

Markscheme

November 2024

Geography

Higher level

Paper 3

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Paper 3 part (a) markbands

Marks	Level descriptor		
	<p>AO1: Knowledge and understanding of specified content</p> <p>AO2: Application and analysis of knowledge and understanding</p>	<p>AO3: Synthesis and evaluation</p>	<p>AO4: Selection, use and application of a variety of appropriate skills and techniques</p>
0	The work does not reach a standard described by the descriptors below.		
1–3	<p>The response is general, not focused on the question, and lacks detail and structure.</p> <ul style="list-style-type: none"> • The response is very brief or general, listing a series of unconnected comments or largely irrelevant information. Evidence is general or relevant to the topic, but not to the question. • Evidence (that is, facts, statistics, examples or theories) is listed, lacks detail, and the relevance to the question is unclear. • Evidence is not used to formulate an argument or an analysis. • Everyday language is used; there is little use of geographical terminology or it is used with errors in understanding. <ul style="list-style-type: none"> • No evidence of synthesis or evaluation is expected. <ul style="list-style-type: none"> • Information is listed but is not grouped together in paragraphs, or paragraphing is erratic. • If present, the conclusion is brief, does not summarize the argument and/or does not address the question. 		
4–6	<p>The response only partially addresses the question; evidence is both relevant and irrelevant and is largely unstructured.</p> <ul style="list-style-type: none"> • The response partially addresses the question and/or does not meet the requirements of the command term. Key evidence is not included. • A mix of relevant and irrelevant evidence is outlined (that is, facts, statistics, examples or theories) and any links to the question are only listed. • The evidence presented supports only one element or interpretation of the question. • Key geographical terms are defined briefly. The terminology used is both relevant and irrelevant to the question. <ul style="list-style-type: none"> • No evidence of synthesis or evaluation is expected. <ul style="list-style-type: none"> • Paragraphs do not reflect grouping of information that addresses a specific element of the question. • If present, the conclusion is one-sided, addressing only part of the question. 		

<p>7–9</p>	<p>The response addresses most parts of the question and outlines an analysis supported by relevant evidence but may lack clear links between paragraphs.</p> <ul style="list-style-type: none"> • The question is broken down into parts and most parts of the question are addressed in the response, with supporting evidence for each aspect of the question. The response meets the requirements of the command term. • Relevant evidence (that is, facts, statistics, examples or theories) is described, focused on the question and mostly correct. Links with the question are described. • The analysis outlines a two-sided argument briefly (if appropriate) and is mostly descriptive, using examples as explanation. • Correct definitions are given, and relevant and irrelevant specialist geographical terms are used with occasional errors; or everyday language is used. 	<ul style="list-style-type: none"> • No evidence of synthesis or evaluation is expected. 	<ul style="list-style-type: none"> • A series of standalone paragraphs each addressing a specific element of the question but lacking clear links connecting them all into a coherent whole. • The conclusion repeats and summarizes the analysis or argument, but may contain new information as well.
<p>10–12</p>	<p>The response addresses all aspects of the question; the analysis is explained using evidence integrated in the paragraphs, and it is well structured.</p> <ul style="list-style-type: none"> • All aspects of the question are addressed and the response meets the requirements of the command term. • Detailed evidence (that is, facts, statistics, examples or theories) are integrated in sentences and paragraphs, and links made between evidence and the question are explained and relevant. • The response explains how the two sides of the argument (if appropriate) are supported by detailed evidence that is integrated in sentences. • Clear, correct definitions and use of geographical language is integrated in the sentences and throughout the response. 	<ul style="list-style-type: none"> • No evidence of synthesis or evaluation is expected. 	<ul style="list-style-type: none"> • Paragraphs focus on a relevant point of the argument and integrate the supporting evidence. Paragraphs are linked and support the logical flow of the argument and response. • The conclusion summarizes the evidence and argument, and links all back to the question.

