

Markscheme

May 2016

Geography

Higher level

Paper 3

9 pages

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Paper 3 markbands

Part (a)

Level descriptor	Knowledge/ understanding AO1	Application/ analysis AO2	Skills AO4	Marks 0–10
A	No relevant knowledge, or inappropriate	The question has been completely misinterpreted or omitted	None appropriate	0
B	Little relevant knowledge and/or understanding	Important aspects of the question are ignored	Little attempt at organization of material	1–3
C	Some relevant knowledge and understanding	Answer partially addresses the question	Some indication of structure or organization	4–6
D	Generally accurate knowledge and understanding	Answer is developed and covers most aspects of the question	Appropriate structure with generally appropriate terminology	7–8
E	Accurate, relevant knowledge and understanding	Well-developed answer that covers most or all aspects of the question	Well-structured response with sound terminology	9–10

Part (b)

Level descriptor	Knowledge/ understanding AO1	Application/ analysis AO2	Synthesis/ evaluation AO3	Skills AO4	Marks 0–15
A	No relevant knowledge, or inappropriate	The question has been completely misinterpreted or omitted	No synthesis/ evaluation	None appropriate	0
B	Little relevant knowledge and/or understanding	Important aspects of the question are ignored	Little attempt at synthesis/ evaluation	Little attempt at organization of material	1–4
C	Some relevant knowledge and understanding	Answer partially addresses the question	Basic synthesis/ basic or unsubstantiated evaluation	Some indication of structure or organization	5–8
D	Generally accurate knowledge and understanding	Answer is developed and covers most aspects of the question	Synthesis that may be partially undeveloped/ evaluation that may be partially unsubstantiated	Appropriate structure with generally appropriate terminology	9–12
E	Accurate, relevant knowledge and understanding	Well-developed answer that covers most or all aspects of the question	Clear, developed synthesis/clear, substantiated evaluation	Well-structured response with sound terminology	13–15

1. (a) Using examples, distinguish between local adoption and local adaptation of globalized cultural traits.

[10]

A cultural trait is an aspect of culture (way of life/social norms/structure of feeling/habitus). For example, language, diet, clothing, custom, religion. Allow a broad interpretation, such as the adoption of a branded commodity as part of “everyday life” eg McDonaldization / spread of Big Mac.

- Adoption of a trait can take the form of cultural imperialism (where one culture imposes its culture on another eg spread of English and Christianity under British Empire). Some commodities/brands are not sensitive to local conditions and are rolled out in a homogenous way across territories eg Lego.
- Adaptation involves the globalization of culture/commodities, resulting in a hybrid or fusion of local and global. There are many different variants of spoken French or Spanish around the world; localized expressions of the major faiths are found in each continent; food and music fusions are abundant.

Good answers may **apply** (AO2) a wider range of **knowledge and understanding** (AO1) in a **well-structured** way (AO4). One approach might be to distinguish the terms well, either through use of language or by drawing on more explicit contrasts, perhaps linked explicitly to different kinds of TNC (entertainment or oil, for instance). Another approach might be to comment on how the line may sometimes be blurred between adoption and adaptation, thereby challenging the assumption that it is easy to distinguish. While four billion people have adopted some form of English, on closer inspection there are distinct local adaptations such as “Singlish”. While some may see diversity in adapted McDonald’s menus around the world, skeptics might argue this adaptation is superficial and at heart a uniform product has been adopted.

Do not over-credit explanation of why globalization occurs / is necessary, as this is not asked for. Also, do not credit discussion of the costs and benefits of these processes of change.

Adaptation (globalization) is an aspect of the adoption process (globalization). This means that weaker candidates may have difficulty separating the two. Responses should be marked positively wherever possible if they are well structured and make good use of examples and terminology.

For band C (4–6 marks), expect either some correct but weakly evidenced outlining of both adaptation and adoption or one of these processes outlined well.

For band D (7–8 marks), expect a structured, evidenced analysis of

- *either a wider range of examples (perhaps linked to different cultural traits, contexts or sectors of commerce/industry)*
- *or the distinction between adoption and adaptation (perhaps recognizing the overlap between the two terms).*

For band E (9–10 marks), expect both band D traits.

- (b) “International migration is the main cause of local opposition to global interactions.”
Discuss this statement.

[15]

Credit all content in line with the markbands. Credit unexpected approaches wherever relevant.

The focus is on local opposition movements. The question suggests that multiple flows/interactions should be addressed, not just migration. International migration may be legal (EU), sometimes illegal (US–Mexico; North Africa–EU); it may involve skilled elites (sports/creative/skilled/professional) or the semi-skilled and low-skilled.

