

Markscheme

November 2021

Geography

Higher level

Paper 3

12 pages

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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	<p>The work does not reach a standard described by the descriptors below.</p>		
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. 		
7–9	<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. 		

10-12	<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.
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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.
9–12	<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. 	<ul style="list-style-type: none"> • Synthesis or evaluation is required at this level. • Links between the response and the guide refer to multiple topics and are described. • Opinion or perspective presented is aligned with the response but the links are not made explicit or the link is a general statement. Other perspectives or interpretations are listed without details. 	<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>Links with the question are described.</p> <ul style="list-style-type: none"> • 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. 		
13–16	<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) Using examples, analyse the reasons why some national governments introduce trade restrictions.

[12]

Marks should be allocated according to the markbands on pages 3 to 4.

Trade restrictions include tariffs, quotas, sanctions, *etc.* The most likely foci are protectionism and resource nationalism (in relation to, for example, rare earths). Contemporary examples could include the USA, China or Bolivia.

Emphasis should be placed on the reasons why national governments seek to restrict trade with some or all nations. These may include:

- the perception that it is economically advantageous to do so (imports may threaten a country's domestic industries and economic growth)
- evidence that other countries are not "playing by the rules" (*eg*, Chinese government support/subsidies for industries runs afoul of WTO free trade rulings) – this may apply to particular sectors only, however
- political reasons / trade embargoes (*eg*, USA with Cuba, Iran; sanctions)
- the perception that benefits of free trade do not outweigh harm done to deindustrialized regions and communities
- the political manifestos of elected leaders and parties (possibly in relation to populist or nationalist agendas, and re-shoring promises).

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 response based around different categories of reason/rationale (there may be economic, social, political gains). Another approach might be to analyse, in turn, the differing strength and/or scale of trade restrictions (ranging from complete embargo to highly-targeted actions *eg* tariffs on solar panels or processors).

For 4–6 marks, expect some outlining of one or two generalized reasons. Response is either partial, narrow or lacks supporting evidence.

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

- either two or more reasons why national governments may restrict trade (*eg* protectionism, geopolitical reasons, sanctions)
- or a wider variety of contexts (*eg* varying industrial sectors, varying scale or strength of restrictions).

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

- (b) Discuss the local **and** global challenges that are being created by new communications technologies.

[16]

Credit all content in line with the markbands. Marks should be allocated according to the markbands on pages 5 to 6. Credit unexpected approaches wherever relevant.

New communications technologies may include:

- broadband internet and 4G/5G wireless connections
- social media platforms
- remotely operated drones and networked 3D printers.
- online application of artificial intelligence (AI)

A spectrum of **local and global challenges** exists, ranging from localized social challenges of digital exclusion through to global security concerns linked with new communications technologies (viruses and cyber-attacks).

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

- uneven patterns and trends in communications infrastructure and use (4.3)
- threats linked with the shrinking world (4.3)
- cultural imperialism linked with the diffusion of ideas (5.2)
- perceived geopolitical threats to state sovereignty (5.3)
- examples of places where internet freedoms have been restricted (5.3)
- hacking, identity theft and surveillance freedom issues (6.1)
- disruptive innovations, including drones and 3D printing (6.1)
- societal and economic risks stemming from global interactions (6.1).

Credit may be given for an evaluation of the benefits of a technology - provided this is connected logically to a discussion of that same technology's challenges. Do not credit an account of a technology which is focused solely on its benefits.

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

Good answers may additionally offer a **critical evaluation** (AO3b) of the statement that discusses the relative importance of different threats and challenges. Another approach might be to critically discuss how different places and stakeholders have been unevenly affected (*eg* issues of digital exclusion for rural societies). Another approach might be to discuss interactions between different technologies creating heightened threats and challenges (*eg* role of AI in disseminating “fake news” via social networks).

For 5–8 marks, expect some outlining of two relevant challenges. Response is either partial, narrow or lacks supporting evidence.

For 9–12 marks, expect:

- either a structured synthesis which links together three 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) Using examples, analyse ways in which international economic migration has been affected by political decision making.

[12]

Marks should be allocated according to the markbands on pages 3 to 4.

Political decision making encompasses the actions and laws of national governments (both host and source regions), along with other international frameworks for the regulation of economic migration, such as EU or Mercosur free migration and employment rules. International migration flows include those between close neighbours (such as the US and Mexico) but also much longer distance movements. The effects are likely to be explored mainly in terms of the size of flows but there are other possible dimensions (gender, age, skills, *etc*).

Do not credit analysis of remittance flows as this is not asked for.

Possible effects on migration attributable to governance at varying scales include:

- individual host country rules and laws for economic migration
- MGO (*eg* EU) migration rules and decision of national governments to participate in multi-scale governance
- possible role of source country government actions, decisions and conditions
- the consequent size and other characteristics (*eg* gender, skills) of international/global migration flows
- global governance of migration (UN frameworks – global compact for migration).

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 which clearly separates decision making about voluntary and forced migrants. Another approach might be to analyse political decision making at a range of scales (national government, MGOs, UN).

