



# **MARKSCHEME**

**NOVEMBER 2007**

**GEOGRAPHY**

**Higher Level and Standard Level**

**Paper 1**

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**Core Theme: Population, Resources and Development**

1. (a) **Describe *four* main differences between the national and regional population structures shown.** [4 marks]

Candidates should recognise most, if not all, the following differences: variation in the numbers of elderly, higher number of 80+ females in the regional pyramid, variations in the middle-aged groups, variations in the number of children aged <10 years [4×1 mark]. However, other valid observations should also be credited. Age-group by age-group descriptions should not gain more than [2 marks].

- (b) **Suggest reasons for the shape of the regional population pyramid.** [5 marks]

Possible reasons for the typical MEDC shape include a declining birth rate and high (possibly increasing) life expectancy. There are many reasons (factors) which may be suggested by candidates and up to [3 marks] should be allocated for valid points explaining the general MEDC shape. The remaining [2 marks] should be reserved for responses which also suggest reasons why this particular region has an unusually high percentage of elderly people, and a relatively low percentage in the 20–40 year age bracket, as well as a relatively low percentage of young children (0–9). For instance, the region could be a retirement centre or an area that has been affected by rural depopulation.

- (c) **Describe and explain *three* population issues that may result from the national population structure in 2030.** [3×2 marks]

Three issues should be covered, such as mortality, fertility and sex differentials [3×1 mark]. The remaining [3 marks] should be awarded to explanation/elaboration of these issues, although they need not be distributed equally.

- (d) **Using an annotated map *only*, explain the distribution of the population in a country of your choice.** [5+5 marks]

The marks reserved for the map should be allocated to a clear and neat diagram [2 marks], reasonably accurate [1 mark] and showing population distribution [2 marks]. The absence of a scale or orientation should not be penalized. The annotations should provide a clear account of population distribution for the [5 marks]. No credit should be given for written material that is not either written directly on the map, or linked to it clearly by means of arrows or a key.

2. (a) **Describe the pattern of the causes of hunger shown on the map.** [3 marks]

Several valid statements can be made: the broad pattern shows that hunger is found in sub-Saharan Africa (except in the south); hunger due to a combination of economic and political causes occurs mainly in the centre of the continent; economic causes operating on their own are confined to the west. Any three valid statements should be accepted [3×1 mark]. Some recognition of anomalies can be credited, although the total mark allocation should not be exceeded.

- (b) **Explain how hunger is measured and how it differs from malnutrition.** [4 marks]

Responses should note that hunger is a shortage of food [1 mark]; malnutrition refers to an unbalanced diet [1 mark]. The remaining marks should be awarded to an explanation of the measurement of hunger in terms of calorie intake [1 mark] and any further development [1 mark], such as quantification, or examples, or reference to different types of hunger, such as chronic or periodic hunger.

- (c) **With reference to examples, explain how two of the causes shown in the diagram (economic, political and environmental) have contributed to hunger.** [4+4 marks]

A large number of examples could be used, but responses would have to show a sound and detailed knowledge of the example and the circumstances leading to hunger. The examples chosen could illustrate either short-term, localized hunger or more pervasive, enduring hunger. If a case study, such as a drought in a Sahelian country is chosen, candidates would be expected to comment on the causes of the lack of rainfall and describe the impact of the drought, providing supporting evidence (such as quantification), or if a political cause is covered, knowledge of the events and their consequences should be evident for the [4+4 marks].

The same example could be used for both causes, but in the absence of any developed examples, no more than [4 marks] should be awarded.

- (d) Discuss the advantages and disadvantages of food aid as a strategy to overcome hunger in a named country or region. [10 marks]**

Responses would be expected to consider the advantages and disadvantages for the recipient country (but could also consider them for the donor country). Advantages would include factors such as the immediate alleviation of hunger, a decrease in death rates, the control of disease, and the control of migration in the receiving countries (while the donor countries would benefit from an increased awareness of LEDCs and the use of food surpluses). Disadvantages would focus on factors such as the impact on food production in the receiving country, the dependency on aid and the resultant decrease in skills. Some evaluation of short and long-term aid should also be made. A broad interpretation of “food aid” is acceptable, including, for example “food for work” programmes. Most, but not all, these factors need to be covered to obtain full marks.

Responses that offer developed examples are likely to be credited at band D and over. Responses that discuss the question are likely to be credited at bands E/F.

Marks should be allocated according to the markbands

**3. (a) Referring to the map**

- (i) name the two countries labelled A and B** [2 marks]

The two countries marked are **A** – Brazil and **B** – Australia [2 × 1 mark].

- (ii) estimate the population of country B.** [2 marks]

Using the scale, the population of country **B** can be reasonably assessed. Award [1 mark] for a value from 14–16 millions, or 24–26 millions inclusive, or [2 marks] for a value from 17–23 inclusive.

- (b) Describe the strengths and weaknesses of this type of map for showing population distribution.** [4 marks]

The method used shows the size of square relative to the population size of a country it represents. The major advantage is that such a method gives an immediate and clear indication of the relative population sizes of countries [1 mark]. The major disadvantages are that it gives no indication of the area of a country [1 mark] or of its shape [1 mark]. Accept any other valid advantages or disadvantages. The remaining [1 mark] can be awarded for any development of any advantage or disadvantage.

- (c) Explain how “intervening obstacles” affect population movements.** [7 marks]

According to Lee’s model, an intervening obstacle is any factor that makes a migration for the individual/family/group more difficult [1 mark]. Candidates would be expected to specify at least three obstacles (such as distance, political barriers, social barriers and expense) [3 marks]. The remaining [3 marks] should be awarded for development of these points or for stating that distance decay is the result of these intervening obstacles – the number of people that migrate will usually tend to reduce with increasing distance because the “obstacles” previously discussed will become increasingly problematical with increasing distance.

- (d) Examine the major development issues in a country of your choice.** [10 marks]

This is an open-ended question but the responses must be specific to the country chosen. The use of the term *issue* is not meant to imply any negative connotation, and positive, negative and neutral issues may be relevant. A large number of different issues could be considered. Responses are expected to incorporate some categorization or sub-division of the various issues. As well as purely economic issues, it is expected that responses will also examine social, demographic, political and environmental issues, if relevant to the particular country chosen. Better responses are also likely to include discussion of external factors affecting the development of a country.

Marks should be allocated according to the markbands.

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