GEOGRAPHY

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 12	13 - 25	26 - 36	37 - 48	49 - 59	60 - 71	72 - 100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 13	14 - 26	27 - 35	36 - 46	47 - 59	60 - 70	71 - 100

Higher level internal assessment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 7	8 - 11	12 - 15	16 - 19	20 - 23	24 - 30

The range and suitability of the work submitted

There was a wide diversity of work seen at moderation and the choice of subjects for investigation was spread across physical and human Geography; examiners commented on the very interesting variety of work submitted. There is some excellent fieldwork being done by centres on every continent; the most common being fieldwork undertaken in urban areas, coasts and rivers. In most investigations, students had worked in groups for the preparation and collection of suitable and sufficient primary data with plenty of guidance by the teachers. The writing of the reports, the presentation, the analysis, conclusions and evaluations were completed on an individual basis. Most topics seen at moderation were suitable for fieldwork research and were related to a theme or combination of themes of the syllabus. Secondary data had also been collected and used effectively in some cases. Candidates in this session did not obviously exceed the word limit.

Candidate performance against each criterion

Generally the candidates followed the criteria and it would appear that students are very well briefed about the requirements of the geography internal assessment.

Criterion A

Most projects had well focused aims with appropriate and well formulated hypotheses and the best candidates had linked the theoretical background (for example, bid rent in urban areas, plant succession in a psammosere, Bradshaw model in river work), to the locational or spatial context. Some centres still encourage students to choose too many hypotheses; sometimes the hypotheses are not well related to one another, complicating the potential for analysis. Maps are still very variable in both quantity and quality, although examiners reported that locational maps are improving. Many students still remain reluctant to add details or annotations to make their maps more useful to the reader. It is essential that good maps of the research area and locations of fieldwork are included.

Criterion B

Most candidates demonstrated an eagerness to observe, collect and record raw or primary data in the field and their methods were adequately described and justified. In most cases the methods used were well suited to the task in hand but knowledge of sampling strategies is still very weak amongst some candidates. A common weakness is a reluctance to explain the choice of sample points, or how the sampling procedure was carried out. In the majority of projects seen at moderation, fieldwork did produce sufficient quality and quantity of data to allow meaningful analysis. However some candidates are describing methods of data collection (and sometimes presenting corresponding results) for data that are absolutely irrelevant to the hypotheses they have chosen. In cases where questionnaires were used it is important that the questions are justified and that there is a clear reference to the number of responses, time of survey and location of survey points.

Criterion C

A wide assortment of graphical techniques and mapping methods was seen in the presentation of the data (for example, some excellent kite diagrams, line graphs, bar charts, pie charts, tables, maps and annotated photographs and diagrams). The best maps (whether hand-drawn or computer-generated) are very strong and demonstrate an admirable grasp of cartographic principles and techniques. However the use of colour on computer-generated maps and diagrams remains a weakness in many cases. Too many graphs and maps have colours on them which are indistinguishable from one another, and hence are very difficult to interpret. It was very pleasing to see many candidates employing a variety of statistical tests which were relevant and well handled (for example, Chi, Spearman and Nearest Neighbour). The best students had a competent knowledge of significance. The most frequent weakness in the commonest test to be used (Spearman's Rank) remains the incorrect procedure for handling tied ranks.

Criterion D

In the best projects, the analysis of the data was well handled with good integration of results into the text. However the quality of interpretation and analysis varies greatly. Weaker analyses fail to go beyond a mere description of results, with no attempt to discuss the findings or suggest reasons for any connections, patterns or trends found. The best candidates were objective and scientific and avoided pure descriptions.

Reports which looked at several hypotheses and then divided their analyses accordingly were almost invariably less successful than those which attempted to integrate all analysis into a single, coherent section. The reports at the top end of the marking range demonstrated sound knowledge and understanding of the subject matter being investigated.

Criterion E

Most candidates made attempts to give valid conclusions based on their analysis and the best projects had realistic and convincing recommendations for extension or modification. Improvements were suggested, and many students recognised deficiencies in their methodology. In general most candidates are scoring well on this criterion.

