

# **Markscheme**

**May 2019**

**Geography**

**Higher level**

**Paper 3**

No part of this product may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without written permission from the IB.

Additionally, the license tied with this product prohibits commercial use of any selected files or extracts from this product. Use by third parties, including but not limited to publishers, private teachers, tutoring or study services, preparatory schools, vendors operating curriculum mapping services or teacher resource digital platforms and app developers, is not permitted and is subject to the IB's prior written consent via a license. More information on how to request a license can be obtained from <http://www.ibo.org/contact-the-ib/media-inquiries/for-publishers/guidance-for-third-party-publishers-and-providers/how-to-apply-for-a-license>.

Aucune partie de ce produit ne peut être reproduite sous quelque forme ni par quelque moyen que ce soit, électronique ou mécanique, y compris des systèmes de stockage et de récupération d'informations, sans l'autorisation écrite de l'IB.

De plus, la licence associée à ce produit interdit toute utilisation commerciale de tout fichier ou extrait sélectionné dans ce produit. L'utilisation par des tiers, y compris, sans toutefois s'y limiter, des éditeurs, des professeurs particuliers, des services de tutorat ou d'aide aux études, des établissements de préparation à l'enseignement supérieur, des fournisseurs de services de planification des programmes d'études, des gestionnaires de plateformes pédagogiques en ligne, et des développeurs d'applications, n'est pas autorisée et est soumise au consentement écrit préalable de l'IB par l'intermédiaire d'une licence. Pour plus d'informations sur la procédure à suivre pour demander une licence, rendez-vous à l'adresse <http://www.ibo.org/fr/contact-the-ib/media-inquiries/for-publishers/guidance-for-third-party-publishers-and-providers/how-to-apply-for-a-license>.

No se podrá reproducir ninguna parte de este producto de ninguna forma ni por ningún medio electrónico o mecánico, incluidos los sistemas de almacenamiento y recuperación de información, sin que medie la autorización escrita del IB.

Además, la licencia vinculada a este producto prohíbe el uso con fines comerciales de todo archivo o fragmento seleccionado de este producto. El uso por parte de terceros —lo que incluye, a título enunciativo, editoriales, profesores particulares, servicios de apoyo académico o ayuda para el estudio, colegios preparatorios, desarrolladores de aplicaciones y entidades que presten servicios de planificación curricular u ofrezcan recursos para docentes mediante plataformas digitales— no está permitido y estará sujeto al otorgamiento previo de una licencia escrita por parte del IB. En este enlace encontrará más información sobre cómo solicitar una licencia: <http://www.ibo.org/es/contact-the-ib/media-inquiries/for-publishers/guidance-for-third-party-publishers-and-providers/how-to-apply-for-a-license>.

**Paper 3 part (a) markbands**

Marks	Level descriptor		
	<b>AO1: Knowledge and understanding of specified content</b>  <b>AO2: Application and analysis of knowledge and understanding</b>	<b>AO3: Synthesis and evaluation</b>	<b>AO4: Selection, use and application of a variety of appropriate skills and techniques</b>
0	The work does not reach a standard described by the descriptors below.		
1–3	<b>The response is general, not focused on the question, and lacks detail and structure.</b> <ul style="list-style-type: none"> <li>The response is <b>very brief</b> or general, listing a series of unconnected comments or <b>largely irrelevant</b> information. Evidence is general or relevant to the topic, <b>but not to the question</b>.</li> <li>Evidence (that is, facts, statistics, examples or theories) is listed, lacks detail, and the relevance to the question is unclear.</li> <li>Evidence is not used to formulate an argument or an analysis.</li> <li><b>Everyday language</b> is used; there is little use of geographical terminology or it is used with errors in understanding.</li> </ul>		
4–6	<b>The response only partially addresses the question; evidence is both relevant and irrelevant and is largely unstructured.</b> <ul style="list-style-type: none"> <li>The response <b>partially addresses the question</b> and/or does not meet the requirements of the command term. Key evidence is not included.</li> <li>A mix of <b>relevant and irrelevant evidence</b> is outlined (that is, facts, statistics, examples or theories) and any links to the question are only listed.</li> <li>The evidence presented supports only one element or interpretation of the question.</li> <li>Key geographical terms are defined briefly. The terminology used is both relevant and irrelevant to the question.</li> </ul>		
7–9	<b>The response addresses most parts of the question and outlines an analysis supported by relevant evidence but may lack clear links between paragraphs.</b> <ul style="list-style-type: none"> <li>The question is broken down into parts and <b>most parts</b> of the question are addressed in the response, <b>with supporting evidence</b> for each aspect of the question. The response meets the requirements of the command term.</li> <li>Relevant evidence (that is, facts, statistics, examples or theories) is described, focused on the question and mostly correct. Links with the question are described.</li> <li>The analysis outlines a two-sided argument briefly (if appropriate) and is mostly descriptive, using examples as explanation.</li> <li>Correct definitions are given, and relevant and irrelevant specialist geographical terms are used with occasional errors; or everyday language is used.</li> </ul>		

