacca. - Significant gas and oil pipelines in Indonesia, Malaysia and the Philippines. - Significance of coastal cities evident. **Accept any other appropriate response.**

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Investigates the question/issue to produce a limited analysis of data/evidence, making few connections to geographical ideas. (AO3)
Level 2	3-5	• Demonstrates geographical knowledge and understanding, which is mostly relevant but may include some inaccuracies. (AO1) • Critically investigates the question/issue to produce an analysis of data/evidence, making some logical connections to geographical ideas, which are mostly relevant. (AO3)
Level 3	6-8	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Critically investigates the question/issue to produce a coherent analysis of data/evidence, making logical connections to relevant geographical ideas. (AO3)

Question number	Indicative content
5	**AO1 (3 marks)/AO2 (9 marks)/AO3 (6 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:

AO1
- Superpowers have a range of mechanisms to preserve and increase power.
- Superpowers play a key role in global action.
- Tensions can arise over the acquisition of physical resources.
- Political spheres of influence can be contested.
- Interdependences have grown but there are uncertainties about future power structures.

AO2
- ASEAN is an important region for global trade but has no significant military power so relationship is probably uneven.
- Rapid growth of some of the economies suggest growing global influence.
- Growing trade relations as economies develop are likely to increase the role of China, India and the USA in the region which will also increase their political influence and competition between the (emerging) superpowers.
- Trading blocs often lack internal cohesion over attitudes to real and perceived threats and have no common political agenda.
- 'Colonial' history may impact on the political leverage of USA.
- FDI a powerful element in neo-colonialism with major players including the EU, USA, Japan and China.
- Superpowers rarely promote policies that damage their own interests so there is a risk that the region will become dominated by one or other superpower.
- The role of R and D is critical in developing domestic industries that might compete globally, following the Japanese and Korean models on Import Substitution and Export Valorisation.
- The significance of trade routes increases in a more globalised and interconnected world.
- Greater interconnectedness brings threats but also the possibility for more regional unity.

Question number	Indicative content
	AO3 • **Figure 4** shows that China has 14% of ASEAN trade whilst the USA has 8.2%, Indian trade is inconsequential. • **Figure 5** shows that other than intra-ASEAN trade China is a more significant trading partner than any other superpowers. • **Figure 5** shows that Japan is a significant trading partner. • **Figure 5** suggests that the USA is not a major trading player in this region. • **Figure 5** suggests that the EU is a relatively small player. • **Figure 5** suggests that India currently has little or no role in the trade of the region. • **Figure 6** indicates a very uneven pattern of FDI. • **Figure 7** indicates that only Singapore spends significant amounts on R and D. • **Figure 8** shows how contested the South China Sea is and how fragile is the political situation. **Accept any other appropriate response.**

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical information/ideas, making limited and rarely logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2) • Makes superficial judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3) • Investigates the question/issue to produce a limited interpretation of quantitative and qualitative data/evidence, but lacks meaningful connections to geographical ideas from across the course of study. (AO3)
Level 2	7–12	• Demonstrates geographical knowledge and understanding, which is mostly relevant but may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas to find some logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is supported by some evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an argument that may be unbalanced or partially coherent. (AO2) • Makes some valid judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3) • Investigates the question/issue to produce an interpretation of quantitative and qualitative data/evidence, making some meaningful connections to geographical ideas from across the course of study. (AO3)
Level 3	13–18	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2)

Level	Mark	Descriptor
		• Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2) • Makes valid judgements about the value and reliability of quantitative and qualitative data/evidence throughout. (AO3) • Critically investigates the question/issue to produce a coherent interpretation of quantitative and qualitative data/evidence, making meaningful connections to relevant geographical ideas from across the course of study throughout the response. (AO3)

