

Markscheme

November 2015

Geography

Higher level

Paper 3

This markscheme is **confidential** and for the exclusive use of examiners in this examination session.

It is the property of the International Baccalaureate and must **not** be reproduced or distributed to any other person without the authorization of the IB Assessment Centre.

Paper 3 markbands**Part (a)**

Level descriptor	Knowledge/ understanding AO1	Application/ analysis AO2	Skills AO4	Marks 0–10
A	No relevant knowledge, or inappropriate	The question has been completely misinterpreted or omitted	None appropriate	0
B	Little relevant knowledge and/or understanding	Important aspects of the question are ignored	Little attempt at organization of material	1–3
C	Some relevant knowledge and understanding	Answer partially addresses the question	Some indication of structure or organization	4–6
D	Generally accurate knowledge and understanding	Answer is developed and covers most aspects of the question	Appropriate structure with generally appropriate terminology	7–8
E	Accurate, relevant knowledge and understanding	Well-developed answer that covers most or all aspects of the question	Well-structured response with sound terminology	9–10

Part (b)

Level descriptor	Knowledge/ understanding AO1	Application/ analysis AO2	Synthesis/ evaluation AO3	Skills AO4	Marks 0–15
A	No relevant knowledge, or inappropriate	The question has been completely misinterpreted or omitted	No synthesis/ evaluation	None appropriate	0
B	Little relevant knowledge and/or understanding	Important aspects of the question are ignored	Little attempt at synthesis/ evaluation	Little attempt at organization of material	1–4
C	Some relevant knowledge and understanding	Answer partially addresses the question	Basic synthesis/ basic or unsubstantiated evaluation	Some indication of structure or organization	5–8
D	Generally accurate knowledge and understanding	Answer is developed and covers most aspects of the question	Synthesis that may be partially undeveloped/ evaluation that may be partially unsubstantiated	Appropriate structure with generally appropriate terminology	9–12
E	Accurate, relevant knowledge and understanding	Well-developed answer that covers most or all aspects of the question	Clear, developed synthesis/clear, substantiated evaluation	Well-structured response with sound terminology	13–15

1. (a) Using examples, analyse how global financial flows can be affected by the actions of governments. [10]

Financial flows include movements of money/credit/investment. Strictly, they should not include movements of goods/raw materials, although in reality there is some overlap (investments by TNCs underpin to flows of goods) and where appropriate the benefit of the doubt should be given.

National governments may directly transfer money via international aid programmes (bilateral or multilateral contributions), loans (including sovereign wealth funds) and investment (state-owned companies may purchase assets abroad). They indirectly affect financial flows through their policy-making. This can impact on migration (and thus remittances) and the investment patterns of TNCs (and thus flows of FDI, including investment, acquisitions, outsourcing). National governments also protect their economy from financial currency inflows/outflows. Money laundering is another possible theme.

Also credit use of multi-governmental organizations (and the way flows can accelerate with removal of tariffs/market expansion) and the intergovernmental nature of financial institutions / global governance (IMF and World Bank).

For band C, at least two financial flows should be described with some exemplification and a link established with government(s) (do not expect balance).

For band D, either more than two flows should be analysed and exemplified, or two flows analysed in a structured way that conceptualizes different types of influence (direct and indirect) or governments (national, MGOs, IGOs).

For band E, expect both.

- (b) Discuss why anti-globalization movements/groups are found in most countries. [15]

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

The focus is on the ubiquity of resistance to globalization. The statement is not intended as a challenge and no counter-argument is required.

Different reasons for resistance need to be identified; the reasons are not the same for all countries. To achieve the highest band (a well-developed answer), details of one or more actual anti-globalization movements/groups must be included as part of the account (rather than just reasons why globalization might be resisted by people in general).