10–12	<p><b>The response addresses all aspects of the question; the analysis is explained using evidence integrated in the paragraphs, and it is well structured.</b></p> <ul style="list-style-type: none"> <li>• <b>All aspects</b> of the question are addressed and the response meets the requirements of the command term.</li> <li>• <b>Detailed evidence</b> (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.</li> <li>• The response explains how the two sides of the argument (if appropriate) are supported by detailed evidence that is integrated in sentences.</li> <li>• Clear, correct definitions and use of geographical language is integrated in the sentences and throughout the response.</li> </ul> <ul style="list-style-type: none"> <li>• No evidence of synthesis or evaluation is expected.</li> </ul> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The conclusion summarizes the evidence and argument, and links all back to the question.</li> </ul>
-------	---

Paper 3 part (b) markbands

Marks	Level descriptor		
	<b>AO1: Knowledge and understanding of specified content</b>  <b>AO2: Application and analysis of knowledge and understanding</b>	<b>AO3: Synthesis and evaluation</b>	<b>AO4: Selection, use and application of a variety of appropriate skills and techniques</b>
0	The work does not reach a standard described by the descriptors below.		
1–4	<b>The response is general, not focused on the question, and lacks detail and structure.</b> <ul style="list-style-type: none"> <li>The response is <b>very brief</b> or general, listing a series of unconnected comments or <b>largely irrelevant</b> information. Evidence is general or relevant to the topic, <b>but not the question</b>.</li> <li>Evidence (that is, facts, statistics, examples or theories) is listed, lacks detail, and the relevance to the question is unclear.</li> <li>Evidence is not used to formulate an argument or an analysis.</li> <li><b>Everyday language</b> is used; there is little use of geographical terminology or it is used with errors in understanding.</li> </ul>		
5–8	<b>The response only partially addresses the question with limited links to the guide; evidence is both relevant and irrelevant and is largely unstructured.</b> <ul style="list-style-type: none"> <li>The response <b>partially addresses</b> the question and/or does not meet the requirements of the command term. Key evidence is not included.</li> <li>A mix of <b>relevant and irrelevant evidence</b> is outlined (that is, facts, statistics, examples or theories) and any links to the question are only listed.</li> <li>The evidence presented supports <b>only one element or interpretation of the question</b>.</li> <li>Key geographical terms are defined briefly. Terminology used is both relevant and irrelevant to the question.</li> </ul>		
9–12	<b>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.</b> <ul style="list-style-type: none"> <li>The question is broken down into parts and <b>most parts</b> 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.</li> <li><b>Relevant evidence</b> (that is, facts, statistics, examples or theories) is described, focused on the question and mostly correct. Links with the question are described.</li> <li>The analysis <b>outlines a two-sided argument</b> briefly (if appropriate) and is mostly descriptive, using examples as explanation.</li> <li>Correct definitions are given, and relevant and irrelevant specialist geographical terms are used with occasional errors; or everyday language is used.</li> </ul>		

13–16	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• <b>All aspects</b> of the question are addressed and the response meets the requirements of the command term.</li> <li>• <b>Detailed evidence</b> (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.</li> <li>• The response explains how the <b>two sides of the argument (if appropriate) are supported</b> by detailed evidence that is integrated in sentences.</li> <li>• Clear, correct definitions and use of geographical language is integrated in the sentences and throughout the response.</li> </ul> <div> <div> <p><b>Synthesis and evaluation</b> is required at this level. Links between the response and (sub)topics from the guide are explained and supported by the evidence in the response. The opinion or perspective presented is explicitly linked to the range of evidence included in the response, including <b>critical</b> analysis of the relative certainty of evidence used, describing <b>other perspectives</b> or interpretations of evidence.</p> </div> <div> <p>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.</p> </div> </div>
-------	---

1. (a) Analyse the ways in which cultural traits are spread from place to place.