Paper 3 part (b) markbands

Marks	Level descriptor		
	<p>AO1: Knowledge and understanding of specified content</p> <p>AO2: Application and analysis of knowledge and understanding</p>	<p>AO3: Synthesis and evaluation</p>	<p>AO4: Selection, use and application of a variety of appropriate skills and techniques</p>
0	The work does not reach a standard described by the descriptors below.		
1–4	<p>The response is general, not focused on the question, and lacks detail and structure.</p>		
	<ul style="list-style-type: none"> • The response is very brief or general, listing a series of unconnected comments or largely irrelevant information. Evidence is general or relevant to the topic, but not the question. • Evidence (that is, facts, statistics, examples or theories) is listed, lacks detail, and the relevance to the question is unclear. • Evidence is not used to formulate an argument or an analysis. • Everyday language is used; there is little use of geographical terminology or it is used with errors in understanding. 	<ul style="list-style-type: none"> • No synthesis or evaluation is expected at this level. • No links are presented between the response and (sub)topics in the guide. • No valid opinion or perspective on the issue is formulated. 	<ul style="list-style-type: none"> • Information is listed but is not grouped together in paragraphs, or paragraphing is erratic. • If present, the conclusion is brief, does not summarize the argument and/or does not address the question.
5–8	<p>The response only partially addresses the question with limited links to the guide; evidence is both relevant and irrelevant and is largely unstructured.</p>		
	<ul style="list-style-type: none"> • The response partially addresses the question and/or does not meet the requirements of the command term. Key evidence is not included. • A mix of relevant and irrelevant evidence is outlined (that is, facts, statistics, examples or theories) and any links to the question are only listed. • The evidence presented supports only one element or interpretation of the question. • Key geographical terms are defined briefly. Terminology used is both relevant and irrelevant to the question. 	<ul style="list-style-type: none"> • No synthesis or evaluation is expected at this level. • The link(s) between the response and the guide focus on one topic; other potential links are listed. • A valid but limited opinion or perspective on the issue is formulated. 	<ul style="list-style-type: none"> • Paragraphs do not reflect grouping of information that addresses a specific element of the question. • If present, the conclusion is one-sided, addressing only part of the question.

<p>9–12</p>	<p>The response addresses most parts of the question with developed links to the guide and outlines an analysis supported by relevant evidence but may lack clear links between paragraphs.</p> <ul style="list-style-type: none"> • The question is broken down into parts and most parts of the question are addressed in the response, with supporting evidence for each aspect of the question. The response meets the requirements of the command term. • Relevant evidence (that is, facts, statistics, examples or theories) is described, focused on the question and mostly correct. Links with the question are described. • The analysis outlines a two-sided argument briefly (if appropriate) and is mostly descriptive, using examples as explanation. • Correct definitions are given, and relevant and irrelevant specialist geographical terms are used with occasional errors; or everyday language is used.
<p>13–16</p>	<p>The response addresses all aspects of the question; the analysis is explained and evaluated using evidence integrated in the paragraphs, and it is well structured.</p> <ul style="list-style-type: none"> • All aspects of the question are addressed and the response meets the requirements of the command term. • Detailed evidence (that is, facts, statistics, examples or theories) are integrated in sentences and paragraphs, and links made between evidence and the question are explained and relevant. • The response explains how the two sides of the argument (if appropriate) are supported by detailed evidence that is integrated in sentences. • Clear, correct definitions and use of geographical language is integrated in the sentences and throughout the response.

1. (a) Analyse the impacts of **two** new technologies on the sovereignty of states. [12]

Marks should be allocated according to the markbands on pages 4 to 5

New technologies may include, among others, drones, 3D printing, e-passports. Credit “the internet” or “phones” as technologies responsible for hacking/data theft *etc.* Do not withhold credit from material describing the impacts of hacking / identity theft that does not explicitly name a technology (e.g. may only state that “new technologies have led to hacking”) - we may reasonably infer the internet is responsible.

The **sovereignty of states** is the concept that governments are fully autonomous in their political and economic decision making and have control over the flows that pass across state borders. In reality, no state has true sovereignty due to the realities of life in a globalized world, and also the inevitable movements of information, ideas, money, goods and people that occur even in those countries where strict border controls exist.

Impacts are most likely interpreted as negative / threats. In the higher mark bands, these threats should be focused on impacts at the state scale (e.g. drone attacks), rather than the personal scale (such as identity theft). If the latter approach is taken, candidates should be careful to highlight the overall/cumulative impact on the country/state of many of its citizens suffering negative personal impacts. Positive impacts might be included as part of the analysis: reduced state sovereignty (for example due to e-passports enabling freedom of movement) might be viewed as positive from an internationally minded perspective

Likely themes for analysis include:

- Use of drones in political conflicts including the Middle East, Afghanistan, Ukraine.
- Use of 3D printing to allow sensitive information/designs to cross state borders for the purposes of constructing items that might otherwise be illegal, for example handguns.
- The impacts of 3D printing could be seen as positive if it allows state, or individuals and businesses within that country, to become less reliant on physical imports, which might be viewed as enhancing rather than threatening sovereignty.
- E-passports potentially foster the free movement of citizens, which might be interpreted as a reduction in state sovereignty; however it is important to note as part of the analysis that the technology is not the root cause of reduced sovereignty when a government has actively agreed to join a multi governmental organization that allows free movement.
- The internet might be viewed as the ultimate threat to sovereignty. Material dealing with the internet could focus on the impact on state sovereignty by highlighting threats such as cyber espionage and the hacking of government systems. Conflict between superpower states such as the USA and China increasingly occurs in the realm of cyberspace.

