



MARKSCHEME

May 2007

GEOGRAPHY

Higher Level and Standard Level

Paper 1

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Core Theme: Population, Resources and Development

- 1. (a) Use the diagram to compare the two components of population growth for this MEDC from 1992–2004. [4 marks]**

Responses should note that natural increase is declining [*1 mark*] whilst migration increases as an overall trend/fluctuates/increases and decreases [*1 mark*]. The remaining [*2 marks*] should be allocated to quantification of these observations. If no comparison is made, up to [*3 marks*] can be awarded.

- (b) Give possible reasons for the trend in natural increase. [5 marks]**

Candidates would have to comment on the decrease of the natural component, explaining it in terms of a declining birth rate or fertility rate and/or increasing death rate [*1 mark*] which is the consequence of social and/or economic conditions. These should be developed for the remaining [*4 marks*] by referring to factors that would be relevant post-1992, such as the perceived costs of child-bearing, the status and education levels of women, the pursuit of careers, and delayed conception. Increasing death rate can be explained by demographic factors associated with stage five of the demographic transition model such as an aging population and increase in life expectancy (correlated with a reduction in the CBR). At least two factors should be well developed for [*4 marks*].

- (c) Examine the ways in which a migration affects population structures. [6 marks]**

As the question does not specify the type of migration, responses could deal with either a forced or voluntary migration, but it would be expected that aspects of population structures (such as age, gender, ethnicity, level of education) both at the point of origin and the point of destination are covered. Descriptions [*2 marks*] and explanations [*4 marks*] should be provided of changes in the age groups (both positive and negative) and of gender differentials, as well as changes in life expectancy, mortality and fertility. Responses that consider the structures only at the point of origin **or** the destination may receive up to [*4 marks*] in total. Well-annotated diagrams should be accepted.

- (d) Discuss whether the views of Malthus are relevant today. [10 marks]**

Responses should show that there is a clear understanding of the Malthus model and the relationship between population growth and food supply. It would also be expected that there is an appreciation that conditions have changed since Malthus proposed his theory and that the discussion would cover both neo-Malthusian view points and those of anti-Malthusians in order to come to some evaluation. Examples, while desirable, are not specifically required but may help the candidate to access the top marks.

The marks should be allocated according to the markbands. Responses that offer explicit evaluation are likely to be credited at bands E/F.

2. (a) **Using *only* the information in the diagram, state in rank order the most common causes of food shortages in Africa.** [2 marks]

Candidates should rank the causes as: war, weather problems and population displacement (which must be indicated as equal) followed by agricultural production [2 marks]. [1 mark] should be awarded if there is only one inaccuracy.

- (b) **Explain how *two* of the causes given in the diagram lead to hunger.** [4+4 marks]

Responses need to provide brief but clear explanations of how each of the factors is linked to hunger. For both the causes chosen, it would be necessary to explain how the event or factor that precipitated the crisis has resulted in the disruption of food supplies or agricultural production. Examples are not specifically required but may enhance the response. [2 × 4 marks].

- (c) **Explain the difference between chronic and periodic hunger. Give examples of where these types of hunger exist.** [3+2 marks]

The explanation that both forms of hunger result from a lack of sufficient food, but that chronic hunger, unlike periodic hunger, is long term should be allocated [1 mark]. The remaining two marks should be allocated for development of either the causes or the outcomes [2 marks]. The use of appropriate examples should be allocated the remaining [2 marks]. If the concepts of chronic and periodic hunger are reversed some credit can still be given for examples.

- (d) **Discuss how the actions of richer countries *either* reduce *or* increase hunger in poorer countries.** [10 marks]

Candidates would be expected to show an understanding of the external factors that affect the availability of food in poorer countries. They may choose to focus only on how actions reduce or increase hunger, or their discussion may include both. Either interpretation can be awarded full marks. Hunger can be reduced initially through food aid and then by improved trading relations (preferential trade agreements, removal of trade barriers and trading tariffs). Conversely, hunger is often exacerbated by subsidized agriculture in the richer countries which distort trading patterns and local markets. Trade barriers can also affect the availability of food, as can market demand in these richer countries, which can lead to a switch in production away from local foodstuffs. Not all these factors would have to be covered, but candidates would need to show a clear understanding of the impact of the policies and practices of the richer countries in the poorer countries they choose to cover. While examples are not specifically required, it would be difficult to produce a good answer without at least some illustrations.

The marks should be allocated according to the markbands.

3. (a) **Contrast the trends between 1900 and 2000 with the predicted trends between 2000 and 2100.** [5 marks]

Clear-cut patterns can be seen before and after 2000. Before 2000, all the factors (except resources) show a distinct upward trend, especially in the second half [1 mark], in contrast to the post-2000 period where all the values decline [1 mark]. The remaining [3 marks] should be allocated to some development, such as noting that resources show depletion throughout, that not all variables peak at the same time, that the rates of decline are more rapid than the rates of increase. Responses should “contrast” as demanded in the question, rather than just list the changes in order to obtain full marks.

- (b) **State why the concept of development does not just refer to economic growth.** [3 marks]

Candidates should note that development includes measures other than economic growth [1 mark]. This statement should be followed by commenting on other aspects of development, such as the provision of basic needs (food, shelter, water and sanitation); social justice/political freedom, and sustainability, or indicators such as HDI [2 marks].

- (c) **Explain the contrasts in development between the core and periphery regions of a named country.** [7 marks]

Responses should show an understanding of the concept of core/periphery, and then compare and contrast the way in which they differ, noting the following elements: population (higher concentrations in the core, with unbalanced population structure in the periphery due to migration), employment (higher unemployment rates and fewer jobs in the periphery—mainly in the primary sector), investment and provision of services, infrastructure (much higher in the core), levels of wealth and economic activity (also higher in the core), location of capital city and focus of financial and administrative institutions and communications in the core [5 marks]. Not all of these elements need to be covered. The remaining [2 marks] should be awarded for the quality of the example used to illustrate these points. The presentation of a comparative table should be accepted. Purely descriptive answers may receive up to [4 marks].

- (d) Examine, with the aid of example(s), the obstacles to sustainable development in LEDCs.**

[10 marks]

Responses should demonstrate an initial understanding of what sustainable development means and should be developed at the national scale, although case study material may well enable candidates to review at the local/regional level. A number of obstacles could be identified to explain why conservation, recycling and substitution are more difficult to initiate and promote. Obstacles examined could be political, economic, social and physical. Political obstacles may address the recent nature of economic development, which is at the forefront of a country's agenda. Environmental considerations will therefore have lower priority. Political obstacles may also include tied aid and corruption that attempts to bypass environmental laws. Economic obstacles such as limited access to capital for sustainable schemes and the negative impact of TNCs could be considered. Social obstacles such as disease or the pressures of population growth would also be valid. Physical obstacles such as extreme climate or relief might also be relevant.

If a response shows an understanding of sustainable development and then examines the obstacles to development in general, it should be possible for it to access up to band D in the markbands.
