



GEOGRAPHY
HIGHER AND STANDARD LEVEL
PAPER 1

Wednesday 14 November 2001 (afternoon)

1 hour

Name

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Number

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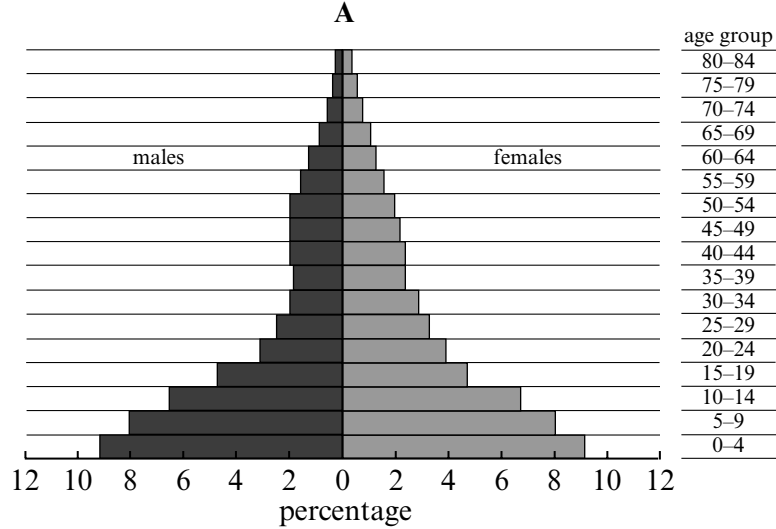
INSTRUCTIONS TO CANDIDATES

- Write your candidate name and number in the boxes above.
- Do not open this examination paper until instructed to do so.
- Answer all the questions.

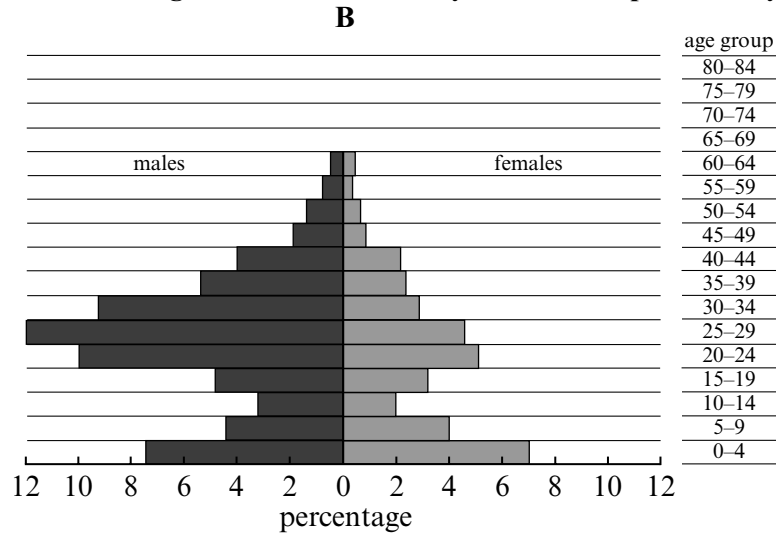
EXAMINER	TEAM LEADER	IBCA
TOTAL /40	TOTAL /40	TOTAL /40

1. Below are pyramids representing the population of **A**, an economically less developed country (ELDC) and those of its citizens who have migrated and live in **B**, an economically more developed country (EMDC).

Population in an Economically Less Developed Country



Citizens from 'A' living in 'B' an Economically More Developed Country



Source: David Waugh, Geography: An Integrated Approach. 2nd ed (Nelson, 1995) p. 347.

(This question continues on the following page)

(Question 1 continued)

- (a) Explain why the pattern of males living abroad in the EMDC differs from the pattern in their home country. *[2 marks]*

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- (b) Explain why the pattern of females living abroad in the EMDC differs from the pattern of the males in the same EMDC. *[1 mark]*

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- (c) Why does the population pyramid for the EMDC end at the 60–64 age group? *[1 mark]*

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(This question continues on the following page)

(Question 1 continued)

(d) Name **one** benefit that migrants living abroad might bring to

(i) their home country.

[1 mark]

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(ii) the country in which they are living.