Good answers may **apply** (AO2) a **wider range** of knowledge and understanding (AO1) in a **well-structured** way (AO4). One approach might be to provide a structured systematic analysis of different aspects of sovereignty that are threatened by digital interactions. Another approach might be to analyse how impacts on places are not always wholly negative and there is a **possibility** of sovereignty becoming enhanced in some ways, for example when technology reduces dependency on imports.

For 4–6 marks, expect some weakly evidenced outlining of one or two technological impacts/issues for people/countries.

For 7–9 marks, expect a structured, evidenced analysis of:

- either the impacts of two types of technology on states/countries
- or a wider range of sovereignty impacts (analyses positive and negative impacts, or shows a developed understanding of state sovereignty)

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

- (b) “All individuals and societies are equally affected by the environmental impacts of global interactions.” To what extent do you agree with this statement? **[16]**

Credit all content in line with the markbands. Marks should be allocated according to the markbands on pages 6 to 7. Credit unexpected approaches wherever relevant.

Global interactions is a broad term for a range of global flows, connections and exchanges. Important themes for the study of the environment at a global scale include global trade flows, the global shift of polluting industry, and carbon emissions linked with global economic growth and development overtime.

Environmental impacts studied as part of the course include transboundary pollution, such as smoke pollution affecting multiple countries in the vicinity of Indonesia, global agribusiness and its impacts, polluting manufacturing industries and localized pollution along shipping lanes. Impact may be relatively localized or experienced at the global scale (climate change). Impact may be reversible or irreversible, and experienced on varying time scales.

Important questions can be asked about the extent to which **all individuals and societies** are **equally affected** by these impacts (ideally going beyond impacts for ‘rich’ and ‘poor’ countries). These questions link with broader issues of contemporary and historical justice and inequality. Answers may focus on inequality both *between and within* countries in terms of people’s exposure to environmental damage, and their ability to adapt / cope / insulate from harm.

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

- Transboundary pollution [*Guide 6.2*]
- Global shift of polluting industries and any subsequent re-shoring [*Guide 6.2*]
- Carbon footprints for different flows and societies [*Guide 6.2*]
- Food production and agribusinesses [*Guide 6.2*]
- Civil society management of environmental risks [*Guide 6.3*]
- Atmosphere and oceans issues [*Guide 2.2*]
- Electronic waste in the global South [*Guide 3.2*]

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

Good answers may additionally offer a **critical evaluation** (AO3b) of the statement that discusses different types of interaction and impact, and the direct or indirect ways in which they can affect physical **processes** that can affect humans in certain **places** in harmful ways. Another approach might be to critically discuss different **scales** of the physical environment (including shared common resources, such as the oceans and atmosphere). A good evaluation may conclude with a substantiated final judgement on the overall degree to which the statement is true.

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

For 9–12 marks, expect:

- either a structured synthesis that links together several well-evidenced themes from the guide
- or a critical conclusion (or ongoing evaluation) informed by geographical concepts and/or perspectives.

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

2. (a) Analyse ways in which transnational corporations (TNCs) are trying to manage their global networks with greater responsibility [12]

Marks should be allocated according to the markbands on pages 4 to 5.

TNCs are a diverse group of businesses (both large and small) that operate internationally across borders. Likely foci for this question are energy and oil TNCs, along with those in the tourism, food or manufacturing sectors, for example textile companies outsourcing to Bangladesh. Some answers may focus on large conglomerate businesses such as Apple and Tata whose activities span almost all sectors of industry. TNCs in some world regions such as Europe or the Americas may abide by regional responsibility agreements.

Global networks is used in this context to describe the international spread of production and consumption sites for particular businesses. The networks include both factories, facilities or shops owned directly by particular TNCs, and also the various outsourcing operations, supply chain contractors, business partners and transport providers that a company may rely on.