Recommendations for the teaching of future candidates

The fieldwork topic should be narrow and tightly focused and the emphasis must be on analytical or scientific investigation rather than long descriptive accounts of theory and background. Candidates should be encouraged to state their hypotheses clearly near the beginning of the report, before trying to justify their choice. Teachers and candidates must ensure that the hypotheses stated are scientifically-testable statements, preferably with an obvious spatial element and where there is enough high quality and quantifiable data for sensible analysis and evaluation. Pilot surveys are beneficial and help to test the viability of techniques, methods and equipment. Candidates can then formulate their hypotheses with both a precise and narrow focus. Pilot surveys also help to avoid the collection of inadequate or unsuitable data. Teachers can also demonstrate key ideas, for example, in river studies the calculation of discharge using correct units (velocity in m/sec and cross-section in square metres). It is also important to stimulate discussion about the methodology and concepts (for example when students mention river velocity, do they mean surface, average or maximum velocity? How does this affect the calculation of discharge?). Students must use annotated sketch-maps to show the locations and sample points.

Group work is being undertaken by more and more centres and this does ensure that data of sufficient quality and quantity are collected for meaningful analysis, interpretation and explanation. In some cases schools have joined together for fieldwork excursions. This is acceptable provided that the reports are completed in an individual way and independently by each student. Teachers and students must authenticate their work to confirm academic honesty.

Many projects are investigating changes (for example footpath erosion) and it is important to have primary or secondary data (old maps, photographs or previous fieldwork results) available over a time period. This will ensure that candidates can demonstrate change.

In cases where statistical tests are used, it is important that students are fully briefed on how to use these and given guidance on the levels of significance. At least one worked example of the test should be included to demonstrate that the student understands the method (for example Simpson's diversity index).

Candidates should be encouraged to avoid simplistic conclusions and evaluations and try to interpret and explain, in greater detail, the trends and spatial patterns that have been identified and include discussion of any anomalies where appropriate.

Students should present valid and realistic recommendations for improvements or extensions and if necessary suggest modifications to their hypotheses. All hypotheses should be fully discussed in the analysis.

The use of appendices should be limited (for example a specimen of a questionnaire or data sheet or a worked example of a statistical test or a simple biological key for plant identification).

The best projects tended to be bound neatly in lightweight folders and contained numbered pages, clear contents list, sections which followed the marking criteria and where all illustrative material was fully integrated into the analysis and main body of the text. It is helpful to see the total word count on the front cover of the report.

Comments by the teacher on scripts or in a marking matrix of the assessment criteria are of great benefit to the moderator in helping to indicate the extent to which the work matches each criterion.

Further comments

Where schools have worked together on fieldwork and in collecting data, it is important that IB Cardiff is informed since the final moderation may be by different examiners. This might cause difficulties if there is any discrepancy in the marking. This would be particularly important where schools have internally moderated across all candidates. Examiners reported that it was uplifting to see such very high standards in many centres. Many projects made fascinating reading and were full of high-quality geography. This all bodes well for the new specification.

Standard level internal assessment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 7	8 - 11	12 - 15	16 - 19	20 - 23	24 - 30

The range and suitability of the work submitted

The range of work submitted this sessions was wide and, in most cases, based in fieldwork. The topics were suitable in almost all cases although, once more the very small amount of research assignment samples were not focused enough and had little amount of data and sometimes not even original processing. The most popular topic was, by far, Settlements (including investigations around the CBD, Urban Heat Islands, Bid Rent theory, ect.), followed by Drainage basins. In most schools all the candidates worked on the same topics, although in some of them, especially regarding research assignments the samples included an important array of themes. Sometimes this was not used in the candidates' benefit as they chose obvious or irrelevant investigations.

The higher achievers had narrow focused hypotheses and demonstrated good use of theory. But still there were some cases that had no bibliography or acknowledgement of sources. In too many cases the teachers had no written comments on the students' work.

The quality was variable from outstanding to very poor, although there were still too many samples that that very descriptive with very little research. Sampling and reliability of the data and were present in a number pieces of work in line with previous sessions but statistics used where mostly repetitive (being Spearman`s rank by far the most popular).

Reports with abundant data and varied ways of processing usually reached the higher markbands and in some cases the visual quality and its effectiveness was commendable.

