



MARKSCHEME

May 2011

GEOGRAPHY

Higher Level

Paper 3

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Guide references such as “[Guide 3]” show where the suggested indicative content may be found in the Part 3 Guide.

1. (a) Explain how and why one network (transport, internet, or communication) has grown over time. [10 marks]

The description of “how” may include some account of changes in user numbers and the global pattern of distribution, including key nodes and hubs where large amounts of traffic (people, goods or information) are routed.

Some candidates may select one example of transport (*e.g.* container shipping) others may address transport in general. Either approach is acceptable and should be credited according to its merits.

Whilst it is desirable that good answers can describe the spatial growth of the chosen network over time, it is also acceptable for the answer to instead describe growth in the intensity of use of the network over time (this applies particularly to an analysis of the world-wide web or of “global travel”).

The account of “why” should focus on a rising number of users / affluent markets, thereby causing networks to grow (in size or intensity of use) to help meet the needs of more individuals (leisure / tourism / work) and businesses, including TNCs and/or governments.

Overcoming of physical, economic, or political obstacles could form an important part of the account (either “how” or “why”). For example, an analysis of internet growth might mention physical challenges being overcome (through the laying of undersea cables). Or an account of airline growth might mention advancements in technology (airbus) or cheap airline growth. Equally, key milestones in the roll-out of the technology (*e.g.* invention of TCP/IP protocol for the internet) can be applied to support either strand of the answer.

To access band D, both “how” and “why” need addressing in relation to the same network example. To access band E, the response should be well balanced, although a good explanation of “how” could balance a weaker account of “why” or vice versa.

Other approaches may be equally valid. Marks should be allocated according to the markbands.

- (b) **Examine the relative importance of the different financial flows that connect global core areas with peripheral areas.**

[15 marks]

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

Responses would be expected to outline some key financial flows: loans (and the repayment of interest/debt), Foreign Direct Investment, profit flows, share trades, remittances and international aid (government and NGOs) *[Guide 3]*. Food, raw materials, manufactured goods and services (all sold for profit) may also be addressed. The response should also provide some explanation of what is meant by a “global core area” and perhaps some discussion of the varied nature of the periphery (LDCs and NICs, for instance) *[Guide 1]*. There will be varying interpretations of what constitutes a core or peripheral area (*e.g.* the issue of where BRICs are placed). The best answers may even critically address the issue of scale (*e.g.* rural India is peripheral to the world economy but Mumbai could be described as a core / hub area) *[Guide 1]*.

The relative importance of the flows needs to be addressed. Globally, FDI dwarfs aid flows, for instance. The power of TNCs is arguably greater than that of many sovereign states *[Guide 6]* and aid agencies, suggesting that trade flows may be more influential than aid flows in terms of the impact they have on different places and people’s lives.

The idea of what constitutes “important” may also be reflected on, or explicit recognition that many flows operate in both directions and so net effects are hard to quantify.

Any conclusion reached will be context-dependent. While the “Asian miracle” is often taught as a vindication of the transformative power of FDI, other localities have rejected FDI and aid flows (there are South American and African examples) and there is a spectrum of local reactions to international flows *[Guide 7]*. Accept a broad interpretation of what is meant by “currency” *e.g.* gold, diamonds.

Marks should be allocated according to the markbands.

2. (a) **Analyse the spatial and temporal pattern of adoption of *one or more* branded commodities.** **[10 marks]**

There are spatial and temporal dimensions to the topic and both should be addressed. Only one example is required. If two examples are used then credit breadth rather than depth of analysis.

For Band C, expect a description of the pattern of growth that contains some reference to a time-scale and identifies countries or regions where the commodity/commodities have been adopted.

For Bands D and E, expect a more thorough analysis that has good details *or* may additionally acknowledge the glocalised nature of the growth pattern *or* can identify growth boundaries (rather than implying the entire world has adopted the commodity) *e.g.* may view poverty in parts of the world periphery as an obstacle to complete global diffusion. The case studies of diffusion may highlight key “blind spots” or anomalies where local resistance exists for cultural, political or economic reasons. For instance, there may be religious obstacles to the diffusion of McDonald’s beef burgers. Good answers may be aware of tariffs and trade bloc arrangements making it difficult for TNCs to gain entry to certain key markets.