Responsibility has different meanings and there is considerable overlap with the concept of sustainability. Many TNCs audit their own operations and sometimes their suppliers to. This is a form of self-governance and takes the form of environmental and social governance (ESG). Groups of companies may sign up to a particular social responsibility agreement such as exists for textile manufacturing in Bangladesh. Corporate sustainability commitments may focus more on environmental issues, especially carbon footprints and biodiversity protection. Some responsibility and sustainability strategies can have unintended negative consequences, for example land grabs for carbon offsetting which lead to population displacement.

Likely themes for analysis include:

- TNC social responsibility frameworks and global agreements.
- Carbon footprint monitoring and net zero commitments.
- Corporate commitment to sustainable development goals.
- Offshoring, reshoring, tax havens and other strategies used by particular TNCs.
- Multi governmental rules that TNCs must abide by, e.g., EU environmental rules.
- Adoption of circular economy principles.
- The idea that respect for local cultures (glocalization) is a form of responsibility.

Material detailing the problems that TNCs create should not be over-credited unless it helpfully “sets the scene” for an analysis of issues that need managing more responsibly. Do not over-credit descriptions of glocalization strategies (framed as “treating customers responsibly by giving them the products they want”) - the focus is meant to be global network management.

Good answers may **apply** (AO2) a **wider range** of knowledge and understanding (AO1) in a **well-structured** way (AO4). One approach might be to provide a structured systematic analysis of the different facets of responsibility (may make links with sustainability). Another approach might be to analyse different **scales** of action, including multilateral agreements. Another approach might be to analyse the varying **power** of TNCs to effectively regulate different parts of their network in different **places**, including contractors.

For 4–6 marks, expect some weakly evidenced outlining of one or two ideas about improved management / strategies / actions.

For 7–9 marks, expect a structured, evidenced analysis of:

- either two or more ways in which TNCs are acting with greater responsibility
- or global networks and the management challenges they create for TNCs

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

- (b) “The most economically globalized countries are always the most politically globalized.” To what extent do you agree with this statement? [16]

Credit all content in line with the markbands. Marks should be allocated according to the markbands on pages 6 to 7. Credit unexpected approaches wherever relevant.

Economic globalization can be discussed in terms of the economic connections established between different places by trade in materials, goods, services and movements of money. Transnational corporations are important players in the growth of economic globalization, along with the investment that they bring to some countries.

Political globalization can be discussed in terms of membership of multi governmental organizations (EU, USMCA, ASEAN, etc) and countries becoming signatories to important global agreements on climate change, trade or other issues. Political globalization might also be viewed as the growth of global norms such as democracy and human rights legislation, although all ideas are contestable. Neoliberal political beliefs have been widely criticized, despite being promoted as a global norm by superpower countries such as the USA.

The extent to which economic globalization **always** correlates with political globalization can be debated at different scales and in varying contexts. Politically globalized countries facilitate trade with others, i.e., by being in a Trade Bloc or having trade agreements. However, China and Russia are major trade powers that remain outside of the so-called “Washington consensus” (political globalization). Also, populist movements in highly globalized countries such as the USA the UK have made those countries’ participation in international politics and agreements less certain and secure than in the past. Globalization Indices (Kearney, KOF, DHL) may show how closely the data correlate.

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

- Globalization indices [Guide 4.1]
- Global political groups [Guide 4.1]
- Global networks and flows [Guide 4.2]
- Development indicators [Guide 5.1]
- Globalization and nationalism [Guide 6.1]
- Re-shoring by TNCs (used as a counterargument) [Guide 6.3]

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

Good answers may additionally offer a **critical evaluation** (AO3b) of the statement that discusses different types of economic and political **interaction** and the extent to which there may be correlations. Another approach might be to critically discuss how far the statement might apply to entire countries or only **smaller-scale** regions or local **places**. Another approach might be to discuss how far the relationship is breaking down and the **possibility** of a more politically fragmented and multi-polar world. A good evaluation may conclude with a substantiated final judgement on the overall degree to which the statement is true.

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

For 9–12 marks, expect:

- either a structured synthesis that links together several well-evidenced themes from the guide
- or a critical conclusion (or ongoing evaluation) informed by geographical concepts and/or perspectives.

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

3. (a) Analyse the importance of information about illegal flows in the study of globalization.

[12]

Marks should be allocated according to the markbands on pages 4 to 5.

