

Markscheme

May 2024

Geography

Higher level

Paper 3

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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. 	<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	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. 	<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	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. 	<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.
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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 named 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) Explain why perspectives vary on the value of human development measurements. **[12]**

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

Human development measurements include a range of empirical measurements and indices. For example: Human Development Index (HDI) scores, Gender Inequality Index scores Sustainable Development Goals data (including progress made towards different targets by countries) and national income and wealth estimates (such as per capita Gross National Product).

The **value** and usefulness of these measurements hinges on both their validity and reliability. There is disagreement about how development is best measured. Data may be unreliable or unavailable. Data may require adjustment (e.g. to establish parity when comparing different national incomes)

As a result of these validity and reliability issues, **perspectives** inevitably vary on the value and usefulness on development measures. The very best answers may link these perspectives with the views of particular agencies, governments, civil society organizations / campaigning groups *etc* – but there is no requirement to do this.

Likely themes for analysis include:

- Definitions of the multi-dimensional concept of human development; development indicators such as the human development index or gender inequality index.
- Sustainable development goals criteria, and their value in national and global contexts.
- Issues affecting the reliability (linked to the accuracy and quality of data collected).
- Issues linked with the validity of development measurements, i.e. whether ‘development’ is being defined in a correct, holistic or unbiased way.
- Debates about the concept of development and the way it is used to frame studies of people and places.

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 issues which may threaten the value of development measurements, including validity and reliability. Another approach might be to analyse the **perspectives** of different stakeholder groups including multi governmental organizations, local communities, women or minority groups, all of whom may have their own views about the validity of different development indicators and measurements.

For 4–6 marks, expect some weakly-evidenced outlining of one or two development measures and/or possible data collection issues

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

- either a range of issues affecting the value / usefulness of human development measurements, such as accuracy
- or differing perspectives on development indicators and measurements.

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

- (b) “The global shift of industry always affects the physical environment of high-income countries in positive ways.” 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.*

Global shift is a phrase used to describe the gradual relocation of manufacturing and traditional industries from the global North to the global South during the last 50 to 60 years. More recently a global shift in service industries has also occurred, for example the movement of call centres, offices, animation studios *etc.* Narratives of global shift often focus on the cost savings associated with TNCs making use of lower paid workforces in lower income countries.

High-income countries include global North nations of Europe and North America and also high-income countries of eastern Asia including Japan and South Korea. Credit other valid examples and categories e.g. oil-rich Gulf States. Do not over-credit any extended discussion of impacts for low-income countries – this is not the statement focus.

Industries may impact on the **physical environment** of places in many ways, and at scales ranging from local to global. Impacts on air, water and soil may directly affect those places where polluting industry operates. Environmental impacts in one place indirectly affect other places due to transboundary movements of air and water.

Answers that focus on transboundary pollution and/or climate change without clear links to the idea of global shift may be able to reach the 9-12 markband if there is a strong evaluation of the global geography of physical impacts, issues or inequalities. Possible **applied** themes (AO2) include **knowledge and understanding** (AO1) of how:

- The global map of wealth and power [*Guide 4.1*]
- The range of different global networks and flows [*Guide 4.2*]
- Global shift of polluting industries and any subsequent re-shoring [*Guide 6.2*]
- Transboundary pollution [*Guide 6.2*]
- Civil society management of environmental risks [*Guide 6.3*]
- Atmosphere and oceans issues [*Guide 2.2*]

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 different types of industry/activity and the direct or indirect ways in which they can affect physical **processes** and the environments of particular **places**. Another approach might be to critically discuss different sub-domains (water, soil, atmosphere) or **scales** of the physical environment (including shared common resources, such as the oceans and atmosphere). 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 severity of **two** different types of risk associated with global supply chains.

[12]

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

Different types of risk may include, among others, geopolitical, economic, technological or environmental threats and challenges. Both existing (past) or predicted (future) risks might be considered. *Ideally, candidates should explore risks that the supply chain is exposed to. However, credit can be given to risks that supply chains create for people and places (exposure to pollution, changing lifestyles etc).*

Global supply chains are business networks composed of interdependent TNCs and smaller-scale companies who supply parts or services to clients. The largest supply chains may comprise hundreds or thousands of stakeholders across different continents.

Severity of risks could be interpreted or measured in different ways, or from varying perspectives, including short-term loss of production, sales and profits, or longer-lasting reputational damage to businesses.

Answers about risks affecting/caused by TNCs (e.g. McDonald's) are unlikely to reach the top band in the absence of any detailed knowledge and understanding of their supply chains.

Likely themes for analysis include:

- Political risks to global supply chains including the recent conflict in Ukraine.
- Economic risks to supply chains linked with previous financial crises affecting economic activity and growth in regions where parts are sourced from.
- Economic risks stemming from new taxes, regulation or policies (e.g. Brexit)
- Environmental risks for example Icelandic volcanoes or the 2011 Japanese tsunami
- Risks created by the Covid-19 pandemic or other biological hazards.
- Technological hazards including the spread of computer viruses which may interrupt supply chain operations in a range of ways.
- Reputational risks to companies associated with the discovery of unethical or unjust practices in supply chains, from modern slavery to transboundary pollution.

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 economic, social or environmental dimensions of risk for **places** and people. Another approach might be to analyse how **possibilities** of risk multiply or become more severe due to the complex **interactions** which occur within supply chains. Another approach might be to analyse how possibilities of risk can be mitigated in ways which modify their severity.

For 4–6 marks, expect some weakly-evidenced outlining of one or two relevant risks

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

- either ways in which global supply chains are affected by the two types/categories of risk e.g. technological and environmental risks
- or the severity of risks, for example their scale or complexity.

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 should be focused on whether globalization will keep accelerating in the future – or not. Candidates who argue 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/limits 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.
-