Diploma Programme
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Geography

Higher level

Paper 3

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International Baccalaureate
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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)	Analyse varying ways in which agro-industrialization has led to environmental degradation.	**[10]**

Agro-industrialization refers to (mostly) <u>large-scale</u>, mechanized food production and processing, often involving a high level of fertilizer, pesticide or chemical (antibiotic) use. In the context of global interactions, global food production is dominated by agro-industries (or agro-businesses). These are large TNCs (Cargill, Del Monte, Monsanto) with extensive production networks.

At the national scale, ways include impacts of large-scale mechanized production on biodiversity, forest cover and soil fertility. For instance:
- Removal of tropical forests for cash crops increases flooding and soil erosion.
- Palm oil industry in Indonesia has led to widespread burning of native forest and smoke pollution.
- Impacts on ecosystems of large amounts of pesticides or fertilizers entering the water cycle (*eg*, eutrophication).
- Industrialized fish farming (aquaculture) can lead to mangrove forest loss and the spread of disease to wild fish populations.
- Agri-business TNCs process food too, with implications for air and water quality.

At the global scale, ways include: raised greenhouse gas emissions, due to methane emissions (cattle ranching), forest removal (loss of carbon store) or air freight movements. However, the focus should be on the way agro-industrialization has led to this rather than an in-depth analysis of climate change impacts.

Good answers may **apply** (AO2) a more varied range of **knowledge and understanding** (AO1) in a **well-structured** way (AO4). One approach might be to break down large-scale environmental degradation into explicitly national and global effects. Another approach might be to analyse the varied impacts of different types of agro-industry (cattle rearing and arable systems, for instance) or varied impacts on different environmental domains (local, global, atmosphere, hydrosphere, *etc*).

For band C (4–6), expect <u>either</u> some weakly-evidenced outlining of impacts/challenges of agro-industry/ modern farming.

For band D (7–8), expect a structured, well-evidenced analysis of:
- *<u>either</u> varied kinds of environmental degradation (eg water/air/soil) caused by global-scale/large-scale mechanized/industrialized agriculture*
- *<u>or</u> specific agro-industries/TNCs whose global operations have led to environmental degradation.*

For band E (9–10), expect <u>both</u> band D traits.

(b)   Examine the loss of distinctiveness that some places experience as a result of global interactions.   **[15]**

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

The focus is on the loss of distinctiveness of places (either localities, cities or countries). The question suggests that this may be a result of global interactions. Possible dimensions of loss include visible changes to/erosion of cultural landscapes and the built environment; also, social/identity changes for people living in these places (diet, languages spoken, music, *etc*). Also credit ideas of a loss of political distinctiveness (*ie* sovereignty) due to the growth of multi-governmental organizations (MGOs).

Material dealing with 'switched-off' places - where change has been resisted *altogether* (*eg* North Korea, or Amish populations) – should not be over-credited. This is because the question asks for an examination of the losses that *have* happened (and *not* a discussion of whether or not there is any loss). In contrast, material that reflects critically on the degree/spectrum of loss should be credited highly (this *could* include N Korea/Amish if there is recognition that *some* losses have occurred for these populations).

Possible **applied** themes (AO2) include **knowledge and understanding** (AO1) of:
*   issues of landscape homogenization [*Guide 4*]
*   the homogenizing power of global media and TNCs [*Guide 5*]
*   telecommunication network growth (as a vehicle for cultural transmission) [*Guide 2*]
*   processes of cultural diffusion linked with flows of people and commodities [*Guide 5*]
*   the extent to which glocalization (adaption, rather than adoption, of culture) leads to loss of distinctiveness [*Guide 5*]
*   changing political identities/distinctiveness due to MGO growth [*Guide 6*].

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) that examines contrasting contexts, scales and/or aspects of place distinctiveness. One approach might be to examine the connections between particular types of global interaction and particular changing place characteristics. Another approach might be to examine the extent to which changes are highly distinctive (and visible) or not. Another approach might be to examine a spectrum of losses (ranging from places that have lost only a little of their original distinctiveness to those that have suffered a major loss; but do not over-credit accounts of places where there has been no loss at all, as this is outside the remit of the question).

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

For band D (9–12), expect:
*   *either a structured synthesis that 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), expect both of these traits.

2. (a) Analyse the spatial and temporal pattern of adoption of one or more branded commodities. **[10]**

Branded commodities, such as McDonald's burgers or Apple iPhones, have been adopted in a greater number of places as more time has passed. In addition to the pattern of countries that have become markets, local-scale adoption patterns can be analysed also (*eg*, urban–rural divides in access to these commodities). Only one example is required. If two examples are used then credit breadth rather than depth of analysis. Answers are likely to include both descriptive and explanatory content in support of the analysis.

Answers that give a variety of explanantions for the success of a branded commodity, yet pay little or no attention to the *pattern* of adoption, are unlikely to progress far beyond a C/D boundary mark.

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 any glocalized changes to the product that have accompanied its wider adoption. Another approach might be to analyse the national or local boundaries to adoption, *eg* an answer may analyse global poverty patterns, or may find anomalies where there is local resistance to product adoption for cultural, political or economic reasons. Good answers may also analyse the way a pattern of product adoption is related to trade bloc/MGO membership (*eg*, the spread of commodities within the EU).

