

Markscheme

November 2020

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 <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-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 suivante : <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-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: <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. 	<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.

<p>10–12</p>	<p>The response addresses all aspects of the question; the analysis is explained using evidence integrated in the paragraphs, and it is well structured.</p>		
<ul style="list-style-type: none"> • All aspects of the question are addressed and the response meets the requirements of the command term. • Detailed evidence (that is, facts, statistics, examples or theories) are integrated in sentences and paragraphs, and links made between evidence and the question are explained and relevant. • The response explains how the two sides of the argument (if appropriate) are supported by detailed evidence that is integrated in sentences. • Clear, correct definitions and use of geographical language is integrated in the sentences and throughout the response. 	<ul style="list-style-type: none"> • No evidence of synthesis or evaluation is expected. 	<ul style="list-style-type: none"> • Paragraphs focus on a relevant point of the argument and integrate the supporting evidence. Paragraphs are linked and support the logical flow of the argument and response. • The conclusion summarizes the evidence and argument, and links all back to the question. 	

Paper 3 part (b) markbands

Marks	Level descriptor		
	<p>AO1: Knowledge and understanding of specified content</p> <p>AO2: Application and analysis of knowledge and understanding</p>	<p>AO3: Synthesis and evaluation</p>	<p>AO4: Selection, use and application of a variety of appropriate skills and techniques</p>
0	<p>The work does not reach a standard described by the descriptors below.</p>		
1–4	<p>The response is general, not focused on the question, and lacks detail and structure.</p>		
	<ul style="list-style-type: none"> • The response is very brief or general, listing a series of unconnected comments or largely irrelevant information. Evidence is general or relevant to the topic, but not the question. • Evidence (that is, facts, statistics, examples or theories) is listed, lacks detail, and the relevance to the question is unclear. • Evidence is not used to formulate an argument or an analysis. • Everyday language is used; there is little use of geographical terminology or it is used with errors in understanding. 	<ul style="list-style-type: none"> • No synthesis or evaluation is expected at this level. • No links are presented between the response and (sub)topics in the guide. • No valid opinion or perspective on the issue is formulated. 	<ul style="list-style-type: none"> • Information is listed but is not grouped together in paragraphs, or paragraphing is erratic. • If present, the conclusion is brief, does not summarize the argument and/or does not address the question.
5–8	<p>The response only partially addresses the question with limited links to the guide; evidence is both relevant and irrelevant and is largely unstructured.</p>		
	<ul style="list-style-type: none"> • The response partially addresses the question and/or does not meet the requirements of the command term. Key evidence is not included. • A mix of relevant and irrelevant evidence is outlined (that is, facts, statistics, examples or theories) and any links to the question are only listed. • The evidence presented supports only one element or interpretation of the question. • Key geographical terms are defined briefly. Terminology used is both relevant and irrelevant to the question. 	<ul style="list-style-type: none"> • No synthesis or evaluation is expected at this level. • The link(s) between the response and the guide focus on one topic; other potential links are listed. • A valid but limited opinion or perspective on the issue is formulated. 	<ul style="list-style-type: none"> • Paragraphs do not reflect grouping of information that addresses a specific element of the question. • If present, the conclusion is one-sided, addressing only part of the question.
9–12	<p>The response addresses most parts of the question with developed links to the guide and outlines an analysis supported by relevant evidence but may lack clear links between paragraphs.</p>		
	<ul style="list-style-type: none"> • The question is broken down into parts and most parts of the question are addressed in the response, with supporting evidence for each aspect of the question. The response meets the requirements of the command term. • Relevant evidence (that is, facts, statistics, examples or theories) is described, focused on the question and mostly correct. 	<ul style="list-style-type: none"> • Synthesis or evaluation is required at this level. • Links between the response and the guide refer to multiple topics and are described. • Opinion or perspective presented is aligned with the response but the links are not made explicit or the link is a general statement. Other perspectives or interpretations are listed without details. 	<ul style="list-style-type: none"> • A series of standalone paragraphs each addressing a specific element of the question but lacking clear links connecting them all into a coherent whole. • The conclusion repeats and summarizes the analysis or argument, but may contain new information as well.

