

Markscheme

May 2024

Geography

Higher level

Paper 3

© International Baccalaureate Organization 2024

All rights reserved. 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 the prior written permission from the IB. Additionally, the license tied with this product prohibits 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, whether fee-covered or not, is prohibited and is a criminal offense.

More information on how to request written permission in the form of a license can be obtained from <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organisation du Baccalauréat International 2024

Tous droits réservés. 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 préalable de l'IB. De plus, la licence associée à ce produit interdit toute utilisation 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, moyennant paiement ou non, est interdite et constitue une infraction pénale.

Pour plus d'informations sur la procédure à suivre pour obtenir une autorisation écrite sous la forme d'une licence, rendez-vous à l'adresse <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organización del Bachillerato Internacional, 2024

Todos los derechos reservados. 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 la previa autorización por escrito del IB. Además, la licencia vinculada a este producto prohíbe el uso 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—, ya sea incluido en tasas o no, está prohibido y constituye un delito.

En este enlace encontrará más información sobre cómo solicitar una autorización por escrito en forma de licencia: <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

Paper 3 part (a) markbands

Marks	Level descriptor		
	AO1: Knowledge and understanding of specified content AO2: Application and analysis of knowledge and understanding	AO3: Synthesis and evaluation	AO4: Selection, use and application of a variety of appropriate skills and techniques
0	The work does not reach a standard described by the descriptors below.		
1–3	The response is general, not focused on the question, and lacks detail and structure. <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. 		
4–6	The response only partially addresses the question; evidence is both relevant and irrelevant and is largely unstructured. <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. 		
7–9	The response addresses most parts of the question and outlines an analysis supported by relevant evidence but may lack clear links between paragraphs. <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. 		

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.
-------	--

Paper 3 part (b) markbands

Marks	Level descriptor		
	AO1: Knowledge and understanding of specified content AO2: Application and analysis of knowledge and understanding	AO3: Synthesis and evaluation	AO4: Selection, use and application of a variety of appropriate skills and techniques
0	The work does not reach a standard described by the descriptors below.		
1–4	The response is general, not focused on the question, and lacks detail and structure. <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. 		
5–8	The response only partially addresses the question with limited links to the guide; evidence is both relevant and irrelevant and is largely unstructured. <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. 		
9–12	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. <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. 		

	<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. 	<ul style="list-style-type: none"> • Synthesis and evaluation 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 critical analysis of the relative certainty of evidence used, describing other perspectives or interpretations of evidence. 	<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.

1. (a) Explain how global trade flows are affected by political decisions made at different geographic scales.

[12]

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

Global trade flows include movements and transfers of raw materials, manufactured goods and services, including sales of information and media. Trade flows link different places together within global networks. Trade flows can be legal or illegal.

Political decisions directly affecting trade flows include, among others, the introduction or removal of tariffs, quotas, sanctions or other barriers. National laws determine the legality of different types of commerce. Trade can be indirectly affected by other aspects of political decision-making such as conflict or pandemic response.

Different geographic scales of decision-making include: national laws; multi-governmental rules and regulations; local or regional strategies (free trade zones). Decisions by ‘superpower’ governments (US, China) may affect trade flows at a global scale in ways that decisions of other governments do not.

Likely themes for analysis include:

- Multi governmental organizations including the World Trade Organization and groups such as the European Union or ASEAN, and the global- or regional-scale rules, laws or norms that govern international trade / trade blocs.
- National-scale government policies including free trade zones or corporation tax
- Government policies for example US re-shoring of industry under Trump administration, or the relative isolation of North Korea.
- Importance of political decisions made by superpower states (US, China)
- Contemporary geographical issues linked with conflict and sanctions (Russia).
- Other instances of global-scale decision making for example climate conferences, net-zero commitments and their possible implications for economic activity and trade.
- Possible local-scale themes using examples of particular cities, regions or export processing zones, with details of local governance.

Material dealing with migration, data or other non-trade flows should be marked according to its merits. Material may be fully credited if there is a legitimate link with trade flows (e.g. the focus is visas for overseas company workers, or data movement e.g. digital download of movies, with purchasing implied). Without a link to trade, the material can still receive partial credit for knowledge of governance, global flows or understanding of the concept of scale.

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 categories of decision, for example in relation to tariffs, sanctions, free trade and other **interactions**. Good answers are likely to maintain a sustained focus on varying geographical **scales**, with both national and multi governmental decision making included.

For 4–6 marks, expect some weakly-evidenced outlining of examples of trade and/or political decisions

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

- either a range of different types of global trade flow that are affected by political decision making
- or two or more scales of political decision making for example national and multi governmental scales

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

- (b) “Global patterns of culture and identity are becoming less complex over time.” [16]
To what extent do you agree with 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. **Culture** comprises a wide spectrum of cultural traits (language, food, music, religion etc.) and a shared sense of belonging. Any of these individual traits, such as language, can form the basis for a discussion.