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

- labour flows [Guide 3]
- opposition to IMF / SAPs [Guide 3]
- reaction against cultural imperialism [Guide 5]
- resource nationalism [Guide 6]
- EU migration issues [Guide 6]
- food miles and local sourcing movements [Guide 7].

Good answers may **synthesize** (AO3) three or more of these themes in a **well-structured** (AO4) way.

Good answers may additionally offer a **critical evaluation** (AO3) which discusses different local contexts: concerns with migration in the EU/US may not be shared equally in some LDCs, for instance. Instead, the “imperialistic” actions of TNCs/IMF/US may be of far greater concern *eg* opposition movements in Niger delta. Middle Eastern contexts could be discussed, including militant/jihadist campaigns against the West (ISIS/IS). Good answers may conclude that the veracity of the statement depends on the local context as much as it does on what aspect of globalization is under discussion.

Some responses may discuss the statement by counter-arguing that migration is supported rather than opposed in some contexts. This may be credited. However, responses which deal only with migration are unlikely to progress beyond band C because they have not synthesized a range of themes from the geography guide. For band D, there should also be some mention of one alternative cause of opposition.

For band C (5–8 marks), expect weakly-evidenced outlining of two or three relevant themes from the geography guide.

For band D (9–12 marks), expect

- either a structured synthesis which links together several well-evidenced and well-focused themes from the geography guide
- or a critical conclusion (or on-going evaluation).

For band E (13–15 marks), expect both of these traits.

2. (a) Analyse how the growth of multi-governmental organizations (MGOs) can impact on the political borders of member states.

[10]

Political borders are potential barriers to flows of goods, capital or people. Likely examples of multi-governmental organizations include the European Union (EU), the Association of Southeast Asian Nations (ASEAN), the North American Free Trade Agreement (NAFTA), *etc.* Also credit discussion of WTO, IMF, UN, BRICS summit groups, OECD, G7/8/20, OPEC *etc.*

Other possible analytical themes include:

- Not all MGOs impact on the effectiveness of member states' borders to the same extent. Only the EU allows full freedom of movement.
- Trade blocs like NAFTA allow movement of commodities across borders without the imposition of tariffs.
- Illegal migration / smuggling may render borders ineffective.

Good answers may **apply** (AO2) a wider range of **knowledge and understanding** (AO1) in a **well-structured** way (AO4). One approach might be to analyse how the word “can” is conditional and suggests other geographical influences should be considered too, such as the effectiveness of border controls (*eg* US–Mexico). Another approach might be to analyse how political borders remain in place for states at the supra-national scale. MGO formation might even strengthen external borders *eg* external tariff / customs union / border policing of migration from external states outside the MGO.

For band C (4–6 marks), expect some weakly-evidenced outlining of the impact of one or two MGOs on national borders.

For band D (7–8 marks), expect a structured, evidenced analysis of

- either two or more detailed MGO contexts
- or some variety of impacts on political borders (*perhaps at varying scales*).

For band E (9–10 marks), expect both band D traits.

- (b) Contrast the impact of global interactions on the quality of life of different groups of people.

[15]

Credit all content in line with the markbands. Credit unexpected approaches wherever relevant.

The focus here is on quality of life, which is a highly debatable concept in itself (expect some definition to be provided in a good answer). The merit of the answer is likely to depend on the variety of global interactions that are conceptualized and/or the contrasts that are offered.

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

- isolated tribes and their quality of life [Guide 7]
- issues of multiculturalism [Guide 5]
- deindustrialization, labour flows and outsourcing and their impacts on employment in a range of different contexts [Guide 2 and 3]
- the homogenizing power of global media and TNCs (cultural imperialism) and the reaction to this [Guide 5 and 7]
- environmental concerns and the health concerns associated with waste dumping, transboundary pollution and some work eg e-waste harvesting [Guide 4].

Good answers may **synthesize** (AO3) three or more of these themes in a **well-structured** (AO4) way.

Good answers may additionally offer a **critical evaluation** (AO3) which contrasts a wider range of groups (isolated tribes; people in deindustrialized regions; societies benefiting from inward investment or outsourcing; global citizens; conflict victims). Good answers might take a more nuanced view than simply listing “winners and losers”. For example, one group might gain employment from global shift while also experiencing a negative change such as cultural dilution; this could make it hard to judge the net impact on their quality of life. Good answers might conclude that contrasts should be drawn carefully because “quality of life” and “global interactions” are complex ideas.