There were candidates that exceeded the word limit and had therefore to be penalised. Again the use of tables with text were included in the word count when they were used as a strategy to reduce the number of words.

Candidates performance against each criterion

Criterion A

Overdeveloped introductions was still a constant combined with a tendency to use simplistic hypotheses. Results increased exponentially when the hypotheses were narrow and focused and were clearly linked to the relevant geographical theory. Although there were locational maps of outstanding quality, still far too many candidates used simple downloads or included no maps in this section. Lower achievers did not even clearly located the study area giving as a result unnecessary loss of marks.

Criterion B

The use of sampling techniques and evaluation of data was frequently present in the fieldwork reports but almost always absent in the research assignments. The poorest samples contained little or no data at all, especially, once more, in the case of research assignments. In this sense the fact of including downloaded graphs and images does not imply the presence of data in the work. Many fieldwork reports contained abundant data, but not all of them had been used or processed in the outcome.

Criterion C

There was broad variation in terms of processing: from the impressive to the almost inexistent. In this sense quantity is not equals to quality i. e. it is unnecessary to process the same data using different types of techniques that would virtually show the same thing. Although many candidates used statistics, there is still reluctance to test their reliability. Still too many candidates do not label axes properly nor use scale title and or number of figures, wasting, once more marks unnecessarily. The best candidates used thematic maps as an essential tool for processing their data.

Criterion D

Specific reference to the actual findings is essential in this section. The higher achievers referred to the data and draw conclusions from their own processing; unfortunately there were still too many writing descriptive reports based on their preconceived ideas demonstrating very little. When too many variables were used there was no room, due the word limit restrictions, to deep sound analysis.

Criterion E

In general terms this was a section were candidates managed to get at least a fair amount of marks as in most cases requirements were fulfilled, if the word limit was not already used up. The higher achievers referred specifically to their findings and the original hypotheses and evaluated the process in an objective and critical way. Still some candidates think that blaming their teachers for their own lack of success is enough as an evaluation. In this sense it is necessary to remind that the evaluation should refer to their reflective and individual research process. The best samples suggested simple but realistic solutions for further development and investigation.

Recommendations for the teaching of future candidates

- There are new criteria for the next session, it is necessary to remind to all teachers that these (and not the current ones) will have to be followed.
- All the Investigations must have a clear spatial context.
- Candidates must keep to the word limit and be honest in the word count. In this sense they must avoid the use of tables with text, as a strategy to reduce the word count and use annotated maps and photographs instead.
- Candidates must be encouraged to place photos, graphs, and maps appropriately within the text. All these should be numbered /labelled and referred to within the text and not just in the appendix.
- Candidates must make sure that the bulk of the words are in the analysis section. It is always useful to match the amount of text for each criterion approximately to its mark weighting.
- Candidates should think carefully about how to present data so that it is easy for the reader to understand.
- Reference lists/bibliographies are easy to construct and are part of the requirement and are now given credit in the new subject guide.
- Teachers should include notes on the allocation of marks in the samples. This is a necessary tool in the moderation process.

Further comments

It is necessary to insist in the fact that for next session all IAs must be fieldwork based and therefore the centre´s must find opportunities to carry out fieldwork. If there is no possibility of taking students out of the school the centres will have to find opportunities to carry out activities on the school´s grounds. Studies such as microclimates the school´s sphere of influence are always realistic and feasible.

Higher and standard level paper one

Component grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 7	8 - 14	15 - 17	18 - 23	24 - 29	30 - 35	36 - 50

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 7	8 - 14	15 - 17	18 - 23	24 - 29	30 - 35	36 - 50

General Comments

Unfortunately very few G2's were submitted but on the whole the response to this paper appeared to be very positive in terms of syllabus coverage and level of difficulty. Questions 1 and 2 proved to be the most popular with the candidates. Question 3 proved unpopular with most candidates and was often answered poorly.

The areas of the programme and examination that appeared difficult for the candidates

As mentioned previously Question 3 was unpopular and on the whole poorly answered. This question deals mainly with the resources section of the Core syllabus, which unfortunately proved to be a weak area throughout this syllabus run. Question I and 2 were equally popular, and the mark distributions tended to be a little higher for Question 1. In terms of content, there appeared to be one or two serious areas of weakness. Only a few candidates could give a detailed explanation of how trade, aid and debt affected the economic development of a country and few candidates could discuss how changes in technology impact on the production of a specific resource. These difficulties will be discussed in more detail in section C.