	<p>Links with the question are described.</p> <ul style="list-style-type: none"> • The analysis outlines a two-sided argument briefly (if appropriate) and is mostly descriptive, using examples as explanation. • Correct definitions are given, and relevant and irrelevant specialist geographical terms are used with occasional errors; or everyday language is used. 					
<p>13–16</p>	<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> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="220 663 662 1247" style="width: 33%;"> <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. </td> <td data-bbox="662 663 1110 1247" style="width: 33%;"> <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. </td> <td data-bbox="1110 663 1479 1247" style="width: 33%;"> <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. </td> </tr> </table>			<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.
<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) Analyse reasons for the recent and widespread rise of anti-immigration movements. [12]

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

Anti-immigration movements take many forms in different countries and contexts. Recently, many different local movements have developed globally (eg, from Australia to South Africa). In Europe there is a loose international alliance of localist movements. Reasons differ from context to context and encompass economic (work), social (housing) and cultural (religious) issues, amongst many others.

Possible reasons for the recent and widespread rise of anti-immigration movements:

- Recent cultural and religious changes that are linked with increased cultural diversity.
- Economic issues, including the availability of work.
- Increasing numbers of people on the move for various physical, economic, demographic and political reasons.
- Widespread pressures on governments around the world in relation to the refugee crisis.
- Recent political concerns linked with terrorism and radicalization, and the actions of powerful governments/personalities that may fuel anti-immigration sentiments.
- The use of social media to promote anti-immigration messages.
- The recent tension between nationalism/localism and increased globalization.

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 possible reasons that explain the *recent* rise in migration and resistance to it, drawing on contemporary evidence. Another approach might be to analyse the *widespread* / global nature of these movements, and the common themes that help explain their existence (weaker responses will focus on case studies in an ‘episodic’ way and will neglect to address the ‘widespread’ spatial manifestation of the issues they describe).

For 4–6 marks, expect some weakly evidenced outlining of one or two reasons why anti-immigration movements exist.

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

- either a range of reasons (two or more) why anti-immigration movements have arisen recently
- or reasons for the widespread occurrence of anti-immigration movements in many different contexts.

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

- (b) Discuss ways in which global financial flows can be affected by the actions of governments.

[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.

Financial flows include trade, capital movements, aid and debt payments and remittances. These flows can be increased or decreased according to the political frameworks they must operate in at varying scales. **Governments** may be national but there are also local governments and multi-governmental organizations to consider too. **Actions** include incentives but also penalties and sanctions.

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

- The political opening-up of emerging economies (India, China) with new markets for exploitation.
- National investment rules and laws that allow TNCs to deploy (or not) financial strategies such as mergers and acquisitions and joint ventures.
- Political actions to establish lower production costs for TNCs in export processing zones.
- MGOs creating the opportunity to operate within trading blocs with low tariff barriers.
- Political decisions by governments to opt out of globalization / global data flows (eg, US technology companies cannot invest or sell their services easily in China).
- Political decisions by governments to provide aid and loans.
- Political decisions by governments affecting migration, which in turn fosters remittances.

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

Good answers may additionally offer a **critical evaluation** (AO3b) of the statement, which discusses how government actions connect and interact with the financial decisions of other stakeholder eg TNCs. Another approach might be to critically discuss how financial flows linking particular places might be either increased or decreased. Another approach might be to discuss the relative importance of government actions at different scales. A good discussion may conclude with a substantiated final judgement on the relative importance or significance of different kinds of action.

Do not over-credit a detailed discussion of the actions of non-governmental stakeholders (TNCs, NGOs, etc.) unless the account is logically linked with government actions and attitudes (e.g. discussion of how governments allow or disallow FDI, free trade etc.).

For 5–8 marks, expect weakly evidenced and/or imbalanced 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 how **two** new technologies can be used to manage risks created by global flows of data and/or people. **[12]**

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

A **new technology** is most likely a digital technology developed in the last few decades, ideally in the student's own lifetime. Steam trains should not be regarded as new in the context of this question. The Subject Guide requires study of drones, 3D printing, crowd-sourcing technology, cybersecurity measures and e-passports. **Global flows of people and data** generate risks; new technologies can help mitigate these risks.