[12]

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

Cultural traits are the varied facets of a culture, including language, religion, cuisine, music, dress, *etc.* The most likely focus is national–cultural identity but ethnicity, religion and local cultures are creditable also.

The spread of cultural traits involves both the diffusion and subsequent adoption/use of new ideas, attitudes, tastes and behaviours. Culture spreads in numerous ways, including:

- diffusion of cultural traits carried by migrants and diaspora groups
- ideas spread by social networks, data flows and “shrinking world” processes
- TNC consumption networks and the cultural changes they bring
- the past cultural imperialism of colonizing states, which led to the widespread diffusion and adoption of Western culture(s)
- the sometimes complex ways in which cultural ideas spread from place to place on account of glocalization/hybridization processes (without which the adoption of new tastes/ideas/fashions/languages might not happen).

*Do not credit material which dwells on resistance to, or consequences of, cultural change. This is irrelevant to the clearly-directed question which has been asked.*

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 conceptually-informed analysis of how cultural spread (both diffusion *and* adoption) happens (utilizing concepts such as cultural imperialism, hybridization, *etc.*). Another approach might be to analyse in turn colonial/imperialistic/“hard power” mechanisms and neo-colonial/“soft power” strategies.

**For 4–6 marks**, expect some outlining of ways in which different aspects of culture have spread/travelled spatially/globally. Response is either partial, narrow or lacks supporting evidence.

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

- either how a range of cultural traits have spread/diffused to specific places by various means (involving technology, migration, trade *etc.*)
- or specific concepts/processes/mechanisms which further our understanding of how and why culture/cultural traits are spread spatially.

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

- (b) Discuss the relationships between globalization and human development.

[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.*

**Human development**, like the MDGs/SDGs, includes economic, social/cultural and political elements. **Globalization** is similarly a multidimensional concept. Many links and connections can therefore be established between the two concepts and their associated processes. The **relationships** are often viewed as positive but can in fact be complex; some highly developed societies may reject globalization. Globalization has not always had beneficial developmental impacts for all individuals and societies.

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

- globalization indices and their component parts (4.1)
- global trade and economic networking of places (4.2)
- developmental implications of data flows and trends (4.3)
- multidimensional human development (5.1)
- TNC responsibility frameworks (5.1)
- developmental implications of cultural change (5.2)
- rejection of globalization by civil society (5.3)
- societal and economic risks stemming from global interactions (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 which discusses the relative importance of different globalizing processes for human development. Another approach might be to critically discuss how human development in different places may have been affected in positive or negative ways. Another approach might be to discuss interactions between different globalizing and developmental processes, or the global power relationships that can help/hinder global development.

**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 ongoing evaluation) informed by geographical concepts and/or perspectives.

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



2. (a) Analyse the validity and reliability of **two** indicators of human development.

[12]

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

Possibilities for analysis include the human development index (HDI), the gender equality index and GDP per capita or infant mortality. One approach might be to analyse two components of the HDI (eg life expectancy and literacy). Another approach might be to analyse the HDI in its entirety along with a second indicator, such as GDP per capita. Either approach is acceptable.

*For full marks to be awarded, all of the points raised need not be explicitly categorized as either validity or reliability issues. It is sufficient to provide a wide-ranging critique which infers concern with both reliability and validity.*

*If more than two indicators are analysed, credit the two which are dealt with best.*

Possible issues associated with their use include:

- the accuracy of the data (a reliability issue) and whether they are verifiable
- the comparability of data between countries (a reliability issue), methodological issues (criticisms of GDP or HDI formulae) (a reliability issue)
- the extent to which they genuinely show variations in development, for example HDI is widely viewed as a good measure because it takes into account three different variables (a validity issue)
- varying perspectives on the genuine importance (validity) of what is being measured (eg, money, happiness, gender equality)
- the importance (validity) of a particular measure (eg literacy) because of how it impacts on other aspects of development such as income/happiness.

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 validity and reliability issues. Another approach might be to analyse the two chosen indicators using a wider range of critical points with strong supporting evidence and data.

**For 4–6 marks**, expect some outlining of one or two indicators/measures. Response is either partial, narrow or lacks supporting evidence.