Other approaches may be equally valid. Marks should be allocated according to the markbands.

For band C (4–6), expect some weakly-evidenced outlining of the adoption/spread of a brand/commodity spatially and/or over time (this may be implied).

For band D (7–8), expect a structured, well-evidenced analysis of:
- *either ways in which increased adoption has been achieved in more places over time (eg glocalization) for one or more branded commodities*
- *or the spatial and temporal pattern(s) of adoption (expect an overview, not just isolated examples).*

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

(b)   "The rich get richer but the poor get poorer as a result of global interactions."
       Discuss this statement.   **[15]**

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

The focus here is disparities in wealth (or other interpretations of "rich", *eg* happiness index) between people and/or places, which is a concept that can be discussed at varying scales (expect some structured discussion of different scales to be provided in a good answer). The merit of the answer is likely to depend on the variety of different contexts and groups of people that are discussed, and also the variety and sophistication of the counter-arguments.

Possible **applied** themes (AO2) include **knowledge and understanding** (AO1) of:
*   the global core and periphery [*Guide 1*]
*   financial flows and their beneficiaries, including foreign direct investment and remittances [*Guide 3*]
*   the impacts of global labour flows on the wealth of places [*Guide 3*]
*   information flows and their economic interactions [*Guide 3*]
*   TNCs and consumer culture (and the beneficiaries of this) [*Guide 5*]
*   the economic benefits of multi-governmental organizations (and possible costs for non-members, *eg* tariffs) [*Guide 6*]
*   the wealth of TNCs compared with nation states [*Guide 6*]
*   isolated non-globalized groups/states and their relative poverty [*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) of a wider range of place and people contexts to provide some balance of both increasing and decreasing disparities. Good answers might take a more nuanced view when evaluating "the rich get richer". For example, a handful of billionaires have the same wealth as the poorest half the world's population. Good answers might counter-argue the statement by discussing poverty alleviation since the 1990s (less than a billion people remain in extreme poverty, far lower than in the past).

Answers that deal only with reasons for the existence of "poor countries" and "rich countries" are unlikely to meet the critical evaluation criteria required for band E.

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

For band D (9–12), expect:
*   *either a structured synthesis that 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), expect both of these traits.

3. (a) Explain how global interactions can lead to greater environmental awareness. **[10]**

Responses may focus on examples of global environmental management, or possibly of greater awareness in a particular country/context. Examples of the former include response to transboundary pollution, such as oil spills or acid rain; global climate change governance; global ecological/conservation initiatives such as Ramsar, WWF, and UNESCO.

The work of a range of stakeholders at varying scales, including civil society organizations and NGOs, such as Greenpeace, or MGOs (UN, EU) can be described and explained. Consideration may be given to the environmental messages that are sent, the medium through which they are transmitted / type of global interaction (*eg*, internet, Facebook, *etc*) and their effectiveness.

Another approach is to argue that global interactions are often environmentally damaging and that we cannot help becoming aware of them in a media-saturated world (*eg*, Gulf of Mexico oil spill or climate change).

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 different environmental contexts (*eg*, climate, biodiversity, water quality). Another approach might be to analyse how different types of global interaction (social media, films, protest movements) can lead to greater awareness.

For band C (4–6), expect some weakly-evidenced outlining of global environmental awareness.

For band D (7–8), expect a structured, well-evidenced explanation that includes:
- *either a varied account of growing environmental awareness led by different named stakeholders*
- *or a varied account of different kinds of global interaction (online, media reporting, tourist movements, global political agreements, etc.).*

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

(b) "Globalization is a constantly accelerating process." Discuss this statement. **[15]**

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

Any aspect of acceleration can be discussed: likely themes include faster types of transport and the arrival of the internet. Different aspects of globalization (migration, trade, idea flows) can be "weighed" separately for evidence of acceleration. A counter-argument is expected also. This may make use of recent current affairs (the UK's "Brexit" vote of 2016, or protectionism in the USA), or earlier cessations in the growth of globalization (1939–45 war; 1970s OPEC oil crisis; 2008 financial crisis).

Possible **applied** themes (AO2) include **knowledge and understanding** (AO1) of:
- changing globalization participation data (KOF index) [*Guide 1*]
- growth in transport and telecommunications [*Guide 2*]
- accelerating ICT adoption [*Guide 2*]
- financial flows and the rate at which they have grown or lessened [*Guide 3*]
- labour and out-sourcing flows and their growth or reduction [*Guide 3*]
- the growing adoption of branded commodities and the diffusion of culture [*Guide 5*]
- the growth of multi-governmental organization and trading agreements [*Guide 6*]
- anti-global movements [*Guide 6/7*].

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) that systematically discusses the acceleration or deceleration of different aspects of globalization (such as trade, migration and data flows). Another approach might be to discuss the extent to which acceleration has been constant over time, or whether any changes have been more complex. Another approach might be to examine whether there are limits to "constant" acceleration (given the implication of exponential growth).

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

For band D (9–12), expect:
- *either a structured synthesis that 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), expect both of these traits.