

# Markscheme

November 2016

Geography

Higher level

Paper 3

9 pages

This markscheme is **confidential** and for the exclusive use of examiners in this examination session.

It is the property of the International Baccalaureate and must **not** be reproduced or distributed to any other person without the authorization of the IB Assessment Centre.

**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, analyse how economic and political factors affect global migration flows.

[10]

Economic push or pull factors may be discussed. Political factors might be conceptualized either as push and/or pull factors (such as persecution or conflict and liberal/tolerant governments) or alternatively as barriers to movement (eg, the EU allows migration between members while attempting to limit migration from northern Africa).

A good analysis may analyse global patterns instead of simply explaining a series of international case studies. Another approach may be to provide a structured analysis of flows being increased or decreased. Good answers might even analyse the timescale of movements, or the possibility of reversal (such as during the global financial crisis 2008–09, or in response to conflict).

Extremely well-detailed analyses of selected international movements (eg USA–Mexico) are unlikely to access band E (9-10 marks) without some broader global analysis.

**For band C (4-6 marks)**, one weakly-evidenced economic and one weakly-evidenced political factor should be outlined, and a basic link established with migration flow(s) between some countries.

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

- either both types of factor, with more detailed national exemplification
- or how these factors affect the characteristics of migration flows at a **global** scale.

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

- (b) “The interdependence of countries has been greatly exaggerated.” Using examples, discuss this statement. [15]

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

The focus should be on interdependence (the core idea underpinning the concept of globalization, *ie* that countries are mutually dependent on one another). The dependency could be economic or political in nature. Creditable social/cultural/environmental interpretations may also be discussed (perhaps linked with a concept of “global sustainability”). The phrasing of the question also requires that there should be some evaluation of whether exemplified countries have retained a degree of independence/autonomy in some, or all, ways. Possible themes from the geography guide include:

- economic interdependency due to outsourcing and FDI relationships [*Guide 3*]
- financial flows, remittances and migration (for instance, western Europe depends on the labour of eastern Europe which, in turn, relies on remittances as a proportion of GDP [*Guide 3*])
- multi-governmental organizations and the economic and political interdependency they foster [*Guide 6*]
- how diaspora populations can help foster bilateral relationships between country of origin and countries of destination [*Guide 5*].

Themes in agreement of ‘over-exaggeration’ include:

- the possibility of isolationism, protectionism and resource nationalism [*Guide 6*]
- retreat from interdependent relations as a result of nationalism and anti-globalization movements [*Guide 6*]
- local sourcing movements [*Guide 7*]
- shrinking world barriers *eg* ‘Great Firewall of China’ [*Guide 2*].

Good answers may question the context, because some countries with highly developed economies may have developed more complex financial networks and outsourcing arrangements; or may belong to more MGOs. Equally some countries are interdependent in some respects (financially) but perhaps not others (China’s relative cultural isolation). Good answers may also distinguish between dependency and connectivity, or may question whether the state of interdependency is unequal/asymmetric (one partner may be far more dependent on others than vice versa).

**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.

2. (a) Using examples, explain the growing need for environmental management at a global scale.

[10]

Likely examples of the need for management include topics/case studies of transboundary pollution, climate change, agribusiness and the environment, or oceanic pollution. For these themes, the explanation of need most likely will be linked with potential losses or “victims” (eg, harm to ocean life, homeless climate change refugees) either in particular local places or felt more universally (as a result of a global “failure” such as insufficient climate change mitigation). Other possibilities for exemplification include bio-conservation or resource management (eg, water or fossil fuels) linked with a sustainability agenda.

Good answers may also explain how the growing need is linked to population and/or economic/consumption growth in emerging/BRIC economies; or to global consumerism and the power of media and advertising. Good answers may also distinguish between regional problems (for neighbour countries) or truly global-scale concerns (climate change; biodiversity).

Do not over-credit recalled description of actual global governance actions (eg outcomes of the Kyoto, Paris, Montreal meetings, etc. This is not asked for by the question. The focus should be the growing need for management.

**For band C (4-6 marks)**, expect a weakly-evidenced outline of one or two environmental issue(s). The need for management may be asserted.

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

- either two detailed global environmental issue(s) that need managing
- or reasons why this need is growing / becoming more urgent.