Possible anti-globalization themes (expect examples of actual movements/groups for some *but not all*) include:

- anti-globalization movements (named groups are expected) [Guide 6,7]
- migration, diaspora and multiculturalism [Guide 5]
- the homogenizing power of global media and TNCs [Guide 5, 7]
- opposition to migration (may have names of political groups/parties) [Guide 6]
- opposition to IMF/SAPs [Guide 3]
- environmental concerns (example of civil society group/movement) [Guide 4]
- cultural imperialism (may refer to indigenous movement/protest) [Guide 5]
- resource nationalism (and populist/nationalist movements) [Guide 6]
- deindustrialization and outsourcing [Guide 2,3]
- food miles and local sourcing movements (may name organization) [Guide 7].

Good answers scoring highly at AO3 may discuss globalization as a complex process, the effects of which are felt everywhere, albeit in varying ways, giving rise to movements/groups. Another approach may be to discuss how the veracity of the statement depends on what local effects of globalization are most strongly felt/perceived in a different locale (and perspectives may vary on this, even within the same locale).

For band D, there should either be a structured synthesis of several well-evidenced themes taken from the subject guide, or a properly evidenced conclusion (or ongoing evaluation) that critically discusses the statement.

At band E, expect both of these elements.

2. (a) Using examples, analyse the benefits of globalized production for local societies. [10]

The different local societies may be in producer or consumer nations/areas. States can be treated as 'local' places within a global context.

Examples of "globalized production" can be taken from any sector of industry: agribusiness, manufacturing or service sector (eg the outsourcing of call centres). The benefits for producer nations/areas could be economic (including multipliers, cheaper mass-produced goods, etc) and/or social (eg improved work opportunities for women, increased family wages and thus educational opportunities for children). Also credit the idea of increased consumer choice (eg fast food).

There are also benefits for local societies/regions that are now consumer/post-industrial regions, following global shift/relocation of polluting industries. It can be argued that they have "re-invented" themselves as cleaner, higher-wage societies that additionally benefit from cheap imports of global goods from producer regions.

Do not credit benefits for TNCs, or disadvantages for local societies, as neither is asked for by the question. Any such material should be deemed irrelevant.

For band C, two benefits of globalized production should be described in relation to local society/societies in general.

For band D, expect analysis of either a wider range of benefits and/or recognizable local societies, or a structured account that conceptualizes some different kinds of globalized production.

At band E, expect all of these elements.

- (b) To what extent is environmental sustainability incompatible with the growth of globalization?

[15]

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

The focus should be whether environmental sustainability – the idea that future generations should enjoy the same landscapes, ecosystem services, resources, etc that are available for living generations – cannot be guaranteed if globalization continues along its current trajectory (with resulting environmental degradation).

Globalization is the growing economic interdependence of the world, accompanied by increased global flows of goods, people, capital, information. The “growth” of globalization is associated with high economic growth rates in emerging economies / NICs / BRICs and this may be commented on / highlighted as an area of particular environmental concern, along with the already large footprint of the USA and, to a lesser extent, Japan, Australia, NZ and EU nations.

Some answers may lack focus on globalization/sustainability and instead describe how human activity in general results in problems such as acid rain, eutrophication and nuclear accidents (to name but a few). Such partial answers may still reach the band C/D border if they are sufficiently synthetic (see below).

Possible themes for synthesis linked to sustainability/globalization include:

- growth of core regions [*Guide 1*]
- growth of transport networks for people and commodities [*Guide 2*]
- ICT and information flows (may have lower footprint) [*Guide 3*]
- agribusinesses, polluting industries and waste movements [*Guide 4*]
- environmental awareness and green messaging [*Guide 4*]
- food miles and air freight [*Guide 4*]
- globalization of branded commodities (and implications for resource use and waste) [*Guide 5*]
- de-industrialization and outsourcing [*Guide 2,3*]
- some local sourcing movements are rooted in anti-globalization/sustainability rhetoric [*Guide 7*].