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

- either two indicators of human development (dealt with in a balanced way)
- or the issues of validity and reliability (these may be implied rather than explicit; do not expect balance)

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

- (b) “Physical geography is the main reason why some places are less connected than others.”  
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.*

**Physical geography** may include consideration of: whether different places are relatively isolated; maritime and continental places; natural resource endowment; various site and climatic factors. **Connectivity** has multiple dimensions (for example, inclusion in transport networks or internet connectivity). **Places** can be identified as local areas or states, or at other scales.

*Answers which largely ignore/sideline the role of physical geography and instead discuss the role of non-physical factors may still reach Level 9-12 if they meet other mark band criteria well. However, they are unlikely to reach Level 13-16.*

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

- importance of oil resources for connected OPEC states (4.1)
- connected global superpowers and reasons for this (4.1)
- economic migration rules and connectivity of destination states (4.2)
- global data flow patterns (4.3)
- natural resource availability (4.3)
- geographic isolation at varying scales (4.3)
- networking via microfinance (5.1)
- cultural diffusion between places (5.2)
- global diaspora (5.2)
- protectionism and trade restrictions (5.3)
- implications of global shift or reshoring for connectivity (6.2-6.3).

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 which discusses the extent to which physical factors are most important in different places and contexts. Another approach might be to critically discuss the relative importance of physical and human influences on connectivity at the national or more local scale (eg, isolated rural areas within well-connected states). Another approach might be to examine changes in relative importance over time and the possibility that physical barriers might be overcome.

**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 globalization and the rise of nationalism in some countries. [12]

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

Nationalism can assume different forms, eg, protectionism, anti-immigration policies and demonstrations, military action, etc. In the past nationalism was associated with expansion and empire building; today it may be linked with a retreat from globalization (and associated sovereignty issues).

*Some credit must be given for material which analyses the rise of anti-globalization/isolationist movements at more localized scales, such as Occupy, local food sourcing movements, long-established Amish communities, etc. Case studies such as these may include relevant explanations of why globalization has prompted the rise of reactive movements within some countries. However, valid instances of nationalism must also be included for Bands 7-9 and 10-12.*

Possible reasons and examples include:

- concerns that globalization has not led to “a good deal” for native citizens (USA since 2016)
- “resource nationalism” and the expatriation of profits by TNCs (Bolivia)
- concerns with migration and cultural change (UK/Brexit)
- the impact of global information flows on national language and culture (France)
- the “dilution” of sovereignty on account of MGO membership (EU populist movements)
- large-scale anti-Western political movements in particular nations eg Boko Haram in northeast Nigeria (though not always strictly “nationalist”, credit should be given for material linking globalization with so-called “tribalization” politics).

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 opposition different facets of globalization (trade, migration, media, etc). Another approach might be to analyse different manifestations of nationalism (civil society action as opposed to government policies).

**For 4–6 marks**, expect some outlining of one or two instances of contemporary nationalism. Response is either partial, narrow or lacks supporting evidence.

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

- either why nationalism is linked with globalization in two countries
- or different forms/aspects/types of nationalism.

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

- (b) Examine the spatial pattern of environmental impacts associated with different global flows.

[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.*

**Global flows** include movements of goods, people, data and capital (and investment). **Environmental impacts** – at local, regional or global scales – can be wide ranging, encompassing: pollution of water, air and land; biodiversity issues and agribusiness impacts; climate change projections. Consideration of impact **patterns** may include uneven regional impacts (eg, for waste exporters/importers in the global core/periphery), spatial diffusion patterns for transboundary pollution, localized/linear pollution along shipping lanes, etc.

*Responses which describe detailed environmental problems caused by global flows/growth/development, yet fail to address any pattern of these impacts (other than asserting that 'everywhere' or 'more places' are being affected) are unlikely to progress far into Level 9-12 and should not be awarded a Level 13-16 mark.*

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

- global core and periphery patterns (1.1)
- major global networks and flows (4.2)
- illegal waste movements (4.2)
- growth of TNC supply chain networks (4.2)
- natural resource patterns and interactions (4.2.1)
- cultural landscape and built environment changes (5.2)
- transboundary pollution patterns (6.2)
- shipping lane pollution (6.2)
- global shift of polluting industries (6.3)
- global agribusiness systems (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 which examines patterns at varying scales (global, regional or more local patterns). Another approach might be to critically examine how the different global processes give rise to more evident impact patterns than others.

**For 5–8 marks**, expect some outlining of two relevant themes. Response is either partial, narrow or lacks supporting evidence (or neglects 'pattern' entirely).

**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.