

Markscheme

May 2025

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	<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 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	<p>The response only partially addresses the question; 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. 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	<p>The response addresses most parts of the question 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. 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	The work does not reach a standard described by the descriptors below.		
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.

<p>9–12</p>	<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. 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.
<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> <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.

1. (a) Analyse ways in which remittances from migrants have made different places more interconnected.

[12]

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

Interconnectivity describes the way in which places at varying scales become linked together in mutual relations of exchange. Connectivity can be economic, social and cultural - there are many dimensions. Connectivity can lead to interdependency, when two places become mutually self-reliant.

Migrant remittances are the sums of money that economic migrants return to families and communities and the places where they lived previously.

Place is a concept that is applicable at varying scales. Responses are likely to focus on connections between countries, but strong answers may identify named cities and rural regions that have become connected.

Likely themes for analysis include:

- The economic contribution that remittances make to the gross national product of certain countries, or the economic importance of these flows for particular local places.
- The increase in connectivity of regions or countries in receipt of remittances, for example local communities may be better able to afford access to shrinking world technologies.
- The strengthening of connections over time, for example when remittances provide the financial means for further chain migration from the source region.
- The importance of remittances as a reason for the strengthening of cultural or political relationships between migrant host and source countries where significant flows of people and capital are involved.

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 economic **interactions** that occur between migrant host and source **places** for different case studies at varying scales. Another approach might be to analyse a broader range of ways in which places become interconnected, for example by exploring cultural or social **processes** of change, or changes over **time**.

For 4–6 marks,
expect some weakly evidenced outlining of one of more examples of economic migration.

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

- either a range of places (one or more examples of source and destination countries) that are connected socially and economically by migrants and the sending and receipt of remittances
- or a wider detailed range of dimensions (cultural, technological) or scales (countries, cities, local places) of interconnectivity.

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

1. (b) “Governments cannot protect their own citizens from the environmental impacts of globalization.” 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.

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 a process that leads to environmental degradation at both local and global scales.

Environmental impacts are experienced at varying scales. Local impacts may be linked with weak regulation for polluting industries or agribusinesses such as palm oil. Global impacts are linked with climate and ocean changes. Governments may try to mitigate impacts; so too do other stakeholders including transnational corporations (TNCs) with social responsibility frameworks, and civil society organizations. ‘Built (urban) environment’ impacts are creditable.

The **citizens** of a country may be exposed directly to local impacts of polluting industries or indirectly to challenges such as climate change and plastic pollution on beaches. The extent to which governments can offer protection against either local or global challenges is debatable. There are different scales of **government** and governance including national governments and multi-governmental organizations. National governments may join **multi-governmental** agreements e.g. 2015 Paris Agreement for reduced carbon emissions.

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

- The concepts of globalization [Guide 4.1]
- The range of different global networks and flows [Guide 4.2]
- Global shift of polluting industries and agribusinesses [Guide 6.2]
- Transboundary pollution issues [Guide 6.2]
- Atmosphere and oceans issues [Guide 2.2]
- TNC corporate social responsibility frameworks and global agreements [Guide 5.1]
- Civil society management of environmental risks [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 different types and **scales** of environmental impact linked to globalization. Another approach might be to discuss different **places** e.g. contrasts between global North and South contexts. Another approach might be to explore **possible** ways citizens may be protected when governments fail, e.g. TNC frameworks. Another approach might be to discuss **scales** of governance, e.g.: global efforts to tackle climate and plastic issues; national government failure to protect some **local places** or marginalised people. 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 the uneven distribution of environmental risks created by global food production systems. [12]

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

Global food production systems have been introduced by agribusinesses in order to optimize outputs and profits. For example, the production of global banana and cocoa crops, or chicken farming and aquaculture. Good answers will show clear course learning of global food production systems (role of agribusinesses, TNCs, details of cash/export crops) as opposed to more generalised material about farming ('subsistence farms in LICs').

Environmental risks include habitat loss and biodiversity threats, the use of pesticides, fertilizers and eutrophication, the spread of avian flu or other diseases.

The **uneven distribution** of risk is one which sees global South countries more likely to experience the worst negative impacts while global North consumers benefit from the food produced. However, distribution of risk is also uneven at the local level, with some local places worse affected than others; there are inequalities between and within countries and regions.

Likely themes for analysis include:

- Transboundary pollution, for example linked with palm oil production in Indonesia, and the increased scale of the resulting risks and impacts.
- The risk of eutrophication of coastal waters - caused by runoff containing fertilizers.
- Cattle production, methane emissions, transport related carbon emissions and the uneven distribution of risks associated with climate change (sea-level rise and coastal regions).
- Transnational corporations and their supply chains and the benefits for citizens in high income countries at the expense of global South communities and places, for example water insecurity as a result of intensive agriculture.

Some communities have mitigated these risks, e.g. through organic farming, effective governance, and Fairtrade, which affects the distribution of risk.

Some candidates may frame the issues in inaccurate, antiquated, or over-generalized ways, for example the assertion that 'subsistence farming happens in LICs and mechanised production occurs in HICs.' Or the assertion that 'farming creates no problems for HICs because most of the work is now done in the global South.' In such cases, award marks positively if possible.

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 uneven distribution at the global **scale** with the global shift of polluting and environmentally destructive agriculture to the global South. Another approach might be to analyse the complex **spatial interactions** resulting from the transboundary pollution that food production systems give rise to. Another approach might be to analyse inequalities at the local scale for particular **places**, and the disproportionate **power** of agribusiness compared to local communities.

For 4–6 marks,

expect some weakly evidenced outlining of one or two environmental or pollution problems associated with food and farming

For 7–9 marks,

expect a structured, evidenced analysis of:

- either two or more environmental risks to places created by global food production systems
- or the varying distribution/geography of environmental risks (e.g. different scales or risk, transboundary pollution issues)

For 10–12 marks,

expect both of these traits.