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

- (b) Examine how different global flows are affected by the availability of information and communications technology (ICT) and transport.

[15]

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

The question requires that multiple global flows are addressed and linked with the availability of different facilitating technologies. Possible themes from the geography guide include:

- the shrinking world (the combined outcome of ICT and transport) and how this affects multiple flows such as travel, tourism and social networking [*Guide 2*]
- labour migration (transport), financial flows (electronic money transfers) and outsourcing (call centres; commodity movements using containerized shipping) [*Guide 3*]
- diaspora growth and connectivity using social networking [*Guide 5*]
- global environmental online messaging [*Guide 4*]
- agribusinesses, raw materials and containerized transport [*Guide 4*].

Good answers might examine how availability varies spatially: there are still barriers to the actual use of ICT and transport even where it is theoretically available (poverty, censorship, conflict, etc). Another approach might be to examine how some global flows depend on *either* ICT *or* transport; whereas others, such as migration and tourism, involve both (physical movements of people using transport, online bookings and electronic remittances using ICT).

**For band C (5-8 marks),** expect a weakly-evidenced outline 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.

3. (a) Using examples, analyse the increasing uniformity of many of the world's urban landscapes.

[10]

The focus is the character of the urban landscape, not city size.

“Uniformity” might relate to increased homogeneity of appearance, the growth of branded “commodityscapes” (clone towns), the trend towards a “global language” of modern architecture (“technoscapes”), the recurrence of some global diaspora groups in multiple world cities (eg, Chinatowns). The concept of landscape could also encompass the associated concept of soundscape (common music and languages that are heard in many places) and the ubiquity of English or Spanish words and brand names in advertising and public spaces in world cities and airports.

The analysis should go beyond mere description to offer some analysis of why this is happening (this might encompass the power of TNCs, superpower states such as the USA, the influential role of some architects).

Good answers may analyse the category of “urban landscapes” and might distinguish, using the concept of scale, between megacities, world cities and smaller towns. Another approach would be to analyse a trend towards uniformity in some – but not all – respects. There are many “mixed” urban landscapes, like London and Paris, which retain heritage alongside new technoscapes (in contrast to some cities, such as Doha and Dubai, which lack the same mix).

Do not over-credit answers which compare the size, function and sustainability of cities unless there is some clear reference to the taught elements of the paper three course which deal with landscape characteristics.

**For band C (4-6 marks),** expect a weakly-evidenced outline of one or two ways in which recognizable place(s) are becoming increasingly uniform (eg branded logos).

**For band D (7-8 marks),** expect

- either a more detailed and well-exemplified analysis of the increased uniformity of urban landscapes
- or an analysis that contains explanatory elements (such as the power of planners and corporations, or demands of consumers).

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



- (b) “Geographical differences in wealth are increasing, not decreasing.” Using examples, discuss this statement.

[15]

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

The focus is on wealth differences. The question presents the view that these are increasing between places, but also requires consideration of an opposing view (that they are decreasing). Both should be addressed with appropriate supporting evidence. The economic development of BRICs/semi-periphery nations might be contrasted with the struggles that still prevail in parts of Sub-Saharan Africa.

Possible themes from the geography guide include:

- changes in the global core and periphery system/pattern [Guide 2]
- financial flows/relationships such as remittances/aid/SAPs/outsourcing, and their varied effects on people and places [Guide 3]
- the role of financial institutions (IMF, WTO) [Guide 3]
- multi-governmental organizations and the way they both ameliorate and accentuate disparities through trade agreements (and, in the case of the EU, through migration) [Guide 6]
- political isolationism and the effect of this on disparities [Guide 7]
- various reactions against global interactions and their economic impacts (for instance, local sourcing of food is not in the immediate economic interest of farmers in distant countries) [Guide 7].

Good answers are likely to discuss the geographic scale of the differences. Differences have grown within some countries like India and China at the same time as the global development gap between India/China and high-income nations has narrowed. Good answers may also discuss the ongoing (or perhaps even increasing) exploitation of workers, women or other social groups within countries that are showing progress, in terms of wealth/GDP/GNI, when measured at the national/aggregate level.

**For band C (5-8 marks),** expect a weakly-evidenced outline 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.