An individual or larger group’s sense of **identity** may derive from the wider culture(s) they belong to. People also have multiple or intersecting identities based on criteria including gender, ethnicity, age, family or household role(s) and occupation.

The phrase **global patterns** invites discussion of different scales of cultural change or continuity. Arguments about lessening diversity at a global scale (perhaps linked to the power of TNCs and social media) can be contrasted with the growth of diversity in world cities that are global hubs for migration.

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

- The cultural influence of superpower states [Guide 4.1]
- The spectrum of cultural diversity [Guide 5.2]
- Globalisation brings complexity through cultural hybridity [Guide 5.3]
- Diasporas, diversity and identity [Guide 5.2]
- Shrinking world technology (and its role in identity politics) [Guide 4.3]
- Affirmative actions and minority groups [Guide 5.1]
- Renewed nationalism and tribalization [Guide 6.1]
- Civil society organizations and campaigning [Guide 6.3]

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

Good answers may additionally offer a **critical evaluation** (AO3b) of the statement that discusses cultural change at a range of **scales**, including global and national (city) scales, or in contrasting rural and urban contexts. Another approach might be to critically discuss **power** struggles over identity issues at varying scales, including the personal. A good evaluation may conclude with a substantiated final judgement on the overall degree to which the statement is true.

For 5–8 marks, expect weakly-evidenced outlining of two or three relevant themes.

For 9–12 marks, expect:

- either a structured synthesis that 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 ways in which different places are affected over time by diaspora growth. **[12]**

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

Diaspora means a population that has scattered or dispersed from its original place or origin or homeland, often at a global scale. The population comprises both current migrants and the descendants of previous generations of migrants. Diaspora growth is this a function of both continued emigration and also natural increase among longer-established diaspora communities.

Effects on **different places** can be analysed at varying spatial and temporal scales, ranging from local neighbourhoods to changes affecting entire countries or continents. Cultural and/or economic changes can affect diaspora source/origin countries in addition to countries where the diaspora population live.

A wide range of possible ways in which places are **affected over time** can be analysed: positive or negative (from varying perspectives); short- or long-term; social, economic, cultural or environmental.

Likely themes for analysis include:

- one or more examples of diaspora populations including local contexts such as world cities; possible examples include Chinese, Indian and various European diaspora populations
- the influence of diaspora populations on national cultures, including food, music and language – over longer timescales, some origin countries may experience the ‘fossilization’ of culture linked with the expectations of diaspora and tourists
- changes in the built environment and the cultural landscape of particular places where diaspora populations have become established
- economic changes linked with diaspora growth, for example remittances, investments and other financial flows; there may be significant changes over time in these flows, e.g. remittances may decline in importance
- cultural hybridity and the growth of new cultures due to the intermixing the diaspora and indigenous cultures.

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 **processes** of change (such as changing food, language, music etc). Another approach might be to analyse different ways in which **places** can be affected for example changes to the built environment, new investments or changes in culture.

For 4–6 marks, expect some weakly-evidenced outlining of a diaspora and/or possible effects on one or more places.

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

- either a range of effects of diaspora growth, for example the addition of new cultural traits and neighbourhoods in two or more places
- or different ways in which places are affected over time, for example longer term cultural/economic effects for origin and/or host countries.

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

- (b) “Globalization will keep accelerating due to improving communications technologies.”
To what extent do you agree with 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.*
- Communications technologies** include the internet, smartphones, social media and on-demand television, amongst other innovations. Improvements continue to occur over time linked with advancements in processing speeds and data transfers.
- Globalization** is a complex set of processes by which the world has become increasingly integrated as a single economic unit and local places have become more interconnected and interdependent. Globalization is often viewed as a product of market forces, neoliberal political governance and technological advancement.
- The phrase **keep accelerating** invites discussion of any underlying assumptions about whether globalization is unstoppable as a result of improving technology or not. There may be technical or political limits to how far shrinking world technologies will continue to develop and be used in different countries. It may also be the case that globalisation will accelerate because of other factors such as increased international cooperation.
- A good evaluation to the statement will be strongly focused on whether globalization will keep accelerating in the future – or not. Candidates who argue that other factors have been equally important for the growth of globalisation up to this moment in time - but do not address what will happen in the future (because of opposition to globalization, for example) - are unlikely to produce a critical discussion of sufficient quality for the highest markband.*
- Possible **applied** themes (AO2) include **knowledge and understanding** (AO1) of:
- Globalization indices [Guide 4.1]
 - Global networks and digital divides [Guide 4.2]
 - Shrinking world technology [Guide 4.3]
 - Resistance to global interactions [Guide 5.3]
 - Renewed nationalism [Guide 6.1]
- Good answers may **synthesize** (AO3a) three or more of the above (or other) themes in a **well-structured** (AO4) way.

