



# **MARKSCHEME**

**May 2008**

**GEOGRAPHY**

**Higher Level and Standard Level**

**Paper 1**

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1. (a) **Define *natural increase* and state why it is not the same as population growth.** [3 marks]

Natural increase should be defined as the increase in population due to the difference between births and deaths [1 mark]. More development such as natural increase usually being expressed as a percentage, or details of how it might be calculated [1 mark]. It is one component of population growth, the other being migration [1 mark].

- (b) **With aid of a diagram, describe the changes in the total population for Region A over the period from 1775 to 2000.** [2+3 marks]

The diagram should have clearly labelled axes [1 mark] and a reasonably accurate 's'-shaped curve [1 mark]. Candidates are expected to describe an 's'-shaped curve, with slowly rising, fluctuating population values in the 1700s and 1800s [1 mark], thereafter a rapid increase until 1970 [1 mark], followed by a slowing of the rate of increase [1 mark]. Allow descriptive points to be in the form of annotations.

- (c) **Suggest reasons for the death rates in Region B over the period from 1775 to 2000.** [7 marks]

One approach could be to give reasons for the general decline over the period, another could be a stage by stage analysis. A brief description of the trend should be identified at the start or built into the explanation [2 marks]. The reasons for changes in mortality could focus on the decrease in mortality over the whole period: at first high mortality (unhealthy conditions associated with an agricultural economy and early industrialization) and thereafter a reduction (improved diet and hygiene from 1860s onwards, improvements in medicine, infrastructure). Reasons for anomalies/increases in death rates *e.g.* war, disease, malnutrition, lifestyle could be looked at [4×1 marks]. The leveling off in the rate of decrease is because there is a base below which, with aging populations, mortality cannot fall [1 mark].

- (d) **With reference to examples drawn from both LEDCs and MEDCs, examine how changes in demographic characteristics affect the level of development.** [10 marks]

This is an open-ended question and a number of different responses can be expected. A range of examples can be used to show how changes in demographic factors have affected the level of development. Demographic characteristics that are changing in a country could be identified as age, rate of increase, gender imbalance, migration, instance of disease (HIV/AIDS), results of the one child policy, under and over population. Approaches that look at density and the demographic transition model are likely to be self limiting. Allow a broad interpretation of development that could be economic, social, political, environmental.

Candidates must examine how changes in demographic characteristics affect the level of development. Approaches that reverse this (*i.e.* by examining how the level of development affects demographic characteristics) are not valid and do not answer the question.

Answers that only refer to either LEDCs or MEDCs, but not both, will not move beyond band D. Answers that offer examination with sound examples are likely to be credited at bands E/F.

Marks should be allocated according to the markbands.

2. (a) **State which region has (i) the lowest population density and (ii) the highest population density, and for each justify your choice.** *[2+2 marks]*

Region B has the lowest population density *[1 mark]* and Region C has the highest *[1 mark]*. The remaining *[2 marks]* should be allocated to some explanation of how the decisions were reached (relative difference in the values of the bars in the graph) and/or some quantification.

- (b) **Suggest which renewable resource might be shown in the diagram. Give possible reasons for the differences in its availability in Region A and Region D.** *[1+3 marks]*

Candidates would have to suggest which renewable resource they are dealing with and *[1 mark]* should be allocated to a valid degradable or non-degradable renewable resource (water, forests, solar energy, wind, fish, tidal energy). Do not credit soil or food. The reasons would be dependent on the resource chosen, but should show some understanding of the variation in environmental, political, technological or human impact conditions *[2 marks]*. If water is chosen, for instance, the values for A could be explained in terms of it being a desert area, and D in terms of it being a very high rainfall area. The remaining *[1 mark]* should be awarded to any development, such as named location or quantification. If the chosen resource is not renewable up to *[2 marks]* may still be awarded for justification.

- (c) **Compare the factors that have resulted in low population densities at the global scale with those that have resulted in low population densities at a local or national scale.** *[7 marks]*

Responses would be expected to display a broad knowledge of the factors responsible for the global distribution of low population densities. Many factors may be relevant. These could include climate, relief and remoteness. At a national/local scale responses would be expected to display a broad knowledge of the factors responsible for the distribution of low population densities. These could be climate, relief, remoteness as well as economic, historical and political factors. Award *[1 mark]* for any valid comparison. Although examples are not specifically required, stronger responses may include them. Responses that do not make explicit comparison may not be awarded more than *[5 marks]* in total.

- (d) **Examine, with the aid of examples, the factors responsible for changes in the consumption of a resource of your choice.** *[10 marks]*

The thrust of this question is an examination of **changes** in the consumption of the resource.

The likely choice, taken from the syllabus, would be either water, or a fossil fuel, or a forest product, or food. A brief description of the present pattern of consumption would have to be provided in order to show the changes. These should be explained in terms of at least three factors: economic development, demographic factors, access to capital and technology, and possible political and/or environmental factors. At least two valid examples would be expected if maximum marks were to be awarded.

Marks should be allocated according to the markbands.

3. (a) **Describe the main changes in the allocation of aid between 2002 and 2006.** [3 marks]

The best responses would note the trend showing a shift from 2002 allocations in all areas to AIDS and Law and Justice (governance) in 2006 [2 marks], with some quantification or explicit reference to the diagram for the remaining [1 mark]. If only a list of changes, with some reference to the diagram is provided, no more than [2 marks] should be allocated.

- (b) **Discuss how aid in *one* of the sectors shown in the diagram can improve the lives of people in a country receiving it.** [6 marks]

Responses to this question are likely to embrace a large range of possibilities, but must focus on an improvement in the lives of people. Improvement may embrace the impact of aid on the recipient area or society. At least two separate points must be developed in some depth for the award of [6 marks]. Responses which opt for breadth rather than depth, and discuss more points, may still be awarded [6 marks] provided that the discussion remains focused. Candidates may discuss how the type of aid may impact upon its effectiveness [6 marks].

- (c) **With reference to a named LEDC, explain *two* problems that are associated with limited access to food and shelter.** [3+3 marks]

It is likely that responses include reference to aspects such as health, nutrition, education and productivity. For each problem, award [1 mark] for the identification and description of the problem and [2 marks] for an explanation of how it arises and/or what its implications are for the region or society. Responses that do not refer to a named LEDC may not be awarded more than [4 marks] in total. Food and shelter may either be treated separately or together.

- (d) **Examine how environmental issues differ in *two* countries with contrasting levels of development.** [10 marks]

This is an open-ended question and a number of different responses can be expected. One response could be to address a topical environmental issue such as climate change. The impact/s of this issue could be different in two countries with contrasting levels of development. Countries with higher levels of development are more able to overcome the effects of climate change as they have the technology and finance available. Answers may also address the variation in impacts between countries. The factors covered would have to be specific to the countries chosen. Food and shelter may either be treated separately or together.

An alternative response would be to consider the ecological footprints of the two countries but responses would need to note that in the richer countries, where the environmental impacts are generally greater but where there is access to capital and technology, there are stronger environmental laws and active environmental groups which tend to mitigate the effects. In the poorer countries, environmental issues have a lower profile because the environmental impacts are lower and more diffuse and because of the focus on economic growth. As a consequence, this could also result in lax environmental legislation (which can be exploited by richer countries). Most, but not all, these factors need to be covered and the factors would have to be specific to the countries chosen.

Answers that focus mainly or exclusively on natural hazards will be self-limiting.

Marks should be allocated according to the markbands.

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