



MARKSCHEME

November 2009

GEOGRAPHY

Higher Level and Standard Level

Paper 1

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Core Theme: Population, Resources and Development

1. (a) Referring to the graph, describe the trends in the two rates. *[3 marks]*

- Total female literacy rate increases over time *[1 mark]*
- Global fertility rate decreases over time *[1 mark]*
- Quantification *[1 mark]*

- (b) Suggest *three* reasons for the trend in global fertility. *[2+2+2 marks]*

For each of the three reasons candidates are required to explain the reasons in order to achieve the *[2 marks]* for each.

Answers may include references to reasons in developed and/or developing regions or a combination: increasing emancipation of women resulting in them choosing to have fewer children, increasing educational opportunities providing career opportunities and thus delay of marriage/first child, national population policies, especially China’s “one child policy”, increasing cost of having children, improved medical facilities resulting in lower infant mortality, and increasing mechanization thus fewer children needed to work on the land *[2+2+2 marks]*. Accept any other valid responses.

Any reason given that does not explain how/why this reason results in lower fertility rates should only receive *[1 mark]*.

- (c) Explain why the mortality rate in some countries is increasing. *[6 marks]*

Answers need to state and explain at least two reasons in depth to be awarded *[6 marks]*. If more reasons are offered, they need not reach the same depth.

Reasons may include an aging population, the spread of disease (such as AIDS and malaria), war, genocide and reduction of public health spending resulting in increased infant and maternal mortality. Accept other valid reasons. A list of reasons where none are developed may not be awarded more than *[3 marks]* in total.

- (d) Using a case study, discuss the socio-economic costs of a named disease. *[10 marks]*

The case study can be at a local, national or regional level.

Responses need to make reference to both social and economic costs.

The costs will depend on the disease chosen. Only one disease should be discussed.

Responses which do not include a case study may not be credited beyond band D.

A well developed, factually accurate discussion of both the social and economic costs of a named disease is likely to be credited at band E/F.

Marks should be allocated according to the markbands.

2. (a) **Briefly explain what is meant by malnutrition.** [2 marks]

Responses should note that malnutrition is an unbalanced diet [1 mark]. Any further valid development should be awarded [1 mark].

- (b) (i) **Describe the relationship shown on the graph.** [3 marks]

Responses should recognize a positive correlation/relationship [1 mark], give some quantification [1 mark] and identify any anomalies such as Nepal [1 mark].

- (ii) **Suggest two possible reasons for this relationship.** [2+2 marks]

Answers should recognize that those communities who produce their own food (subsistence) have greater food insecurity as they are dependent on their own production [2 marks].

Agricultural economies, which would be reflected by the large percentage in labour force, are less able to import food when shortages occur [2 marks]. Other valid responses are possible and should be credited if they adequately explain the relationship.

- (c) **Describe one composite index used to measure international differences in quality of life and comment on its validity.** [6 marks]

Answers are likely to name the Human Development Index [1 mark]. The three distinct variables **must** be identified – life expectancy/education and literacy/GDP (PPP) per capita [3 marks]. The remaining [2 marks] should be allocated to evaluation of its validity with [1 mark] for valid strengths of the indicator and [1 mark] for valid weaknesses. A similar distribution of marks should be used if an alternative composite index is named.

- (d) **Examine the issues that influence the level of economic development of one country of your choice.** [10 marks]

Responses must be specific to the country chosen. The issues may be structured into internal and external issues. Economic, social, demographic, political and environmental issues should be included if relevant to the economic development of the country chosen. Some responses might also examine spatial variations of development within the country.

Marks should be allocated according to the markbands.

3. (a) (i) **State *two* strategies that have been put in place by 2005 to make the process more sustainable.** [2 marks]

Substitution, recycling, [1 mark] each up to a maximum of [2 marks].

- (ii) **Name a third management strategy that could have been used.** [1 mark]

Conservation, reusing, or one strategy that has not been mentioned in (i) [1 mark].

- (b) **Describe an example where a resource has been successfully managed through substitution.** [6 marks]

Responses should refer to a specific **successful** example of substitution. The two resources involved (original resource and the substitute) should be mentioned [2 marks]. The problems related to the use of the initial resource have to be presented. Frequent situations would involve its high cost, its possible exhaustion or its low efficiency [2 marks]. The description of the management scheme and the success of the strategy should be awarded the other [2 marks]. Generalized answers with no factual information or with no clear substitution scheme should not be awarded more than [3 marks].

- (c) **With reference to a specific resource, analyse why the spatial distribution of its production has changed over time.** [6 marks]

Responses should give detailed information about one specific resource and have clear location references through time. Resources could include water, fossil fuels, forest products or any other studied by the candidates. [1 mark] should be awarded for the choice of the resource, [1 mark] for the initial spatial distribution of its production, [3 marks] for the factors that made the distribution change, leaving the remaining [1 mark] for the current spatial distribution of its production. Maps or diagrams showing the process could substitute for text.

- (d) **“The sustainable management of resources is not a priority for less economically developed countries.” Discuss this statement using examples.** [10 marks]

Responses should demonstrate an understanding of sustainable development. Responses should develop the idea of poor countries having many important needs that reduce the priority given to the environment. Needs can include jobs, improved incomes, energy, adequate infrastructure and investment. The best responses will reflect the moral aspect of the world debate about giving equal chances to countries that are going through the process of development now. Responses should also give evidence and examples referring to how countries rely on cheaper finite resources as they cannot afford to make the switch to more sustainable but more expensive options. Examples may include the use of nuclear power, coal or wood for energy, overgrazing and overcultivation and lack of recycling options.

Marks should be allocated according to the markbands.