The levels of knowledge, understanding and skill demonstrated

Most candidates demonstrated a sound knowledge of the sections based on population and development but knowledge of the resources section was sometimes more limited. This was mostly reflected in the choice of questions. Most showed a proper understanding of the command terms used in all of the questions. There was the odd case where some candidates wrote far too much given the demands of the question. The focus needs to be on quality and not quantity. In some cases it was apparent that candidates had prepared model answers to previous Paper One questions and were determined to use these regardless of the nature of individual question in this session.

The strengths and weaknesses of the candidates in the treatment of individual questions

Question 1

a) Most candidates were able to achieve full marks.

b) The majority of candidates struggled to adequately answer this question with regards to the correct interpretation of the term 'potential mobility'. Some credit was given to push and pull factors but the there was a need to link this to mobility potential in the explanation.

c) This question was well addressed with good use of examples.

d) Some excellent answers. The best responses gave a clear definition of dependency ratios and examined problems resulting from both youthful and elderly dependency ratios. Specific countries were used in the best answers with detailed analysis of the resultant problems. Weaker candidates either looked at only aged or youthful ratios, or failed to have any detailed case studies to refer to. There was a minority of candidates that misinterpreted the question completely and wrote about dependency. Theses answers could not be credited.

Question 2

a) Being a very straightforward definition, it was disappointing that more candidates did not get full marks.

b) & c) Most candidates interpreted the graph correctly and scored full marks.

c) The best answers referred to three basic needs and demonstrated a solid understanding and knowledge of the sorts of problems that can be created. A few candidates found this question difficult and provided answers that were very generalized with no developed examples.

d) Most candidates had limited and generalized knowledge on these three factors and how they effect the economic development of a country. Many responses were able to tackle aid and trade on a superficial level but were unable to effectively explain how debt can hinder development and so this aspect of the question was often ignored. This prevented candidates from accessing the higher mark bands.

Question 3

a) On the whole an easy question to tackle although some candidates failed to understand what a co-operative is.

b) Generally a vague question that unfortunately generated a lot of vague responses. There were some good responses, which noted that a lot of subsidized food is now going from MEDC to LEDC creating problems for agricultural producers in some less developed countries. A large range of responses were credited her due to the nature of the question itself.

c) Most candidates struggled with this question. Mostly relevant resources were chosen but they often lacked specific detail on the changes in technology. Many also focused on how this technology impacted upon consumption as opposed to production.

d) Most answers showed very detailed knowledge of Malthusian views and of the debate around the human species having a carrying capacity. Most elected to draw the Malthus graph and use this as the starting point of their response. There was excellent use of terminology and strong answers explained how food distribution is the main issue as opposed to production.

Recommendations and guidance for the teaching of future candidates

This was the last Paper One Exam to be written using this format and syllabus.

Higher and standard level paper two

Component grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 9	10 - 19	20 - 29	30 - 38	39 - 46	47 - 55	56 - 80

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 5	6 - 10	11 - 14	15 - 18	19 - 23	24 - 27	28 - 40

General Comments

In this final examination session, it is pleasing to reflect on the positive changes in examination performance over the past few years. More candidates demonstrate a good grasp of basic terms, and are willing to define them when starting to write essay answers. In addition, many candidates now make effective use of well-chosen case studies, even when this is not specifically a requirement of the question. However, performance towards the lower end of the spectrum remains a concern. Some centres are still not preparing candidates adequately for the demands of external assessment and, in some cases, students continue to attempt questions on topics that they show no sign of ever having studied.

The areas of the programme and examination that appeared difficult for the candidates

Responses to questions in sections 3 (Arid environments), 5 (Ecosystems and human activity), 9 (Productive activities) and 11 (Topographic mapping) were generally weaker than for other sections.

In essay responses, many students offered descriptive case studies, with little attempt to relate them to the specific demands of the particular question. Such students generally struggled with evaluative skills, and their responses rarely reached markbands E/F.