Other approaches may be equally valid. Marks should be allocated according to the markbands.

- (b) **“Global interactions have helped reduce disparities between places.”**
Discuss this statement.

[15 marks]

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

The term “global interactions” should be explained; many approaches are possible. Some responses may do this by reference to one of the indices of interactions [Guide 1]. This could then provide a structure for their response. Alternatively, responses may focus on different types of interactions, such as trade, aid, flows of labour, currency *etc.*, and structure their response by looking at different examples [Guide 3].

It is valid to examine disparities at any scale, including the local scale, provided they are linked to global interactions.

The strongest responses will make explicit links between the changes they describe (*e.g.* poverty reduction in China) and specific global interactions (*e.g.* China building wealth through global trade).

Some may argue that as global interactions have increased, core areas have expanded to include more people [Guide 1]. Expect most accounts to tackle the idea of a developing periphery *e.g.* NICs / BRICs / EAGLEs

A broad interpretation of “disparities” should be credited *e.g.* gender or environmental degradation [Guide 4]. Expect some mention of “unfair” losses for people whose environment is damaged by global trade and transboundary pollution [Guide 4]. Also, local cultures may be eroded [Guide 5], while the political emasculation of small states by powerful TNCs might even be discussed in a creditable way [Guide 6].

To access bands D and E, both sides of the argument should be addressed, although balance need not be expected if the candidate has a strong *evidenced* argument that mostly agrees or disagrees with the statement. Greater attention to scale (tackling disparities both between and *within* nations) is also indicative of high markband attainment.

Marks should be allocated according to the markbands.

3. (a) Explain how global interactions can foster environmental awareness. [10 marks]

There are many possible approaches. Responses may focus on examples of improved awareness in a single country or may consider the global realm of environmental management. Examples of the latter include response to transboundary pollution, such as oil spills or acid rain; and global climate change governance. They may also possess knowledge of global ecological / conservation initiatives such as Ramsar, WWF, and UNESCO.

The work of NGOs such as Greenpeace may also be explored. Candidates may examine the environmental messages that are sent as well as explaining the medium through which they are transmitted / type of global interaction (*e.g.* internet, Facebook, *etc.*).

Another approach is to argue that global interactions are often environmentally damaging and that we cannot help but be aware of them (*e.g.* Gulf of Mexico oil spill or climate change).

Another response might look at how international movements of waste have improved environmental management for source countries who have simply paid to dispose of their problems elsewhere (*e.g.* waste sent to China for recycling) – and it may be noted that awareness of this trend is growing.

To access bands D and E, the response should do more than list green initiatives; it should also tie them to the concept of global interactions. Good answers may also ask *whose* awareness has been raised – civil society, corporations, governments, *etc.*

Marks should be allocated according to the markbands.

- (b) **“International interactions always result in the homogenization of culture.” Discuss this statement.**

[15 marks]

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

The nature of international interactions should be made explicit. Pathways for cultural exchanges include the movement of workers, tourists, commodity flows, and military and imperial ventures, all of which can be accelerated by membership of multi-governmental organizations, such as the EU, NAFTA, ASEAN *etc.* *[Guide 6]*

It is not true that homogenization is an inevitable outcome. Possible obstacles include nationalism and anti-globalization movements, as well as a range of local responses that challenge cultural imperialism or at least negotiate “glocalized” outcomes. *[Guide 7]*

There is plenty of scope to discuss arts, music, cuisine and other fields of cultural expression, and to investigate hybridized outcomes – or to look at the obduracy of cultural traits amongst diaspora groups, meaning that cultural diversity is *not* lost in global hubs such as New York or Toronto. *[Guide 5]*

In support of the statement, expect TNCs to feature, with some mention of “McDonaldization” or a similar argument using Starbucks, Disney *etc.* as examples; or broad observations about the spread of English and Spanish perhaps employing the concept of cultural imperialism. The strongest answers may critique the notion of globalization – and question whether the innovation of a “curry burger” for the Indian McDonald’s franchise is truly symptomatic of heterogeneity. *[Guide 3 and 5]*

The role of technology and the internet in fostering homogeneity through the relation of shrinking world / global village may also be a feature. *[Guide 2]*

To access bands D and E, both sides of the argument should be addressed, although balance need not be expected.

Marks should be allocated according to the markbands.