Illegal flows are movements of people, goods, money and information that are a product of criminal activity and break laws in one or more countries. Transnational criminal organisations are responsible for trafficking of people, counterfeit goods, and global flows of narcotics or weapons.

Globalization can be analysed at varying scales ranging from movements between neighbouring countries (such as Mexico and the USA) to movements over a much greater distance, for example between Asia and Europe. Interactions include flows of money within the informal economy of local neighbourhoods and cities that become part of large-scale international profit flows.

A more analysis might focus more clearly on the **importance** of knowing about this issue. It is important to know about the flows, in order to take action to protect the victims of global crime networks. It is important for businesses to know if they are being undermined by counterfeit goods. It is important to know about the estimated scale of illegal flows when we **study** globalization, and questions may be asked about the reliability of any information or data about the size / value / issues of illegal flows - given they cannot be officially / accurately monitored.

Likely themes for analysis include:

- People trafficking and modern piracy issues, linked with human rights concerns.
- Counterfeit goods and other forms of illegal trade in materials, manufactured goods and some services.
- Narcotics, including the huge value of international trade in Class A substances.
- Illegal or unregistered flows of money, including forms of tax avoidance and profit repatriation by TNCs and wealthy individuals that may break national or international rules
- The accuracy of globalization indices, such as KOF, that may have omitted illegal or informal trade data.

Good answers may **apply** (AO2) a **wider range** of knowledge and understanding (AO1) in a **well-structured** way (AO4). One approach might be to provide a structured systematic analysis of different categories of illegal flow/activity and **interaction**. Another approach might be to analyse different ways in which **places** may be disproportionately involved in illegal activity, for example high levels of substance abuse in some urban areas links with international drug trade and cartels. Another approach might be to explore varying **perspectives** on the usefulness, validity and reliability of illegal flows for studies of globalization.

For 4–6 marks, expect some weakly evidenced outlining of one or two types of illegal trade between countries or regions

For 7–9 marks, expect a structured, evidenced analysis of:

- either a range of illegal flows that help show how places interact / are connected
- or the importance / usefulness of illegal flow data in studies of globalization.

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

- (b) “Global cultural change is both desirable and inevitable.” To what extent do you agree with this statement? [16]

Credit all content in line with the markbands. Marks should be allocated according to the markbands on pages 6 to 7. Credit unexpected approaches wherever relevant.

Global cultural change comprises a wide spectrum of possible cultural traits (language, food, music, religion etc) and a shared sense of belonging. Any of these individual traits, such as language, can form the basis for a discussion. The concept of a global culture relies on a view that a significant number of people in a significant number of countries now share a common base of cultural understanding and practices (though not necessarily to the detriment of their own national culture which may coexist alongside). Western influences, linked with colonialism, might previously have been viewed as the main driver of global culture. However, the picture is more complex today, with a growing range of strong African, American, Asian and European (among other) influences.

Perspectives will inevitably vary on whether global cultural change is **desirable**. This is a thoroughly contestable statement. Possible themes for discussion might centre on human rights, or equality for women and minority groups, or the impact of globalization on indigenous/First Nation cultures and peoples. A political culture of democracy could also form part of the debate, or ideas about “environmental culture” (whether nature is viewed as a resource for exploitation, or whether people should serve as stewards).

The word **inevitable** invites discussion of cultural change at different spatial scales or over different time scales. At the global scale, the shrinking world effect shows no sign of abating and global languages such as English continue to spread their influence through digital media. On the other hand, nationalist movements have strengthened in some countries. Cultural change may affect some places and people more than others, with contrasting impacts on world cities and remoter rural regions

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

- The spectrum of cultural diversity [*Guide 5.2*]
- Diasporas, diversity and identity [*Guide 5.2*]
- Affirmative actions and minority groups [*Guide 5.1*]
- Renewed nationalism and tribalization [*Guide 6.1*]
- Civil society organizations and campaigning [*Guide 6.3*]

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

Good answers may additionally offer a **critical evaluation** (AO3b) of the statement that discusses cultural change at a range of **scales**, including global and national (city) scales, or in contrasting rural and urban contexts. Another approach might be to critically discuss **power** struggles over identity issues at varying **scales**, including the personal. A good evaluation may conclude with a substantiated final judgement on the overall degree to which the statement is true.

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

For 9–12 marks, expect:

- either a structured synthesis that links together several well-evidenced themes from the Guide
- or a critical conclusion (or ongoing evaluation) informed by geographical concepts and/or perspectives.

For 13–16 marks, expect both of these traits