Question number	Indicative content
6	**AO1 (4 marks)/AO2 (12 marks)/AO3 (8 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:
	There is no 'correct' answer here, although answers that argue that whilst climate change is significant in the long term, the short-term threats of political disputes and trading issues are more of a threat in the short term and are likely to dominate.
	AO1 - Natural hazards pose significant threats with disaster occurrence being explained by vulnerability and a community's threshold for resilience. - Governance and geographical factors influence vulnerability and resilience. - The social and economic impacts of natural hazards vary across the development spectrum. - Climate change may have significant impacts on the hydrological cycle both regionally and locally. - Climate change may increase the uncertainty of the system causing concerns of the security of water supplies. - There are consequences and risks associated with water insecurity including trans-boundary issues.
	AO2 Possible arguments for 'most serious threat'. - Recent natural disasters have had a significant effect and future ones could be even more catastrophic if larger events - The infrastructure will be both more vulnerable (coastal corridors etc) and more valuable - Greater economic interdependence makes natural catastrophes more significant - Vulnerability to hazards will increase especially in coastal regions - Above all climate change poses a long-term threat to the viability of the economies - Climate change vulnerability is highly variable and closely related to poverty as well the risks e.g. coastal - We are possibly beyond tipping point for climate change making mitigation increasingly, and alarmingly, expensive - In any event tensions within the ASEAN bloc might make co-operation to deal with external threats difficult to achieve - Although nuclear war might be a threat the recent rapprochement between the US and North Korea suggest that it is not 'real and that China and The US are just posturing in the South China Sea

Question number	Indicative content
	Counterarguments • Greater levels of development generally led to greater resilience as more mitigation methods can be afforded • Hazards cause have devastating short-term impacts but less long term impacts • Climate change is long term and might be offset by technological breakthrough • There are other threats which pose much immediate challenges not least the risk of Nuclear conflict between China and the US • Current US foreign policy is aggressive and they have key allies ion the region • Chinese expansionist plans may pose a significant threat to the political stability of the region • Tensions between India and China might have significant impact on this region • Tensions within countries caused by inequalities might pose a greater immediate threat than climate change through revolutionary movements (e.g. a South-east Asian 'spring') • Some of these tensions would be exacerbated by government corruption **AO3** • **Figure 9** (text) provides evidence of recent natural disasters that have been devastating • **Figure 9** also explains why the region is vulnerable • **Figure 9** (table) shows that some countries are more at risk than others – Indonesia and Philippines at one extreme – Singapore at the other. • **Figure 10** (text) shows how climate change is predicted to impact on the region both at a national and a local level • **Figure 10** (text) suggests that there will be very significant impacts on GDP for the region as a consequence of climate change • **Figure 10** (map) gives details of different levels of vulnerability • **Section C** (text) suggests that the South China Sea is the 'most serious global hotspot' and poses a 'real threat' to world peace • **Section A** (text) suggests that there are tensions between the ASEAN nations • **Section A** (text) suggests that there are high levels of corruption in the ASEAN nations • **Section A** (text) also suggests that there are tensions within ASEAN nations because of high levels of inequality

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	- Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) - Applies knowledge and understanding of geographical information/ideas, making limited and rarely logical connections/relationships. (AO2) - Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2) - Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2) - Makes superficial judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3) - Investigates the question/issue to produce a limited interpretation of quantitative and qualitative data/evidence, but lacks meaningful connections to geographical ideas from across the course of study. (AO3)
Level 2	7-12	- Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1) - Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships. (AO2) - Applies knowledge and understanding of geographical information/ideas to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2) - Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2) - Makes some valid judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3) - Investigates the question/issue to produce an interpretation of quantitative and qualitative data/evidence, making few connections to geographical ideas from across the course of study, which may not be meaningful. (AO3)

Level	Mark	Descriptor
Level 3	13-18	• Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1) • Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is supported by some evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2) • Makes mostly valid judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3) • Critically investigates the question/issue to produce a coherent interpretation of quantitative and qualitative data/evidence, making connections to relevant geographical ideas from across the course of study, some of which are meaningful. (AO3)
Level 4	19-24	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2) • Makes valid judgements about the value and reliability of quantitative and qualitative data/evidence throughout. (AO3) • Critically investigates the question/issue to produce a coherent interpretation of quantitative and qualitative data/evidence, comprehensively making meaningful connections to relevant geographical ideas from across the course of study throughout the response. (AO3)