Good answers scoring highly at AO3 may evaluate the extent to which some aspects of globalization are less harmful to the environment than others. Alternatively, a good inquiry of “to what extent” might take the view that growing global environmental awareness, or global cooperation on environmental issues and “technical fixes”, can ameliorate environmental degradation and may yet mean that long-term environmental sustainability is possible.

For band D there should either be a structured synthesis of several well-evidenced themes taken from the subject guide, or a properly evidenced conclusion (or ongoing evaluation) that considers the extent to which the statement is true.

At band E, expect both of these elements.

3. (a) Using examples, analyse the concept of “loss of sovereignty”.

[10]

Loss of sovereignty is principally understood in political and/or economic terms. It encompasses the diminishing effectiveness of political borders and subsequent changes in flow of goods/capital/labour/ideas and perhaps the location of economic activities. These changes may be viewed by governments and/or citizens as the ceding of power/independence in potentially problematic ways.

The concept is most likely explored in relation to the growth of multi-governmental organizations such as the European Union (EU), the Association of Southeast Asian Nations (ASEAN), the North American Free Trade Agreement (NAFTA), *etc.* In the case of the EU, there are additional governance and currency issues to perhaps consider.

However, the concept of sovereignty is even broader than this in some people’s view, and may also be taken to include:

- the shift in power away from states and towards TNCs as a result of their economic size and dominance. This may be linked with the state’s loss of direct control over its own resources (oil, minerals)
- largely inescapable cultural changes such as loss of native languages and customs, beyond state control (and the associated concepts of cultural imperialism and the shrinking world)
- IMF/World Bank or other “top-down” assistance that comes with strings attached *eg* structural adjustment (SAPs)
- free trade and abandonment of protectionism could lead to changes which increase dependency on other trading partners.

Other interpretations of “loss of sovereignty” may be credited provided some change/loss over time features in the account.

For band C, two impacts of a powerful global/top-down force or change (such as an MGO, TNCs or information flows) should be described that have some bearing on a recognizable state’s independence/autonomy.

For band D, expect analysis of either a wider range of exemplified impacts or a briefer account that conceptualizes what “loss of sovereignty” might involve.

At band E, expect both of these elements.

- (b) Examine how economic, technological and political factors may all influence the growth of global diaspora populations.

[15]

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

The focus is on the growth of diasporas – globally dispersed populations of common ancestry/ethnicity/religion. An effective examination should give consideration to all three economic, technological and political factors.

The factors give rise to migration which in turn generates diaspora growth. To achieve the highest band (a well-developed answer), details of diaspora populations must be included as part of the account (rather than just reasons for migration between different countries).

Possible themes linked to diaspora growth include:

- active role of diaspora source nations in the growth of diasporas [Guide 5]
- shrinking world, including transnational family connectivity using ICT, or cheaper/easier means to disperse *eg* cheaper air flights [Guide 2]
- many of the political controls on global interactions can discourage migration and thus diaspora growth *eg* nationalism, anti-immigration rhetoric/policies [Guide 6] or controls on technology *eg* internet censorship [Guide 2]
- key role of economic labour flows as a global interaction [Guide 3]
- growth of EU has aided growth of “instant” diasporas within Europe due to freedom of movement [Guide 5]
- roots of globalization in empires of eighteenth and nineteenth centuries established patterns of post-colonial migration between global periphery and core [Guide 1] and *eg* growth of African diasporas in Europe/Americas
- global homogenization of landscapes [Guide 4] and consumer culture [Guide 5] may make different places become more familiar, so becomes less of a wrench to migrate overseas
- poverty might limit out-migration from the poorest countries of the global periphery [Guide 2].

Good answers that score highly at AO3 may additionally examine how the three different factors are interrelated (particularly within the context of the free movement of people within the EU), or may examine how the factors can both encourage or discourage migration. Another approach might be to examine explicitly the relative importance of the three factors in different contexts.

For band D there should either be a structured synthesis of all three factors with supporting details (do not expect balance), or a properly evidenced conclusion (or ongoing evaluation) that critically examines the statement.

At band E, expect both of these elements.