Good answers may additionally offer a **critical evaluation** (AO3b) of the statement that discusses trends for different economic, social or political **processes** of globalization. Another approach might be to critically discuss ‘accelerating’ and ‘improving’, and any underlying assumptions about who has access to, or **power** over, technology and the uses they make of it. A good evaluation may conclude with a substantiated final judgement on the overall degree to which the statement is true.

For 5–8 marks, expect weakly-evidenced outlining of two or three relevant themes.

For 9–12 marks, expect:

- either a structured synthesis that 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.

3. (a) Analyse the impact of the Organization of the Petroleum Exporting Countries (OPEC) and the International Monetary Fund (IMF) on the global power map. [12]

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

OPEC is a group of 13 countries (2022), established in 1960. It impacts on global energy prices/supply through its decision-making. Its main objective 'is to co-ordinate and unify' oil policies to secure 'fair and stable prices' for member countries. Around 80% of the world's oil reserves are found in member countries, some of whom have experienced high economic growth because of OPEC's impact on energy markets.

IMF is a United Nations agency established in 1944. It aims to 'achieve sustainable growth and prosperity' for its 190 member countries (2022). The IMF impacts international trade and global growth, for example by providing financial assistance during times of crisis. It also discourages policies that it views as 'potentially harmful'. This in turn brings criticism from opposing viewpoints. The USA exerts greater influence over IMF policies than any other country.

OPEC and the IMF impact on the **global power map** (how economic/political power is spread around the world) in different ways and at varying scales. Some OPEC members including Saudi Arabia and Qatar now have far greater power and influence than in the past. One view is that the IMF (headquartered in Washington DC) manages global interactions in ways which are beneficial to powerful high-income countries. Another view is that some middle-income countries with growing global power and influence such as Brazil may have benefited from IMF lending.

Likely themes for analysis include:

- OPEC's influence over global energy policies, including countries that have gained power and influence through membership of this organization.
- the IMF's activities including lending to countries at varying levels of development.
- Global superpower involvement in IMF lending such as the disproportionate influence held by the USA.
- How global power and influence vary spatially to create a global power map made up of global superpowers and less influential states. There are different types of power, e.g. 'hard' and 'soft'.
- Comparison of the IMF and OPEC and their impacts.

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 the different impacts/types of power and influence linked with OPEC and the IMF. Another approach might be to analyse different scales of global **power** and influence, including consideration of those states or **places** whose power is supported by their membership of, or influence over, these organizations.

For 4–6 marks, expect some weakly-evidenced outlining of OPEC and/or the IMF.

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

- either the impacts of both organizations, for example on lending/borrowing (IMF) or selling/buying (OPEC) countries
- or ways in which OPEC and the IMF help influence the global power map

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

- (b) “Further global economic growth threatens the most important Sustainable Development Goals (SDGs).” To what extent do you agree with 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 UN **Sustainable Development Goals** make use of 17 social, economic, environmental and political criteria. They represent a multi-strand approach to understanding, monitoring, measuring and promoting the human development process. There is no requirement to focus on more than two goals: full marks may be achieved via the detailed discussion of two goals or a broader discussion of more.

Global economic growth is an ongoing trend despite temporary setbacks linked with the global financial crisis and more recently Covid-19. Important aspects of global growth and development include the rise of emerging economies, further expansion of large TNCs and the acceleration of technology.

Perspectives will vary on the extent to which further growth **threatens the most important** SDGs. Views will differ about which goals are most important, and why. Assumptions about the scale and rate of growth can be discussed, along with possible mitigations.

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

- The different UN SDGs [Guide 5.1]
- Global growth and development [Guide 5.2]
- Global flows and networks [Guide 4.2]
- Transport development over time [Guide 4.3]
- Environmental risks [Guide 6.2]
- Managing global risks [Guide 6.3]

Some answers may lack specific knowledge of the SDGs and will discuss general global progress towards a better environment, economy and society. These responses may access the 9–12 markband if there is a good quality of case study evidence and/or argument.

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

Good answers may additionally offer a **critical evaluation** (AO3b) of the statement that discusses whether mitigation of the environmental costs of global growth is **possible**, for example climate change policies, or reshoring of operations that can reduce carbon footprints. Another approach might be to critically discuss **perspectives** on which SDGs are most important, along with which SDGs are most and least compatible with global growth. A good evaluation may conclude with a substantiated final judgement on the overall degree to which the statement is true.

For 5–8 marks, expect weakly-evidenced outlining of two or three relevant themes.

For 9–12 marks, expect:

- either a structured synthesis that 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.