For 4–6 marks, expect some outlining of one or two links between government policies and international migration flows. Response is either partial, narrow or lacks supporting evidence.

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

- either two or more ways in which international migration has been affected by host country government decision making
- or political decision making in contrasting places (*eg* host **and** source country) or at varying scales (state governments **and** MGOs).

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

- (b) “The economic gains associated with global development outweigh any cultural losses.” [16]

Discuss this statement.

Credit all content in line with the markbands. Marks should be allocated according to the markbands on pages 5 to 6. Credit unexpected approaches wherever relevant.

Global development may be seen as a holistic set of economic and societal changes. Development processes operating at national scales collectively comprise “global” human development, helped in part by transnational initiatives like the UN Sustainable Development Goals (SDGs).

Economic gains may be measured collectively (global and national GDP per capita data) though these may be unevenly spread between and within countries.

Cultural losses may include harm to indigenous culture. Perspectives differ on this and not all losses may be seen as such by all people.

Economic losses and environmental changes should not be over-credited because the material is likely to be of marginal relevance to the task set.

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

- global economic growth, new superpowers and lending institutions (4.1)
- the growth of global trade and connectivity (4.2)
- links between human development and social changes (gender equality) (5.1)
- microfinance and economic growth (5.1)
- cultural diffusion between places (5.2)
- changing cultures and cultural landscapes (5.2)
- concerns with migration and cultural change (5.3)
- anti-globalization / tribalization movements that value national self-determination ahead of economic connectivity (6.1)

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

Good answers may additionally offer a **critical evaluation** (AO3b) of the statement that discusses the extent to which economic gains exceed non-economic losses in different places. Another approach might be to discuss the distribution of who gains most (and has lost most) at transnational, national or more local scales (eg, powerful global elites may make disproportionately large economic gains while losing relatively little culturally). Another approach might be to critically discuss varying perspectives on what constitutes a cultural loss.

For 5–8 marks, expect some outlining of two relevant themes. Response is either partial, narrow or lacks supporting evidence.

For 9–12 marks, expect:

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

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

3. (a) Using examples, analyse the links between cultural diversity and cultural hybridity. [12]

Marks should be allocated according to the markbands on pages 3 to 4.

Cultural diversity refers to a heterogeneous population and the presence of different religious, linguistic, ethnic groups in a particular place, whereas **cultural hybridity** refers to a “mix” (or melting pot) of cultural forms, including globalized products, art forms and landscapes. The two may be linked insofar as cultural diversity (the presence of multiple cultural traits and traditions) creates the potential for mixing and hybridity in the absence of constraints (such as apartheid-style segregation of ethnic groups).

Possible analytical themes include:

- different aspects of cultural diversity, including the traits of language, religion, food, music *etc*
- places where cultural diversity is high, including global hubs / world cities
- different instances of cultural hybridity, including music, languages
- cultural hybridity as a by-product of economic strategy, *ie* globalization of products by TNCs
- the growth of cultural hybridity in some culturally diverse places on account of more groups mixing with one another.

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 facets of cultural diversity and hybridity (food, music, *etc*). Another approach might be to analyse ways in which diversity and hybridity are linked in particular places and contexts.

For 4–6 marks, expect some outlining of cultural diversity and/or cultural hybridity. Response is either partial, narrow or lacks supporting evidence.

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

- either different examples of cultural diversity and cultural hybridity
- or how the two concepts are linked (how diversity gives rise to hybridity).

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

- (b) “The largest transnational corporations (TNCs) have greater global power than national governments.” Discuss this statement.

[16]

Credit all content in line with the markbands. Marks should be allocated according to the markbands on pages 5 to 6. Credit unexpected approaches wherever relevant.

The largest TNCs are global-scale businesses spanning all industrial sectors (from agribusiness to technology, *eg* Facebook, Amazon, Netflix, Google *aka* FANG). **Global power** is a broad concept encompassing both hard and soft forms of domination, ranging from military power to cultural and ideological influence (hegemony). The world’s **national governments** belong to countries ranging in scale from small island territories and city-states to large industrialized superpowers (USA). Many have significant military and economic strength. Some small countries may have great global influence but in narrow ways.

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

- global core and periphery patterns (1.1)
- powerful countries and global groups (4.1)
- roles of countries and TNCs in global networks and flows (4.2)
- FDI and outsourcing by TNCs, including detailed examples (4.2)
- TNCs and their social responsibility frameworks (5.1)
- cultural landscape and built environment changes (5.2)
- campaigns against TNCs by citizens (5.3)
- tax-avoidance strategies of TNCs (6.1)
- role of national governments in global risk management (6.3).

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

Good answers may additionally offer a **critical evaluation** (AO3b) of the statement that examines the exercise of power at varying scales (*eg* TNC/state government influence over global, regional or more local issues). Another approach might be to critically examine how power remains concentrated in particular places in many different countries (state capitals, global hubs). Another approach might be to discuss how far either TNCs or national governments can drive different processes such as human development or global political, culture and normative changes.

For 5–8 marks, expect some outlining of two relevant themes. Response is either partial, narrow or lacks supporting evidence.

For 9–12 marks, expect:

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

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