The levels of knowledge, understanding and skills demonstrated

Examiners continue to be concerned about candidates' understanding of key geographical terms. In this session, knowledge/understanding of key geographic terms such as liquefaction, vulnerability, urbanization, periphery of cities and sustainable was often insecure.

At the upper end, candidates displayed some excellent knowledge and understanding, and wrote clear reasoned arguments. The best responses were enhanced by well-chosen, contemporary and detailed examples.

The interpretation of command terms is improving. Many candidates have been well trained in the skills of graph interpretation and more are including some quantification when this is possible.

The strengths and weaknesses of the candidates in the treatment of individual questions

A1 Drainage basins and their management

a) This was not as popular as expected. Most responses included a discussion of several fluvial features, though the precise roles of deposition and erosion in their formation was often unclear, and occasionally erroneous. Diagrams were employed effectively by many candidates, even if examples were rarely offered. The best answers referred to features that included elements of erosion and deposition in their creation and identified why they were distinctive.

b) This was a more popular choice. Part (i) was usually well done, though a few candidates missed the requirement to justify their choice of location. Responses to (ii) covered the entire range; surprisingly few candidates were able to explain the physical geography behind the disadvantages they chose, particularly with regard to earthquakes and increased rates of erosion downstream. There were some very strong answers to (iii), with an impressive range of different case studies. Weaker responses focused on uses or users rather than on management.

A2 Coasts and their management

a) This was quite popular and there were some strong responses, showing a good grasp of management strategies and of the different factors affecting them. Case studies were generally relevant, and well-used. Weaker responses failed to relate physical factors to the response.

b) This was also quite popular, but with mixed results. Many answers to (i) failed to refer to the photograph; some had no connection whatsoever to the photograph. Wind was often erroneously ascribed a major role in shaping this cliff face.

   Responses to (ii) tended to gloss over the precise distribution of particles of different sizes on a beach (failing to recognize any pattern either along a beach, or across a beach). Explaining the size variations was generally well handled. Responses to (iii) used a wide variety of relevant case studies and were usually along the right lines, even if few candidates referred to specific coastal landforms.

A3 Arid environments and their management

a) This was not a popular choice, and was rarely answered well. Few students showed a clear understanding of 'vulnerability'. Several responses either failed to discuss the relevance of levels of development or erroneously equated desertification with aridity and/or deserts.

b) This was not a very popular question either. Most responses were weak. The physical geography of desert areas was poorly understood. Some good case studies were used in part (iii), with most students choosing tourism rather than mineral extraction.

A4 Lithospheric processes and hazards

a) This was not as popular as (b). There were some well-reasoned answers, but others relied too heavily on memorized case studies without linking this knowledge to the question. Very few students related different types of volcanic activity (and different human responses) to different types of plate margins.

b) This was very popular, and generally well answered with some effective use of case studies in (iv). Parts (i) and (iii) caused no difficulty, but liquefaction in (ii) was often poorly understood, with candidates offering a range of creative definitions. There were some exceptionally strong responses to (iv); weaker responses tended to focus only on short-term post-event responses, making no reference to mitigation, preparedness or difficulties in prediction.

A5 Ecosystems and human activity

a) This was not very popular. Tropical rainforests were the universal choice. Answers tended to lack details of climate, soils and biotic relationships. Human activities were not always related to the structure and function of the ecosystem.

b) Part (b) was slightly more popular. Most candidates scored well on (i) though many thought that scrub meant no vegetation. Answers demonstrated an imperfect understanding of the concepts of invasion, competition and dominance in (ii) and often did not relate these to the changes on the map. In (iii) many students had only a very general idea of any grassland ecosystem and were unable to specify many differences in the conservation strategies appropriate to the two ecosystems.

A6 Climatic Hazards and Change

a) This was a fairly popular choice and generally well answered, with the strongest responses employing some excellent case studies and examples. Weaker responses appeared to be unsure precisely what 'drought' means, and tended to include many unqualified generalizations or confuse drought with aridity and desertification. Few responses considered the differing spatial extents of the two hazards.

b) Part (i) of this popular choice presented no difficulty and most students made a reasonable attempt at (ii). Responses to (iii) were disappointing, revealing a lack of knowledge of the relationships between volcanic eruptions and climate, or considering only local impacts rather than global ones. In (iv), the reasons for variations in the intensity of heat islands were poorly understood and almost always imperfectly expressed. Very few responses to (iv) dealt with both spatial and temporal changes in the intensity of urban heat islands. Diurnal and seasonal changes in intensity, variations in building density, land use and the growth of the city over time were often not considered.