[1 mark]

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(e) Name **one** problem that out-migration might cause for the ELDC.

[1 mark]

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(f) Name **one** problem that migrants might experience in the EMDC.

[1 mark]

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2. The table below shows the size of the gap in human development between the North and the South in 1960 and 1995 using a selection of indicators.

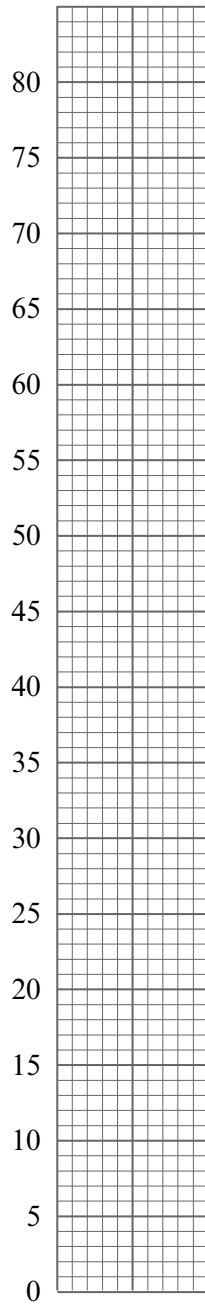
Category	Indicators	
	Gap in 1960	Gap in 1995
<i>Gap in human survival</i>		
Life expectancy (years)	22.8	11.7
Access to safe water (% of population)	60	31
Nutrition (daily calories as % of requirement)	34	21
<i>Gap in human progress</i>		
Mean years of schooling	5.6	6.1
Tertiary education enrolment (%)	15	29
Scientists and technicians (per 1000 people)	45	76

From: Fellman, Jerome D., Arthur Getis and Judith Getis, *Human Geography: Landscapes of Human Activities*. 6th ed. (WCB McGraw-Hill, 1999), p. 372

(This question continues on the following page)

(Question 2 continued)

(a) Plot the data for human progress indicators on the graph paper below.



[4 marks]

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(Question 2 continued)

(b) How is the gap changing in relation to human survival and human progress?

[2 marks]

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(c) Name **one** additional indicator that would be helpful in assessing the gap in human survival and another **one** for assessing the gap in human progress and justify your choices.

[2 marks]

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3. (a) Define a natural hazard.

[1 mark]

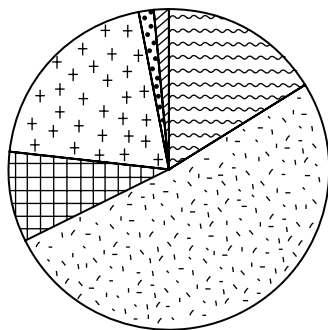
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(b) Refer to the diagrams below on world deaths and injuries caused by different types of natural disasters, 1968–1992. Were more people killed and injured by earthquakes **or** by drought and famine between 1968 and 1992?

[1 mark]

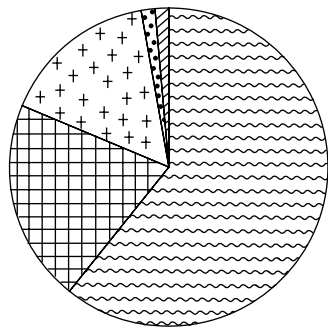
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World deaths: killed – total number 140 315