2. (b) “Foreign direct investment (FDI) is the main factor influencing local and global economic growth.” 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.

Foreign direct investment is an injection of capital into an overseas territory by the private or public sector of another country. Transnational corporations (TNCs) are responsible for large flows of FDI at a global scale. So too are some governments, notably China. FDI is used to establish branch plants and offshoring operations, and also to acquire foreign businesses. FDI may be channelled into research to develop new globalized commodities for overseas territories.

Local and global economic growth can be measured using gross national products, gross national income, or other criteria. FDI is a very important force driving economic growth in global South and global North countries alike.

The phrase **main factor influencing** invites discussion of any alternative factors driving growth at varying geographic scales. These may include technology and information, natural resources (oil) and other sources of income for societies; politics, governance, outsourcing and trade rules set by multi-governmental organizations

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

- Global financial flows and FDI [*Guide 4.2*]
- Transnational corporations and commodities [*Guide 4.2 and 5.2*]
- Human development processes [*Guide 5.1*]
- Technology and connectivity [*Guide 4.3*]
- Multi governmental organizations and free trade zones [*Guide 4.3*]
- Natural resource availability [*Guide 4.3*]
- OPEC countries [*Guide 4.1*]
- Rejection of globalization and its implications for growth [*Guide 5.3*]

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 factors and **processes** that may influence economic growth of varying **scales**. Another approach may be to critically discuss the extent to which the **possibilities** provided by FDI are realized, e.g. due to exploitative TNCs and profit leakage/ repatriation. Another approach might be to explore how economic growth varies for different local **places** and not just at the national **scale**, for example free trade zones. 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 how cultural imperialism has led to changes in the identity of places. [12]

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

Cultural imperialism is the process by which a dominant country or culture imposes change on another country or culture either forcibly or through softer persuasive measures such as advertising and social media. Good answers will make it clear that cultural imperialism is a form of coercion or display/outcome of uneven power.

Places may be selected for analysis at a variety of scales. Analysis of the national scale is expected but there may also be changes for specific cities or urban regions.

Place identity includes physical characteristics such as the landscape, and all of the different cultural traits for communities living there including their language, food, religion etc. Some groups of people may be more affected than others, e.g. women and younger age groups.

Likely themes for analysis include:

- The spectrum of cultural traits that give places a sense of identity at varying scales.
- The diffusion of cultural traits by transnational corporations.
- Cultural landscape changes in the built environment.
- The diffusion of cultural traits as part of the shrinking world effect including the role of social media and the internet.
- Historical examples of cultural imperialism such as the imposition of the British language and Christian faith on countries that were colonized by Great Britain, or similar examples of the French, Belgian or other empires.
- The globalization of branded commodities and cultural hybridity as a modified form of cultural imperialism, eg 'Singlish' spoken in Singapore.

Some responses may describe, often at great length, cultural changes linked with social media, food, music and fashion - but in ways that do not clearly imply any degree of imperialism (i.e. coercion/uneven power relationship/ hegemonic power). These answers are unlikely to reach the top band but can score well in the 7-to-9-mark band provided they are richly detailed.

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 aspects of **place** identity including the landscape and communities. Another approach might be to analyse the complex **processes** of change by which cultural imperialism modifies place identity to create new glocalised forms of culture. Another approach might be to analyse place changes at varying **scales**, from national to local, or recognition that some **places** may change more than others eg urban compared with rural areas.

For 4–6 marks,

expect some weakly evidenced outlining of examples of cultural / place changes.

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

- either a range of different ways in which place identities have changed over time because of cultural / external influences
- or the varied ways in which cultural imperialism operates (either historically or in the past); through force or coercion; to homogenize or to create new glocalised identities.

For 10–12 marks,

expect both of these traits.

3. (b) “The best way to manage contemporary global risks is by developing new 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.

Global risks are large-scale threats and hazards that are experienced by different places, environments and societies. Contemporary examples include global cybersecurity threats and climate change. Global risks are distinct from local risks such as localized flooding. Some natural hazards can be viewed as global risks, for example tsunamis and large mega-eruptions.

New technologies consist of recent digital developments including artificial intelligence and faster computing and internet. Newer energy technologies including renewables and carbon capture play an important role in managing global climate risks.

Whether technology is **the best way** is debatable. There are other ways of managing risks, including changing behavior or creating new political policies or corporate strategies. The fact that new technologies have unintended consequences could also be debated. Technology introduced to manage one risk may give rise to others, notably so in the militarization of technologies originally intended to help humanity, from nuclear energy to A.I.

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

- Issues surrounding cybersecurity [Guide 6.3]
- The uses of drones and 3D printing [Guide 6.1]
- Re-shoring as a way of managing global supply chain risks [Guide 4.2]
- Government policies to mitigate sovereignty risks posed by global flows [Guide 5.3]
- Managing climate change risks e.g. local sourcing [Guide 5.3]
- Management of transboundary pollution [Guide 6.2]

The essay focus is ways to manage global risks - technology being one possible way. Do not over-credit material that describes the problems that technologies create, if the material is entirely unrelated to the management of a global risk (eg a paragraph detailing legal problems that 3D printers create - how does this relate to the management of a global risk?)

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 management of some risk is **possible** using new technologies or other strategies. Good answers may recognize some **places** have better access to technology than others to mitigate risks. Equally, the uneven distribution of global **power** means there is not a level playing field for risk management. Another approach might be to recognize **perspectives** vary on whether technology is the best way, due to unintended consequences. A good evaluation may conclude with a final judgement on the 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.