B7 Contemporary issues in geographical regions

This section was answered by too few candidates for any reliable generalizations to be made.

B8 Settlements

As always, this section was very popular, with both questions attracting a similar level of interest.

The essay question (a) stimulated some superb responses, which employed a wide range of cities, and discussed a large number of different issues or problems. Weaker responses tended not to venture beyond housing and traffic issues, and some were unable to quote examples of cities that were sufficiently different for an effective comparison to be possible, or identified city problems without discussing similarities and differences.

In (b) it was disappointing to find that many candidates lost some of the marks available for parts (i) and (ii) by ignoring the scale on the data and not understanding the terms 'urban growth' and 'urbanization'. Part (iii) posed little difficulty and was well answered by almost all candidates. In (iv), some candidates unfortunately misunderstood urban periphery, and wrote about national periphery (as in core-periphery) instead. Stronger answers offered an impressive range of changes, backed up by relevant details and examples.

B9 Productive activities: aspects of change

a) Was attempted by very few candidates and no general comments are possible.

b) Was more popular, with most responses scoring fairly well on (i) and (ii). Sadly, part (iii) revealed a very poor understanding of what is meant by 'sustainable agriculture' and most candidates were unable to present any convincing reasons for why it is needed (many would say urgently) in MEDCs.

B10 Globalization

a) This was a very popular choice. Case studies were generally relevant, and employed effectively. The major weakness was insufficient distinction between short-term and long-term problems. Several candidates wandered beyond LEDCs, and attempted to introduce non-relevant locations such as Spain and Hawaii. The best answers were very convincing.

b) This was not as popular as (a). Little difficulty was experienced by most candidates in (i), (ii) or (iii), where North Korea and China featured regularly. Answers to (iv) covered the complete range. The strongest responses offered detailed and effective case studies and were able to relate them directly to the integration of world economic activity. Weaker answers were unsure about the distinction between economic agreements and trading blocs and sometimes quoted inaccurate examples.

C11 Topographic mapping

This was a moderately popular question. Despite significant improvements in many centres in topographic mapping skills, the performance on this question remained disappointing. (a) and (b) were handled successfully by most candidates. In (c), many answers wandered away from settlement patterns, and very few attempted to describe the significant area of rural settlement. Responses to (d) were generally disappointing and in some cases incorrect.

Most answers to (e) included accessibility, relief of land, and communications links, but few also considered likely land values, the potential for traffic congestion or any ecological considerations. Many candidates failed to offer any map evidence for their suggestions.

Recommendations and guidance for the teaching of future candidates

Teachers should prepare students to:

- Cover all sections and bullet points in the syllabus
- Read questions carefully.
- Write concisely, keeping introductions to essay questions short and to the point and not write out the question.
- Learn definitions of key geographical terms (eg. urban, erosion, globalization, liquefaction).
- Practice describing and analyzing all forms of maps, tables, photographs and graphs; descriptions should include quantification wherever possible
- Improve the quality of annotated diagrams. Make diagrams/maps worthwhile and large enough to be seen, and complete with title, north arrow, scale and text, as appropriate.
- Include named and located examples, even when these are not specifically required by the question.
- Learn recent/contemporary examples and case studies, especially case studies familiar to the students, such as those linked to the local area
- Adapt knowledge and understanding of case studies to the demands of the specific question
- Read and interpret topographic maps, and write answers that quote map evidence.
- Manage examination time carefully, using the mark weightings in each question to judge how long to spend on each part and how much to write.
- Write examination answers under timed conditions.
- Use compass directions when referring to maps (not top/bottom, left/right, up/down)

This was the final session of the old syllabus. The next session, May 2011, will be the first exams for the new syllabus. The new syllabus places more demands, especially in the Higher Level paper 3, on candidates' ability to construct a logical and reasoned argument in the form of an essay. Successful candidates will employ knowledge, skills, understanding and powers of analysis in responses, rather than merely expressing their personal beliefs.