- Earthquake
- Drought and famine
- Flood
- Wind storm
- Landslide
- Volcano

World injuries: injured – total number 54 111



N.B. No drought and famine injuries

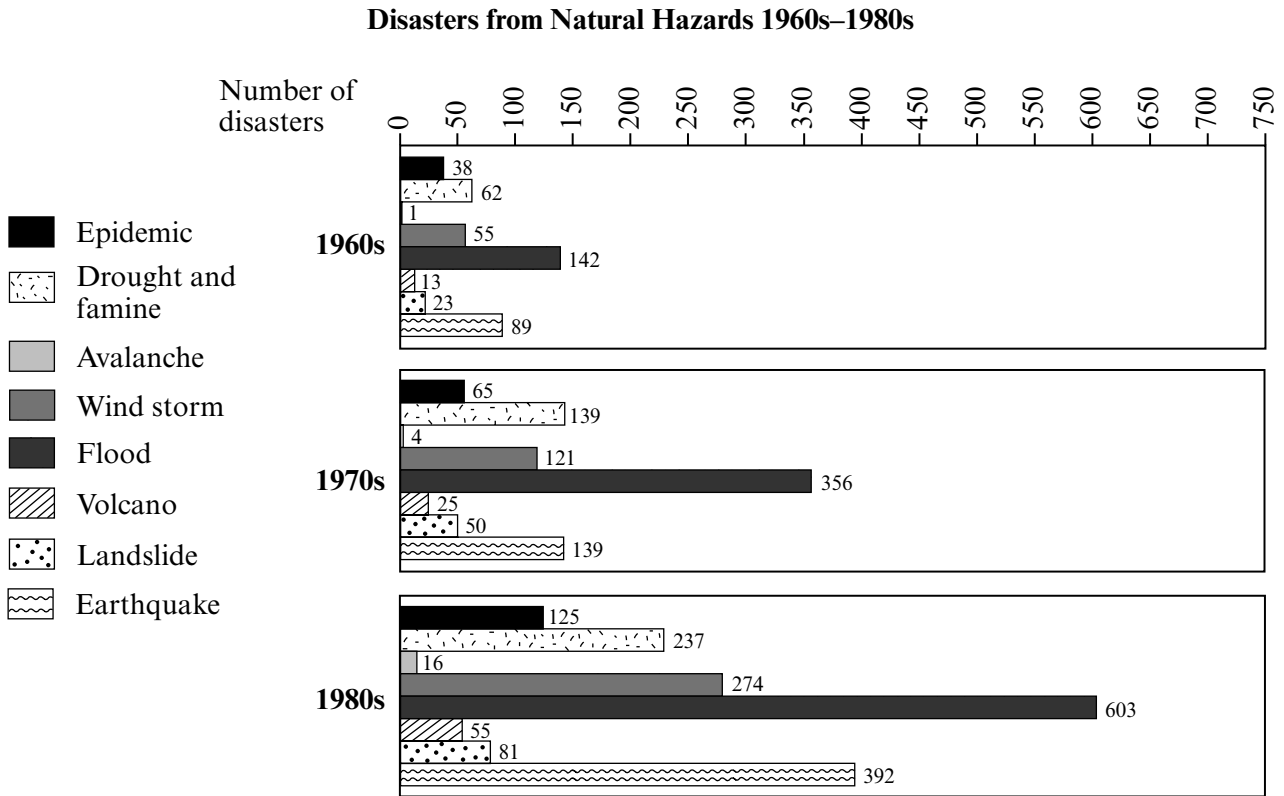
Source: Victoria Bishop, *Hazards and Responses* (Collins Educational, 1998) p. 8.

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(Question 3 continued)

(c) Refer to the diagram below which shows disasters from natural hazards, 1960s–1980s. Describe the changes that have occurred in the number of disasters from the 1960s to the 1980s.

[3 marks]



Adapted from: Victoria Bishop, p. 9.

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(Question 3 continued)

(d) Give reasons for changes that you have identified in part (c).

[3 marks]