Possible uses of new technologies:

- Cybersecurity measures are increasingly used to monitor data flows for signs of terrorist activity, *etc.*
- E-passports help establish the identity of migrants as record numbers of people move.
- GIS / satellite technology helps identify illegal activities (movements of people, people trafficking *etc.*).
- Drones can help find people moving away from disaster zones, *etc.*
- Credit any technology that can be linked in a valid way to relevant global flows.
- Credit any valid attempt to link a new technology with the management of a pandemic caused by movements of people.

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 how each technology helps mitigate/manage risk. Another approach might be to analyse the nature of the risks that are associated with these global flows in different located contexts.

For 4–6 marks, expect some weakly evidenced outlining of the way one or two technologies can help manage people/data/risks.

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

- either the way two technologies can be used to manage people and/or data
- or the way risks are mitigated/managed by the two technologies.

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

- (b) “Physical factors are the main reason why cultural diversity varies from place to place.”

[16]

Discuss this statement.

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

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

- what is meant by cultural diversity and cultural traits
- the role of migration and diasporas in giving rise to diversity
- the geography of physically isolated areas (island states, remote and hard-to-reach rural areas)
- political factors affecting cultural diversity and cultural isolation (eg, migration rules)
- historical factors responsible for cultural diversity/homogeneity eg, colonialism
- shrinking world / spread of global culture and the lessening of diversity in some places eg, loss of languages.

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, which discusses its veracity at different scales or for different contexts (local, rural, urban, national). Another approach might be to critically discuss different perspectives on what cultural diversity means, eg dimensions of language/religion/ethnicity, and the extent to which physical factors/isolation could affect each of these dimensions. A good discussion may conclude with a substantiated final judgement on the relative importance or significance of physical factors.

For 5–8 marks, expect weakly evidenced and/or imbalanced 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, including one physical factor.
- 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 scale and severity of the challenges created by transboundary pollution (TBP). [12]

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

Transboundary pollution may be a short-lived event or more pervasive problem involving movements of polluted bodies of air or water across national boundaries.

Possible themes include:

- The scale may vary from relatively localized issues affecting border areas, eg transboundary aquifers, to problems affecting entire world regions, eg smoke from forest fires in Indonesia affecting southeast Asia.
- Some pollution events have global-scale impacts, eg Fukuyama isotopes crossing the Pacific.
- Acid rain is a commonly occurring issue.
- Carbon emissions and climate change are valid themes in this context.
- The severity of any challenges is determined by the type of pollution and the scale/nature of the area affected and the vulnerability of people/places.
- Political challenges include arriving at stakeholder agreement on any action.

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 severity of different types of challenges (environmental to political). Another approach might be to analyse the varying scale of each challenge (mortality may be relatively localized, with weaker dispersed effects evident on a larger scale).

Full marks may be obtained through use of a single case study provided there is sufficient analysis of the varying scale and severity of the associated challenges.

For 4–6 marks, expect some weakly evidenced outlining of one or two problems / challenges / impacts.

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

- either a range of challenges created by one or more types of TBP
- or the varying severity and geographical scale of different TBP challenges.

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

- (b) Discuss the economic challenges that global interactions have created for different countries and communities. [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.

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

- economic migration and its impacts on job availability
- global shift and deindustrialization in high-income countries
- negative economic consequences of outsourcing/offshoring for industrializing countries and communities, *eg* low rates of pay
- tax avoidance by large corporations and offshoring of profits
- the management of social and spatial inequalities which have grown in part because of global interactions / global shift.

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, which discusses how the challenges are most severe in particular places and at certain scales (*eg*, US Rust Belt state populations have suffered more than other areas of the US). Another approach might be to discuss how challenges lessen or become more severe over a longer timescale (*eg*, post-industrial cities in high-income countries have been redeveloped and regenerated on account of global shift). A good discussion might conclude with a substantiated final judgement on the relative severity of different economic challenges.

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 on going evaluation) informed by geographical concepts and/or perspectives.

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