Answers which deal mainly with “benefits” for people, rather than addressing quality of life explicitly, may still reach band D if sufficient relevant themes are synthesized.

For band C (5–8 marks), expect weakly-evidenced outlining of two or three relevant themes from the Guide.

For band D (9–12 marks), expect

- either a structured synthesis which links together several well-evidenced and well-focused themes from the geography guide
- or a critical conclusion (or ongoing evaluation).

For band E (13–15 marks), expect both of these traits.

3. (a) Analyse how increased internet use has affected different global financial flows. **[10]**

Credit discussion of internet, broadband, email, television/radio (on demand). Also credit mobile phone uptake / network growth. Candidates may write in depth about a single case study of network growth over time. This could obtain full marks provided the effect on a range of financial flows is analysed in sufficient depth and detail.

- The internet also plays a role in enabling/accelerating a range of economic interactions and financial flows as part of the “shrinking world” effect.
- These include peer to peer payments such as: migrant remittances; purchases using mobile phone credit systems *eg* M-Pesa in Kenya (do not expect candidates to fully distinguish between smartphones and mobiles); international aid and charity donations *eg* Philippines 2013; crowd-sourced financing; online shopping (Amazon, eBay, airline tickets *etc*); financial transactions including share dealing. Credit ideas about outsourcing provided some effect of internet use on financial flows is suggested (for instance, use of outsourcing may require companies to transfer funds to suppliers; or may enhance profitability of firm; or may involve customers making a financial transaction).

Good answers may **apply** (AO2) a wider range of **knowledge and understanding** (AO1) in a **well-structured** way (AO4). One approach might be to systematically analyse a wide range of financial flows in a well-evidenced way. Another approach might be to analyse how financial flows in some localities are not affected, despite global growth in internet use, due to cost / prohibition / lack of access / other reasons.

For band C (4–6 marks), expect either some weakly-evidenced outlining of internet use in one or two local contexts or brief listing of some financial flows and economic impacts linked with internet use.

For band D (7–8 marks), expect a structured, evidenced analysis of

- *either a more detailed analysis of the increase in internet use over time, and its effect on two financial flows*
- *or a broader analysis of the effects of internet use on a wider range of financial flows (perhaps in different places).*

For band E (9–10 marks), expect both band D traits.

3. (b) Examine the growing need for environmental management at a global scale. [15]

Credit all content in line with the markbands. Credit unexpected approaches wherever relevant.

Any aspect of environmental management can be discussed: likely themes for discussion include “global commons” such as the atmosphere, tropical rainforest biome and the oceans. An account of the dangers posed by degradation/depletion of these resources is to be expected, thereby demonstrating the need for action. A detailed range of global or international environmental issues/problems is sufficient to reach band D, even if little is said about management (other than asserting that it is needed).

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

- the need for climate change governance, possibly linked with issues such as the growth of food miles (air freight) [Guide 4] or the growth of polluting transport networks for people and commodities [Guide 2]
- growing environmental awareness fostered via NGOs (eg Greenpeace); hence, civil society concerns suggest a growing need for management/action [Guide 4]
- the political (inter-governmental) response to transboundary pollution [Guide 4]
- EU environmental rules can be considered as “global” scale action [Guide 6]
- some candidates may discuss the need for global action to prevent loss of tropical rainforest (linked with timber resource use) [Guide 4]
- calls for the regulation of global agribusinesses, polluting industries and waste movements [Guide 4]
- commercial need for branded commodities to adopt “green credentials” [Guide 5]
- credit material dealing with the built environment / cultural environment (such as attempts to preserve architecture, language or other cultural traits).

Good answers may **synthesize** (AO3) three or more of these themes in a **well-structured** (AO4) way.

Good answers may additionally offer a **critical evaluation** (AO3) which discusses why isolated actions taken by individual countries may have limited effectiveness, and global-scale action is required. Another approach might be to discuss why problems such as transboundary movements become complex and require action to be taken at a global/regional scale by many different countries working in tandem together. Another approach might be to systematically discuss different aspects of environmental management and the global conventions, protocol and agreements which relate to them.

Do not over-credit examples of local management of environmental problems (eg local ecotourism or local recycling) unless there is a “think global act local” link.

For band C (5–8 marks), expect weakly-evidenced outlining of two or three relevant themes from the geography guide.

For band D (9–12 marks), expect

- either a structured synthesis which links together several well-evidenced and well-focused themes from the geography guide
- or a critical conclusion (or ongoing evaluation).

For band E (13–15 marks), expect both of these traits.