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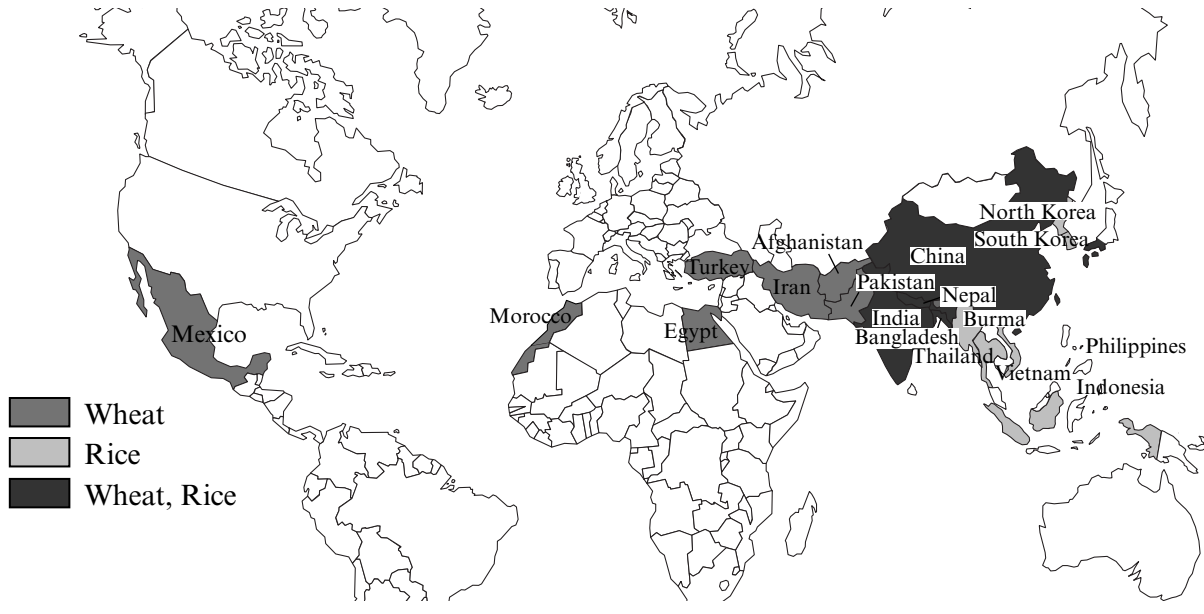
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4. The map below shows the Green Revolution in Regions of Implementation (areas where the Green Revolution has taken place).



Source: Fellman, Jerome D., Arthur Getis and Judith Getis, *Human Geography: Landscapes of Human Activities*, 6th ed. (WCB McGraw-Hill, 1999), p. 278.

- (a) What is the Green Revolution? [1 mark]

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- (b) Name **two** benefits of the Green Revolution. [2 marks]

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(This question continues on the following page)

(Question 4 continued)

(c) Name **two** problems caused by the Green Revolution and explain how each problem was caused.

[2 marks]

(i) problem

cause

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(ii) problem

cause

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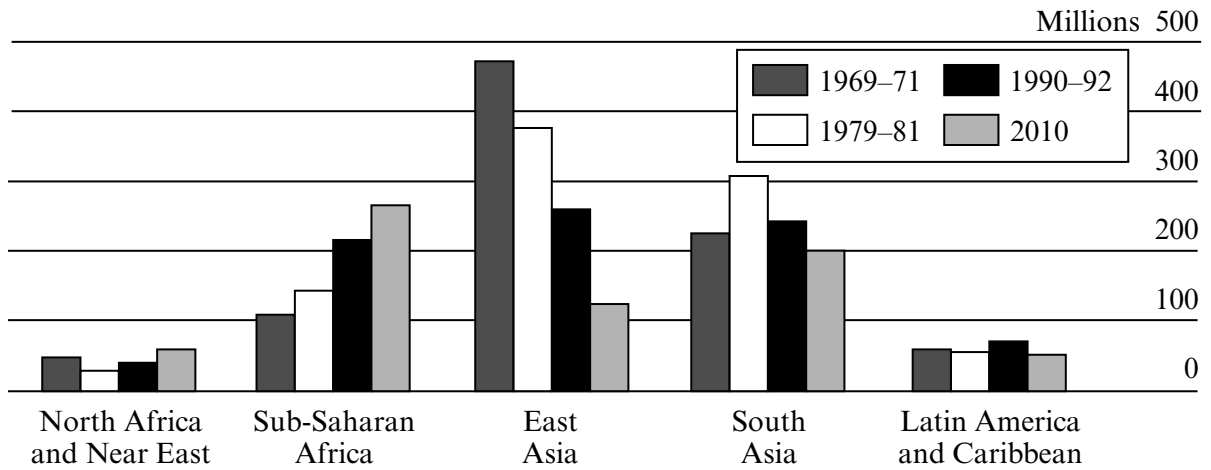
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(Question 4 continued)

- (d) Refer to the diagram below which shows the number of persons chronically undernourished in developing countries.

Using data from the diagram and the world map on page 12, describe the relationship between the Green Revolution and changes in undernourishment in developing countries (by regions). [3 marks]

Number of persons chronically undernourished in developing countries



Source: FAO

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5. Refer to the aerial photograph (A) on this page, and to the urban land-value model (B) and cross-section (C) on page 17.

