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GEOGRAPHY

Higher Level and Standard Level

Paper 1

7 pages

Core Theme: Population, Resources and Development

1 **(a) Name a country that would have a population structure similar to that shown in Pyramid A and briefly justify your choice.** ***[1+3 marks]***

Candidates would be expected to give the name of a MEDC ***[1 mark]*** and justify their choice in terms of the regressive shape (declining birth rate, high life expectancy), or by referring to the pyramid being in stage 4 of the demographic transition model ***[3 marks]***. (The diagram refers to the US.)

(b) Identify a group within the country you have named in part (a) that would have a pyramid similar to that of B and describe its demographic characteristics. ***[1+3 marks]***

A number of possible groups could be given ***[1 mark]***, although the diagram shows the non-white structure within the US. Responses should be credited if they show an awareness that the group named would have a higher birth rate, lower death rate and would be a rapidly expanding population ***[3 marks]***.

(c) Explain the main difference in the populations aged 50 years and above shown in the pyramids. ***[5 marks]***

Candidates would be expected to note the difference between the lower mortality rate in A and the higher mortality rate in B ***[2 marks]*** and account for this in terms of income, access to medical aid and health facilities, and diet ***[3 marks]***.

(d) With reference to specific examples, examine the advantages of migrations*. ***[2+10 marks]***

Responses should consider the advantages at both the point of origin of migrations and the final destinations for voluntary and involuntary migrations. These would include, at the origin, factors such as the income derived from remittances and the alleviation of poverty, and the reduction in population pressures and in the demand for resources. At the destinations, the advantages could include higher (or regular) incomes for the migrants and, for the host populations, the availability of labour that carries lower costs and is often unregulated. Reference could also be made to advantages derived from cultural mixing (art, foodstuffs, *etc.*). The advantages of forced migrations would be for the migrants alone: the provision of food and shelter and of security (either short term or for a longer period).

Up to ***[2 marks]*** should be given to appropriate, developed examples. The remaining ***[10 marks]*** would not necessarily have to be allocated evenly between the origin and destination. These marks should be allocated according to the markbands.

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* Migration is defined as a population movement involving a permanent change in residence that lasts more than a year. It does not include daily movements.

2. (a) State which development diamond represents the least developed country shown and justify your choice. ***[2 marks]***

The least developed country would be Country B ***[1 mark]*** as the values for all four of its socio-economic indicators are the lowest and well below the average for low income countries ***[1 mark]***.

(As a matter of interest, the countries shown are as follows, although candidates would not be expected to show any knowledge of this: A – Angola, B – Ethiopia, C – Kenya, D – Malawi, E – Mozambique, F – Nigeria.)

(b) Compare the levels of development of Countries A and D. ***[4 marks]***

Responses should show an understanding that the two countries represent very different approaches to development: Country A has the highest GNI per person and also the highest life expectancy shown, but scores poorly with the remaining indicators ***[2 marks]***; Country D, despite its very low GNI per person, has focused on primary education, where it shows the highest values ***[2 marks]***. In the absence of any attempt at comparison, no more than ***[3 marks]*** should be awarded.

(c) Examine the strengths and weaknesses of the development diamond as a method of showing the level of development of a country. ***[4 marks]***

It would be expected for responses to note that as all four indicators are relevant to the HDI, this is a valuable method for showing the level of development ***[1 mark]***. A weakness that could be noted is that the values are relative ***[1 mark]*** and refer only to other low income countries ***[1 mark]***. The remaining ***[1 mark]*** should be allocated to any development of these statements, or any other pertinent comments, such as the usefulness of having a visual method for comparing countries.

(d) Discuss the ways that the consumption of resources by MEDCs have environmental, social and economic consequences in LEDCs. In your answer, refer to specific examples. ***[15 marks]***

Responses should start by recognizing that, per person, there is an over-consumption of resources in MEDCs and that this has consequences for LEDCs. The consumption (and exhaustion) of domestic resources or the demand for cheaper alternatives have been blamed for exploitation of resources in LEDCs. The consequences that could be considered include the following: the distortion of LEDC internal markets and agricultural production, resulting in rural poverty; deforestation that is encouraged by the demand for tropical hardwoods, in particular, and the change in land use to agriculture; land degradation following the introduction of agribusiness; pollution associated with mining and deforestation. All these would have obvious environmental, social and economic consequences. It is possible that candidates could approach the question from a different perspective, perhaps by examining the impacts of a single resource only, or quote other examples of impacts, and this should be accepted.

Marks should be allocated according to the markbands, but, in the absence of any specific examples being discussed, responses should not move beyond band E. Responses that fail to make any assessment or are merely descriptive should not move beyond band F.

3. (a) Describe and compare the trends shown in Diagrams A and B. ***[3 marks]***

Responses should describe the steadily increasing trend in the LEDCs' values as opposed to the fluctuating trend over time in the MEDCs in Diagram A ***[1 mark]***, and the contrasting trends in Diagram B where both sets of values increase over time ***[1 mark]***. The remaining ***[1 mark]*** should be allocated to any development or quantification of the trends noted.

(b) Account for the changes shown in the values for the LEDCs in Diagram A. ***[3 marks]***

The increasing production values in the diagram should be accounted for in terms of increases in the area under cultivation, mainly through irrigation or forest clearance ***[1 mark]***, the introduction of advanced farming techniques (mechanization, animal husbandry, new strains of hybrid seed, the increased use of fertilizers, pesticides and fungicides) ***[1 mark]*** and the re-organization of the agricultural sector (changes from small-scale subsistence farming to large-scale operations) ***[1 mark]***. It is possible that other valid reasons could be given, in which case they should be credited.

(c) Briefly discuss the effects that the trends in Diagram B have on malnutrition and hunger globally. ***[4 marks]***

The increasing availability of food implies that, at a global scale, malnutrition and hunger should be decreasing ***[1 mark]***, but responses should also comment on the very high and increasing values in the MEDCs which could encourage obesity ***[1 mark]*** and the fact that, despite the overall increase of food availability in LEDCs, this does not occur evenly and there are still regions where hunger remains a problem ***[1mark]***. Some quantification or reference to specific examples should be awarded the final ***[1 mark]***.

(d) Explain why there is a global imbalance in the availability of food and, using specific examples, suggest ways of improving access to food in many LEDCs. ***[15 marks]***

This is an open-ended question and a number of different approaches would be acceptable. However, it would be expected that there would be some consideration given to the environmental, economic, social, and political factors that lead to the imbalance in the availability of food. These could include unfavourable physical conditions (low and unreliable rainfall, poor soils), the lack of capital and technology, low educational levels, the control of markets by MEDCs, inadequate infrastructure, political instability and, above all, poverty. The solutions, again, could be various, but would have to be specific to the examples chosen. The responses should be considered holistically and a set number of marks should not be allocated to the two elements of the question.

Marks should be allocated according to the markbands, but where examples are inappropriate or not covered, responses should not move beyond band E.