City in an EMDC

(A)



Source: Derry W. and M. Horner, Geolab 2, (McGraw-Hill Ryerson, 1981), p. 66

- (a) On the photograph (A) draw a firm line around each of the following urban localities, label it, and **justify your choice** on the lines below. [3 marks]

- (i) The central business district (CBD).

Justify your choice.

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(This question continues on the following page)

(Question 5 continued)

- (ii) A secondary PLVI (Peak Land-Value Intersection) outside the CBD.

Justify your choice.

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- (iii) Buildings in an inner urban area of lower land value.

Justify your choice.

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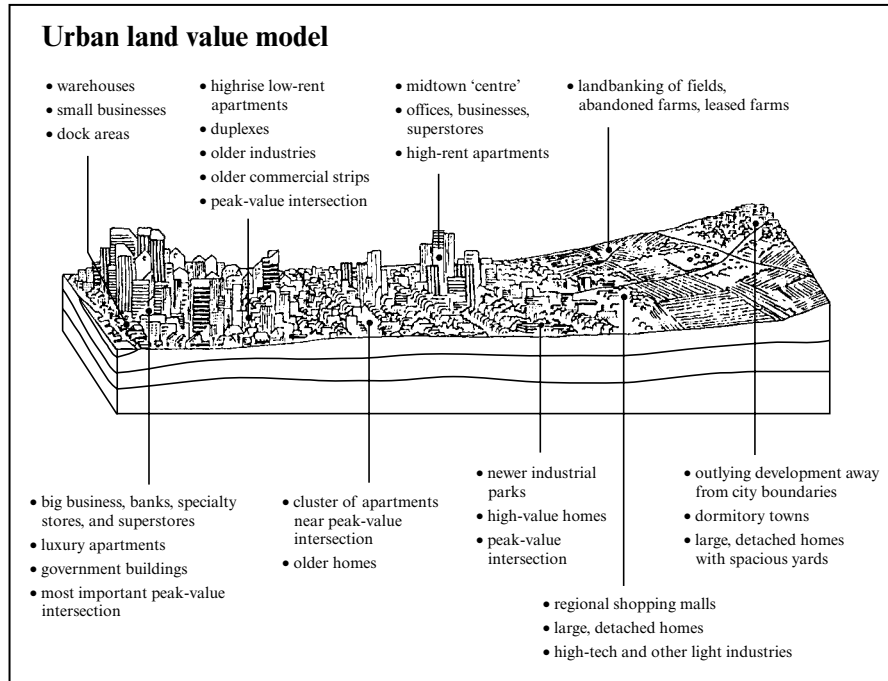
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(Question 5 continued)

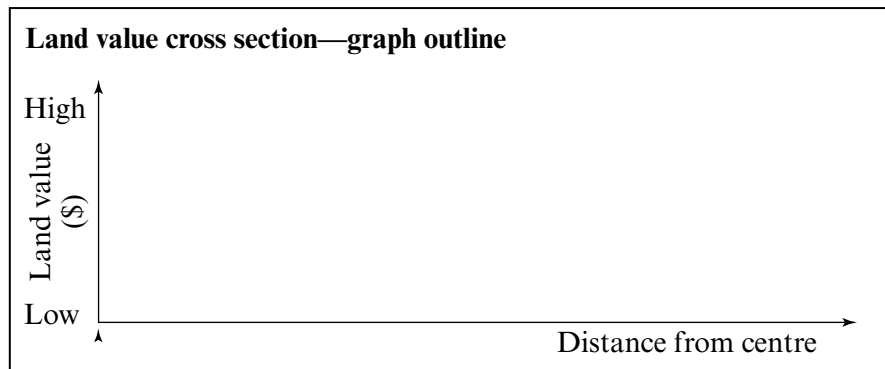
(b) On the land value cross section (C), draw a graph reflecting the features in (B), the urban land value model, to show how land values vary.

[1 mark]

(B)



(C)



Source: Adapted from Urban Dynamics.

(This question continues on the following page)

(Question 5 continued)

(c) Describe how **two** of the following processes affect inner cities:

ageing *changing land uses* *changing social structure*

(i) First process (name): [2 marks]

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(ii) Second process (name): [2 marks]

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